IMPROVING THE STUDENTS` ABILITY IN ENGLISH SPEAKING THROUGH YOUTUBE AT THE EIGHT GRADE OF STATE ISLAMIC JUNIOR HIGH SCHOOL IN LUBUK PAKAM

2016/2017

THESIS

Submitted to Faculty of Tarbiyah Science and Teachers Training,State Islamic University of North Sumatera as a Partial Fulfillment of the Requirements for SI Program

By:

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

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2017

Nomor	: Istimewa	Medan, Mei 2017
Lamp	: -	Kepada Yth,
Perihal	: Skripsi	Bapak Dekan Fakultas Ilmu
	An. Putri Azima	Ilmu Tarbiyah dan Keguruan
		UIN Sumatera Utara
		Di _
		Tempat

Assalamu'alaikum Wr. Wb.

Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudari:

Nama　　　**: Putri Azima**

NIM　　　　**: 34.13.1.039**

Jurusan　　**: Pendidikan Bahasa Inggris**

Judul　　　**: IMPROVING THE STUDENTS` ABILITY IN ENGLISH SPEAKING THROUGH YOUTUBE AT THE EIGHT GRADE OF STATE ISLAMIC JUNIOR HIGH SCHOOL IN LUBUK PAKAM**

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang Munaqasyah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Wassalamu'alaikum Wr. Wb

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JURUSAN   : Pendidikan Bahasa Inggris

JUDUL SKRIPSI :

Improving The Students` Ability in English Speaking through Youtube at The Eight Grade of State Islamic Junior High School in Lubuk Pakam

   Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dari buah pikiran saya kecuali kutipan-kutipan di dalamnya yang disebutkan di dalamnya sebagai sumbernya.

   Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

                Medan, Mei 2017

                Yang membuat pernyataan

                   Putri Azima
                   NIM. 34.13.1.039

ABSTRACT

IMPROVING THE STUDENT`S ABILITY IN ENGLISH SPEAKING THROUGH YOUTUBE AT THE EIGHT GRADE OF STATE ISLAMIC JUNIOR HIGH SCHOOL IN LUBUK PAKAM

PUTRI AZIMA

34.13.1.039

Keyword: *Using Youtube Media and the Students' Ability in English Speaking*

This research was conducted to know Youtube Media can improve the students' ability in English speaking. The subjects of this research were eight grade students of State Islamic Junior High School in Lubuk Pakam. This research was conducted by using Classroom Action Research. This research was used pre-test and post-test data, interview sheet, observation sheet, and diary note data. The result of this research showed that there was improving of students' ability in English speaking. The mean of the pre test was 51,84, the mean of the first cycle was 71,57 and the mean of second cycle was 78,28, they showed that the mean in second cycle were better than the first cycle. The percentage of students who got point 75 up also grew up. In the pre-test, the students who got $\geq$ 75 up were 1 student (2,6%). In the post-test of cycle I, the students who got point 75 up there were 21 of students (55,26%). It means that there was an increasing about 52,66%. In the post-test of cycle II, students who got point 75 up were 32 students (84,21%) and the increasing was about 28,95%. For the total increasing of the students' score from pre-test to post-test of cycle II was 81.61%. In other words, the students' ability in English speaking improved from the first meeting to the next one. For the hypothesis testing, it was used t-tes formula from the computation, it could be seen that coefficient of $t_{observation} = 4,19$ and t_{table} to df = 38 - 1 = 37, with fact level α = 0.05. The coefficient of $t_{observation}$ (4,19) $\geq t_{table}$ (2.03). Thus, alternative hypothesis (Ha) stating that Youtube Media could improve the students' ability in English speaking and could make the classroom activities alive and active.

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First of all, the writer likes to thank to Allah SWT, who has given His blessing and a chance to complete this thesis entitled "**IMPROVING THE STUDENTS` ABILITY IN ENGLIH SPEAKING THROUGH YOUTUBE AT THE EIGHT GRADE OF STATE ISLAMIC JUNIOR HIGH SCHOOL IN LUBUK PAKAM".** Praise and blessing to the Prophet Muhammad SAW, whohas been my figure to serve Allah SWT.

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2. Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum, the Head of English Educational Department.

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8. Nurul Huda, S.Ag, the English teacher of MTsN Lubuk Pakam.

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The writer realizes this thesis still has some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make this thesis better.

Medan,   Mei 2017

PUTRI AZIMA

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CHAPTER I

INTRODUCTION

1.1   Background of the Problem

Language is a tool of communication which is used by human being to communicate and interact with each orher. By language, people are able to express and exchange their ideas, knowledge, beliefs, opinions, emotions, and feelings. Allah creates human in the world with various nation, ethnics and customs, even so the language. One country with another country have different language. Allah states about the variety of language in surah Ar – Ruum : 22

وَمِنْ ءَايَـٰتِهِۦ خَلْقُ ٱلسَّمَـٰوَٰتِ وَٱلْأَرْضِ وَٱخْتِلَـٰفُ أَلْسِنَتِكُمْ وَأَلْوَٰنِكُمْ ۚ إِنَّ فِى ذَٰلِكَ لَأَيَـٰتٍ لِّلْعَـٰلِمِينَ ۝

"And among of His signs is the creation of the heavens and the earth, and the variations in your languages and your colours : verily in that are signs for those who know" (Ar – Ruum: 22)[1]

In the surah above, Allah shows us the signs of his authority through the differences language and skin colour of human being in the world. People who live in the different location have different language and skin colour. For example, Asian people is absolutely have different

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[1] Abdullah Yusuf Ali. 2007. *The Qur`an Translaation*. (New York. Tahrike Tarseile Qur`an,Inq). p. 265

language and skin colour with African. Through the differences, Allah asks us to study hard to get the knowledge and experience . So that we can recognize and cooperate well each orher.

Speaking is one of the four basic skills in learning language beside listening, reading, and writing. The objective of teaching speaking is the students are be able to communicate with other people from other countries easily, especially if they want to go to abroad. The students are be able to interact with their friends in the class and society. Interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. The students are be able to talk in public speaking such as classroom presentations, public announcements, and speeches.

Based on the researcher`s experience in classroom activities, she found some problems faced by the students. First, the students felt afraid and nervous when they wanted to speak and communicate using English in front of the class. Second, the students are rare to practice sepaking English with their classmates during the teaching and learning process. Third, the teacher also seldom to use instructional media to facilitate the students to speak. The consequence, the students were reluctant and unmotivated to speak. The teacher should create the a good learning situation so that the students feel happy, interested, and motivated in learning.

Many media that can be applied to improve the students` ability in speaking. The researcher proposes youtube to be as a media in teaching speaking. Youtube was chosen because it provides a huge of video content which can be used for a speaking class.

Youtube is one of the online materials that can be embedded in traditional classroom situations. According to Cox, using youtube in the classroom attract students` attention to be in

the situation. It is regarded as a source of interactive language learning. In youtube lesson, students can comment and ask questions about the video. Consequently, this will enrich literature class with more discussion to get more understanding.[2]

The researcher considers that youtube is an alternative media in improving students` ability in speaking. By watching the video from youtube, they can get the ideas to speak. Students can also get new vocabularies and know about how to pronounce the words directly. The implementation of this media is expected to help the students solve their problems in speaking and improve the students` ability in sepaking achievement.

1.2   Identification of the Problem

There are many problem that can be identified especially related to the students` ability in speaking English: (1) is motivation increased with the students` ability in speaking English?, (2) how do intrest influence the students` ability in speaking?, (3) do facility influence the students` speaking skill?, (3) how youtube improve the students` ability in speaking? and etc.Therefore, the problem should be limited.

1.3   Limitation of the Problem

Based on identification of the problem above, the writer limits her study on using youtube as a media to improve students` ability in speaking.

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[2] Al – Zyoud Khalid. 2012. The use of Youtube in Teaching English Literature. Malaysia. Accessed 6th February 2017. (http://www.macrothink.org/journal/index.php/ijl/article/viewFile/2930/pdf). p.528

1.4   **Formulation of the Problem**

The research of this study is formulated as the following : **How can youtube improve the students` ability in speaking?**

1.5   **Objective of the Study**

The objective of the study is to describe how youtube can improve the students` ability in speaking.

1.6   **The Significance of the Study**

There are two significances of this study, they are: (1) theoretical significance, (2) and practical significance. Theoretically, this study is useful to enrich the theory of teaching speaking. Practically, the findings out this study are supposed to be useful: (a) for students, to make they are more interested and motivated in improving their English speaking, (b) for English teacher, youtube is as one of the alternative media to improve the students` ability in English speaking, (c) for Principal, to increase the teachers` competence in teaching English speaking, (d) and for other researcher, as information to conduct a research and develop the research in different context with certain varieties of English speaking.

CHAPTER II

REVIEW OF THE LITERATURE

2.1   Theoretical Framework

In conducting a research, theories are needed to explain some concept or term applied in the research concerned. Some terms are used in this study and they need to be theoretically explained.

2.1.1   Students` Ability in English Speaking

2.1.1.1 Ability

Ability in the broad sense are any behaviours that can be evaluated.[3] The term behaviours is used to refer to the activities of an individual both the external and the internal. [4] The internal behaviours are bodily activities that can be subjected to direct observation through naked eyes such as talking, laughing, walking, communicating, and etc. While the external behaviours include the activities of internal organs that can be observed and measured only through delicate or sophisticated instruments are called aided observation. For example, blood circulation, respiratory behaviours, digestive function, and etc.

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[3] Braj Kumar Mishra. 2016. *Psychology The Study of Human Behaviour*. (New Delhi: PHI Learning). p. 8

[4] Collin Cooper. 1999. *Intelligence and Bilities*. (New York: Psychology Press). p. 6

Specifically, ability is a personal capacity to do various duty in a job.[5] Capacity to do various duty in a job here means that someone is capable to do something such as cooking, teaching, driving, and etc. Basically, personal ability consist of two factors, they are: (1) intellectual ability, (2) and physical ability.[6] Intellectual ability is the ability that required to do various mental activity – thinking, understanding and problem solving. While physical ability is the ability to do works that require stamina, physical dexterity, leg strength, or other similar skills that require management to identify physical ability of employee.

While ability to use a language according to Chomsky devided into two components, namely performance and competence.[7] According to Mey, the definition of performance suggests socially determined behaviour.[8] It means the way individual user about using her or his language in everyday life. While the term competence refers to a language user`s underlying knowledge of language, which is drawn on in actual performance.[9] Knowledge of language means the user of language must know the rules which relate to the language such as grammatical of language, pronunciation, vovabulary, and etc. Hymes proposes a broader notion of competence that he called `communicative competence`.[10] He views language as affected by a variety of social factors in specific contexts. He distinguishes between linguistics (knowledge of grammatical rules) and sociolinguistics competence (knowledge of the rules of language

[5] Stephen P Robbins and Timothy A. Judge. 2008. *Perilaku Organisasi, Organizational Behaviour*. (Jakarta: Salemba Empat). p. 57

[6] Robbins and Judge. op.cit. p. 61

[7]Sion. 2017. *Teaching and Learning in The Language Classroom*. Accessed 27th February 2017. (http://www.oupe.es/es/ELT/supplementarymaterial/teacherdevelopment/oxfordhandbooksforlanguageteachers). p. 45

[8] Diane Blakemore. 2002. *Relevance and Linguistic Meaning*. (New York: Cambridge University Press).p. 8

[9] Peter Robinson. 2013. The Routledge Encyclopedia of Second Language Acquisation. (New York: Routledge). p. 521

[10] Robinson. op. cit. p.521

performance). According to Bachman, there are five components in communicative competence, namely: (1) linguistic competence), (2) pragmatic competence, (3) discourse competence, (4) strategic competence, (5) and fluency.[11] Linguistic competence involves a knowledge of spelling pronunciation, vocabulary, word formation, grammatical structure, sentence structure, and linguistic semantics. Pragmatic competence is generally considered to involve two kinds of ability. One element of pragmatic competence is knowing how to perform a particular function or express an intention clearly. In order for communication to be successful, hoever, spoken or written message must also be appropriate to the social context in which they are produced. Discourse competence involves the ability to understand and produce utterances or writing, such as stories, conversations, and reports, that are longer than sentences. Strategic competence is seen as the capacity that relates language competence, or knowledge of language to the language user`s knowledge structures and features of the context in which communication takes place. While fluency relates to language production and it is normally reserved for speech.

Based on the definition above, the writer concludes that behaviour, personal capacity, performance, and competence are the indicators of someone who is capable in doing something.

2.1.1.2 Speaking

2.1.1.2.1 Definition of Speaking

Clark and Clark in Goga stated that speaking is fundamentally an instrument of act. Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them a question to get them to provide information. They request

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[11] Sion.op.cit.p.46 – 54

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thing to get them to do thing for them.[12] Based on the statement above means that through speaking people can expresss their feelings, ideas, statements, inforrmations, requests and etc, in order to the listeners can understand about what the speakers` feel and want.

If you learned a language other than your own, which of the four skills – listening, speaking, reading, or writing – did you find to be the hardest. Many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you can not edit and revise what you wish to say, as you can if you are waiting.[13] Based on the statement above, we can know that speaking is the hardest skill than reading, writing, and listening. Because before speaking, the most important thing that we must do is thinking, beside that we must choose appropriate word in saying something in order to the listeners are more understand about what we said and explained to them.

And according to Kayi, sepaking refers to the gap between linguistic expertise and teaching methodology. Linguistics expertise concerns with language structure and language content. Teaching speaking is not like listening, reading, and writing. It needs habit formation because it is real communication and speaking is a productive skill so it needs practicing as often as possible.[14] Based on the statement above, it means that we must attention and think to the content of what we want to say to the listeners and choose appropriate structures of the sentences based on the time in doing speaking. And since the success of using a language especially second

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[12] Saidna Zulfiqar bin Thair. 2013. *Teaching Speaking Through Yahoo*. Messenger. (Jakarta: Qalam Media Pustaka). p.5

[13] David Nunan. 2003. *Practical Language Teaching*. (New York: Mc Graw Hill) p. 48

[14] Munther Zyoud. 2016. *Theoretical Perspective On How To Develop Speaking Skill Among University Students*. Palestine. Retrieved from http://www.researchgate.net. Accessed 6th February

and foreign language in real life situation can be measured from speaking, so we need more practice in order to be able to mastery in speaking skill.

From the definitions above, the writer concludes that through speaking we can express our feelings, ideas, statements, inforrmations, requests and etc in order the listeners can understand about what the speakers feel and want. It shows us that speaking can affect to someone to do or act something in life. Before speaking, we must think first what we are going to say to the listeners, because we can not edit and revise what we said to them. And we must choose the grammatical and the structure of sentence because tose are related to the time in doing speaking. In order to mastery the speaking skill, we need to practice as often as possible because the success of using a language especially second and foreign language in real life situation can be measured from speaking.

2.1.1.2.2 Type of Speaking

According to Brown, there are six types of speaking performance that can help students to improve speaking skill. They are: (1) imitation, (2) responsive, (3) intensive, (4) transactional language, (5) interpersonal dialogue, (6) and extensive.[15] In imitation, student should pay attention to certain vowel sounds and intonations; next they should imitate correctly. Meanwhile learners need to practice an intonation contour or to find exactly certain vowel sound. Responsive refers to short replies to teachers. It can be learners to initiated questions or comments. Students should be active in the classroom. They should reply to teachers` questions and comments. They should participate in the classroom. Intensive means in any speaking performance is planned to practice some phonological or grammatical features or lamguage that

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[15] Ali Derakhsan. 2016. *Developing EFL Learner`s Speaking Ability, Accuracy and Fluency*. Accessed 6th February 2017. (www.ccsenet.org/journal/index.php/ells/erticle). p.178

can be sel – initaiated or pair work activity. Transactional is used to convey a message or exchange the information. In addition, it is utilized to elaborate a concept or to manifest the purpose of something. Learners should participate in conversation. Interpersonal dialogue is regarded as maintaining social relationships not for transmission of facts and information involves factors like: casual register, colloquial language, slang, ellipsis, sarcasm and a covert "agenda". While in extensive refers to students at intermediate to advanced levels that are asked to provide extensive monologues in the form oral reports, summaries, or short speech.

2.1.2 Youtube

2.1.2.1 Definition of Youtube

According to Mashable.com, Youtube, founded in February 2005, is the leader in online video, and the premier destination to watch and share original videos worldwide through a web experience. Youtube allows people to easily upload and share video clips on www.youtube.com and across the internet through websites, mobile devices, blogs, and email.[16] Based on the statement above, youtube is a media which created to share and upload original video in order to the user can watch the original video that have shared through it.

Yuotube is classified as the third most visited website on the internet. It provides students with a visual connection to abstract literary theory, which help teachers to increase students` participation, and shed the light context.[17] Based on the theory above, we can know that youtube is a popular social media which can be used to watch, share, upload and download video by the usres. And it can be used by teachers and students to study in the class.

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[16] Caroline S. Sheedy. 2011. *Social Media for Change: A case study of Social Media Use in the 2011 Egyptian Revolution*. Aceesed 23rd February 201 (https://www.american.edu/soc/communication/upload/caroline-sheedy.pdf&ved). p.13
[17] Khalid. *Opcit*. P. 527 – 528

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According to Kelsen, youtube can also give students an interesting English learning experience under the circumstance that the videos are relevant, beneficial, and somewhat stir motivation while learning in class.[18] Based on his statement that using youtube in the classroom of English speaking can build the students` intereting and experience in learning. the teacher must choose the appropriate and beneficial video based on the material lesson of the students.

From those definitions above, the writer concludes that youtube is popular social media which is very useful to share or watch video that have shared by people in around the world. And it can be used by the teachers with choose appropriate video that relevant and beneficial to the lesson material for the students in English learning in the class.

2.1.2.2 Principle of Youtube

There are some guiding principles of using youtube in the classroom, they are: (1) respect copyright, (2) respect youtube terms of service, (3) respect your audience, (4) and respect parental permissions and student privacy.[19] Copyright is a branch of law that grants author (writers, musicians, artists, and other creators) protection over their works. Such protection consists in providing authors with ownership or property rights (or exploitation rights), which take into account their material intersts. under copyright, authors are entitled to protection against unauthorized use of their works as well as to a possible share in any earnings from its use by the public.[20] It can be concluded that as a teacher, we must respect copyright in accessing

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[18] Siew Fun Tang. 2015. *Taylor`s 7th Teaching and Learning Conference 2014 Proceedings*. (Malaysia: Springer)

[19]Webly. Youtube in The Classroom. Retrieved from http://youtubeintheclassroom. weebly.com/guiding – principles.html. Accessed 5th February 2017

[20] Petya Totcharova. 2010. *The ABC of Copyright*. Paris. UNESCO Culture Sector. P.10. Retrived from www.unesco.org>CLT>pdf>WAPO. Accessed 6th February 2017

youtube video. Respect copyright means we appreciate the works and not violate the applicable rules.

Terms of service means the rules are provided by a program company, then in order to be able to use a service provided by youtube program, we must obey and respect the regulations that have been provided by youtube company. There are several ways in respecting youtube terms of service, they are: (1) do not distribute or access youtube content except through means that youtube makes available. (2) youtube is not responsible for the accuracy, usefulness, safety, or intellectual property rights of or relating to such content, (3) if a video is a blatant infringement of copyright, youtube will take it dow. Youtube will also remove videos (take down notice) upon the request of the copyright owner, (4) uploading content to youtube means that you give them permission to use, reproduce, distributes, prepare, derivative works of, display, and perform the content you retain ownership, (5) and you agree the content you submit will not contain any third party copyrighted material.

Respect your audience means as a teacher we must know the students` needs when they are watching youtube video in the class. So, in respecting your audience, you are as a teacher must do the some lists based on the following: (1) select content that suits curricular goals and is of sufficiently high quality to provide useful information to your students, (2) don`t take class time to search for videos because you never know what you will find and it is not a good use of instructional time, (3) consider not having students search youtube themselves, (5) and ebedding videos and providing safeshare.TV links are great ways to avoid exposing students to inappropriate content.

Respect parental permissions and student privacy means we must get the permission to the parents` of the students and choose the suitable learning video in order to the parents will not worry when the students learn by using online. There are several ways inrespecting parental permissions and student privacy, they are: (1) make sure that you follow districts guidelines for placing students images and content online, (2) ensure that only those students with parental permission have work/images posted online, (3) and never post personal information about your students. For example, names should not accompany visual images.[21]

2.1.2.3 Designe of Youtube

Duun satated that the use of youtube in the classroom increases the students` awareness of the world. It allows students to be more engaged in the learning process and encourages them to make connections between the next and real life experiences.[22]

Youtube was design as a place for educators to explore its benefits and educational applications. So, in this research, the researcher used youtube as a media by choosing appropriate video based on learning material to the students in the speaking class. After watching youtube video, the students will be asked by the teacher about their opinions based on the content of video. Then, the teacher will be formed some small groups discussion and the students make dialogue related to the video on youtube. It is expected to help the students solve their problems in speaking and improve the students` ability in sepaking achievement.

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[21] Weebly.*Opcit*
[22] Dylinda,Jan and Latoya. 2013. *Turning into Youtube in the Classroom: Improving Assesment Scores Through Social Media*. Accessed 6th February 2017. (http://files.eric.ed.gov/fulltext/ED543108.pfd)

2.1.2.4 Procedure of Youtube

There are some ways to use youtube in the classroom, they are: (1) bring in the videos that show students a more fun side of the lesson, (2) create youtube playlists as student assignments or as recommended extra resource, (3) record class lessons or lectures and save them for future viewing, (4) take it to the next level, (5) other educational video resource.[23]

Bring in this videos that show students a more fun side of the lesson means many lessons can cen be enhanced with the right video. Something visual and entertaining that speaks to the subject you`re teaching breaks up the monotony of a lecture, brings some fun into the lesson, and keeps your students more engaged and interested in the subject.

Create youtube playlists as student assignments or as recommended extra resource means you can create playlists, either to supplement the other work you assign or as an alternative, and simply send the link to your students for viewing. A playlist puts it all into an easy, well – organized format for their consumption.

Record class lessons or lectures and save them for future viewing means youtube can become a repository for saving and sharing any lectures your record. Our guide on flipped classrooms discusses some of the best technologies to use for recording a class, if you need help with that part. Once the video is created, youtube makes it easy to send the link to any student that missed class, or keep track of the different videos you have in case you want to review them before giving the some lesson next year.

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[23] Kristen Hicks. 2015. *The Teacher`s Guide to using YouTube in the Classroom*. Accessed 4th February 2017. (http://www.edudemic.com/youtube-in-classroom/)

Take it to the next level means if you want to do a little more with the video assignments you give, you can use EdPuzzle to: crop the videos so you`re only showing the most important parts, add your own audio voice over commentary to them, include quizzes to assess student understanding of the video. This gives you more control over what your students view and what they get out of it, and allows you to keep track of who has viewed the assigned videos and how tell they understand the concepts covered.

Other educational video resource means that while youtube is the main place to turn when looking for educational videos online, you can actually find great informational videos in a number of other places such as TeacherTube, Neo K – 12, Explore, TedEd, Zane Education, How Stuff Works, PBS Video, National Geographic, NASA TV, BBC, and In Short.

2.1.2.5 Advantage and Disadvantage of Youtube

There are many advantages of using youtube in ESL classroom and some of them are being listed below: (1) youtube is considered very useful tool because it can be used outside and inside of the classroom, (2) it provides exposure to authentic English, (3) videos have compelling power in the language classroom, (4) it promotes a learning style that is more autonomous and students centre, (5) it can be source of motivation for the students and they can stay in the class for longer time, (6) it is enjoyed by the students, (7) youtube could be very useful online resource for learning and teaching process, (8) using youtube in the classrooms attracts students attentions greatly and it makes classroom very interactive for language learning, (9) youtube provides an opportunity for students to comment on the videos and ask questions about videos, (10) youtube is not only a source to learn but it also inspire the students, (11) youtube also provides an opportunity for the students to present what they learned by making a video and sharing it with

the class, (12) if a student finds a particular video on youtube that is interesting and useful in English language learning, he or she can find more similar videos related to it easily, (13) it offers authentic examples of everyday English spoken by the people.

And there are many disadvantages of using youtube in the class, they are: (1) students can face the problems in understanding the language of videos, (2) the kind of language level used in the videos can be confounding for the students, (3) there could be issues of privacy invasion, (4) there could be copyright issues, (5) some videos can sometimes be inappropriate without warning, (6) no restriction on moments, (7) no control over using it, (8) sometimes tasteless and inappropriate contents can bother students while looking for resources, (9) youtube can easily distract the students and get them off the topic easily, (10) and there is no way to block the inappropriate content on youtube when you are using it in the classroom.[24]

2.2   Related Study

1. Ahmad (2012) conducted a research about **"Implementation Animation Video Dubbing To Improve Speaking Ability For the Tenth Grade Students Of SMA 1 Jekulo Kudus In Academic Year 2011/2012"**. The result of the study proves that the implementation of animation video dubbing aided teaching technique improves the students` ability in speaking. The result of this research indicated the positive direct impact of implementation of animation video dubbing was shown by the oral test score of students which held in each cycle. Animation video dubbing offers a good way to make the students practice in speaking.[25]

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[24] Mohammad Jalaluddin. 2016. *Using Youtube to Enhance Speaking Skills in ESL Classroom.* Retrived from www.esp-world.info, Issue No.50, v.17. Accessed 4th February 2017

[25] Ahmad. 2012. Thesis. Implementation Animation Video Dubbing To Improve Speaking Ability For The Tenth Grade Students Of SMA 1 Jekulo Kudus In Academic Year 2011/2012. Accessed 21th February 20017 (http://eprints.umk.ac.id/1267/1/HALAMAN_JUDUL.pdf)

2. Norma (2012) conducted a research about **"Improving Students` Ability By Using Cartoon Film of SMPN 2Taman in The Academic Year of 2012/2013"**. The purpose of this research can be stated as follow: (1) to describe the teaching narrative speaking using cartoon film that is implementated to improve students` speaking skill at VII – E class of SMPN 2 Taman in the academic year 2012/2013, (2) to identify the students` speaking ability after being taught using cartoon film. This is an action research. The result of this result shows that in cycle 1, the students` average score is 42,70. The presence of cartoon films as media to improve students` narrative speaking had given a significant progress toward their speaking ability. Since they were never taught by using films, the presence of this research also gave the students new perspective that they could also relate the material to their hobby like pictures, musics, etc.[26]

2.3   Conceptual Framework

Youtube is one of a social media which can be used to improve the students` ability in speaking through watching appropriate video based on learning material that is given by the teacher to the students in the class.

Youtube can be used because the students can see the example of video which is related to their lesson directly. And through youtube, the teacher can create the conditions of learning activities to be fun, happy, and in speaking lesson.

Teachers have to think in advance what are students required to learn and produce at the end of the lesson so that they can select the appropriate video. The potential of youtube as an effective pedagogic resource lies in the way it is used rather than in itself as a technological tool.

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[26]Norma. 2012. Retrieved from http://ejournal.unesa.ac.id/index.php/retain/aricle/view/3832&ved. Accessed 21th February 20017

2.4   Actional Hypothesis

Based on the conceptual framework, the hypothesis of this research is "youtube can improve students` ability in speaking especially for eight grade at MTsN Lubuk Pakam.

CHAPTER III

METHODOLOGY OF RESEARCH

3.1   Research Setting

This research will be conducted on March at MTsN Lubuk Pakam. The writer chosen this location because some reasons, namely: (1) the English teacher never use youtube in teaching speaking English, (2) and there is no researcher before who conducted a research about youtube as a media to improve students` ability in speaking at the school.

3.2   Data and Data Source

Data source of this study are the students and the English teacher of MTsN Lubuk Pakam. There are two kinds of data, namely qualitative data and quantitative data. In quantitative data will be taken from the result of speaking test. While the qualitative data will be aken from the result of interview and observation.

3.3   Research Method

This study is Classroom Action Research. The researcher followed the procedure of cyclonic process from Kemmis and McTaggart, namely: planning, action, observation, and reflection.[27]

Planning is arrangement of doing something. A series of systematic action planning to improve what will be happen.[28] In this step, the researcher would prepare everything which

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[27] Helen & Susan. 2016. *Exploring Literacies Theory, Research, and Practice*. Australia. Palgrave Macmilan. p. 236

needed in teaching and learning process. There were many activities which would be done in this step. They were: (1) prepare lesson plan, (2) prepare appropriate material for teaching and learning process, (3) prepare appropriate youtube video for teaching and learning process (4) prepare the teaching facilities, (4) prepare srudents` attendances list, (6) prepare checklist observation.

Action is the implementation of planning that has been arranged. In this step, the researcher did everything which all planning arranged. The students were taught by using youtube to improve students` ability in speaking English. Those activities will be done as the following: (1) teacher greets and checks students` attendance list, (2) teacher tries to build students` knowledge about ability in speaking, (3) teacher tells the students the goal of the activity, (4) teacher motivates the students, (5) teacher asks the students to pay attention on the youtube video, (6) teacher asks the students` opinion about the video orally, (7) teacher asks the students one by one to retell the story of video, (8) teacher devides the students into some small groups discussion, (9) teacher asks to the students group discussion to make dialogue based on youtube video, (10) the teacher asks to the students group discussion to present their performances (11) and teacher gives appreciation to the students` performances.

Observation is way of gathering data by watching behaviour, events, or noting physical characteristics in their natural setting.[29] In this step, the collabolator was English teacher of MTsN Lubuk Pakam, she observed the students while they are learning through youtube and also investigate the situation and the problems or abstacles that were found during the teaching learning process. The observation was put in her diary note.

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[28] Sukardi, 2013. *Metode Penelitian Pendidikan Tindakan Kelas*, (Jakarta: PT Bumi Aksara) p. 5
[29] Yaumi & Damopolli. 2014. *Action Research: Teori, Model, & Aplikasi*. (Jakarta: PT Kharisma Putra Utama). p. 112

Reflection is the step of researcher group to evaluate again the situation and condition, after sucject/object that researched to get the treatment systematicly.[30] In this step, the researcher will be analyzing data from the observation. The teacher and the researcher will discuss the results of the observation and make a conclusion from cycle I. If the result did not reach the goal determined, so it would be done in cycle II by repeating the pre step in order to find the problem and make the planning to solve it.

3.4 Technique of Data Collection

The data will be collecting by using speaking test, observation sheet, diary note and interview. The speaking test is used to collect quantitative data. When giving sepaking test, the researcher used speaking rubric assessment adapted from J. Michael O`Malley and Pierce L. Vendez as it cited in Hertati Mukadimah in 2014.[31] The rubric is shown in the following table:

Table 3.4

Speaking Rubric

Aspects	Score	Criteria	Indicator
Pronunciation	1	Poor	Frequent problem with pronunciation.
	2	Fair	Pronunciation errors sometimes make it difficult to understand the students.
	3	Good	Pronunciation is usually clear or accurate with a few problems areas.
	4	Excellent	Pronunciation is almost always very clear or accurate.
	1	Poor	Hesitates too often when speaking, which

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[30] Sukardi, *Ibid*. P. 6

[31] Hertati Mukadimah. 2014. *Thesis of The Use of Talking Chips Strategy to Improve Speaking Ability of Grade XI Students of SMAN 1 Pengasih in The Academic Year of 2013/2014.* (Yogyakarta: State University of Yogyakarta). p.28 – 29

Fluency			often interferes with communication.
	2	Fair	Speaks with some hesitation, which often interferes with communication.
	3	Good	Speaks with some hesitation, but it does not usually interfere with communication.
	4	Excellent	Speaks smoothly, with little hesitation that does not interfere with communication.
Vocabulary	1	Poor	Uses only basic vocabulary and expressions.
	2	Fair	Uses limited vocabulary and expressions.
	3	Good	Uses a variety of vocabulary and expressions, but makes some errors in word choice.
	4	Excellent	Uses a variety of vocabulary and expressions.
Accuracy	1	Poor	Uses basic structures, makes frequent errors.
	2	Fair	Uses a variety of structures with frequent errors, or uses basic structures with occasional errors.
	3	Good	Uses a variety of grammatical structures, but make some errors.
	4	Excellent	Uses a variety of grammatical structures with only occasional grammatical errors.
Interaction	1	Poor	Purposes are not clear; needs a lot of help communicating; usually does not respond appropriately or clearly.
	2	Fair	Tries to communicate, but sometimes does not respond appropriately or clearly.
	3	Good	Communicates effectively; generally responds appropriately and keeps trying to develop the interaction.
	4	Excellent	Almost always responds appropriately and always tries to develop the interaction.

While the observation sheet, diary note and interview will be implemented to gather the qualitative data. The researcher used observation sheet to make it more systematic, combining list of the observation students` activities, students` improvement of their ability in speaking. Observation is intended to see and to know about the condition of class and students, and to obstacle appearing during the weakness, to see their difficulties, their problems, and their understanding about the material given.

In diary note, the witer observed the students and the activity of the students` group discussion. The result of observing would see to know to any event in every activity. The improvement of students` ability in speaking through youtube also keeps paying attention for teacher since the first meeting until the last meeting.

While in interview, the researcher interviewed the students and the teacher in the first meating and in the last meeting. The results of interviewing will use to identify the problem of the study.

3.5 Technique of Data Analysis

To analyse the data, there are two techniques used t – test and Miles, Huberman & Saldana. In analyzing quantitative data, this study applied t – test technique which is stated in the following :

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Note:

$\overline{D}$ = Mean of difference of post-test 1 and post-test 2

D = Difference

N = Subject of Students

While in analyzing qualitative data this study used theory of Miles, Huberman and Saldana. According to Miles, Huberman and Saldana, there are three main components of qualitataive data analysis, namely: (1) data condensation, (2) data display, (3) drawing and verifying conclusion.

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appearin the full corpus (body) of written − up field notes, interview transcripts, documants, and other empirical material.

The second major flow of analysis is data display. Generally, display is an organized, compressed assembly of information that allows conclusion drawing and action.

The third stream of analysis activity is conclusion drawing and verification. From the beginning of data collection, the qualitative analyst is beginning to decide what things mean, is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Final conclusion is only half of the procedure. Conclusions are also verified as the analysist proceeds. Verification may be as breef as a fleeting second thought crossing the analysist`s mind during writing, with a short excursion back to the field notes or it may be

through and elaborate with lengthy argumentation and review among colleagues to develop

intersubjective consensus or with extensive efforts to replicate a finding in anoter data set[32]

3.6   Trustworthiness

There are various ways to establish a sense of trustworthiness and validity. According to

Guba, there are four criteria that should be considered in pursuit of a trustworthy study. Namely:

creadibility, transferability, dependability, and confirmability.[33]

In this study, the researcher will establish the trustworthiness by examining only the

creadibility through triangulation. there are four kinds of triangulation, namely: (1) source

triangulation, (2) methodological triangulation, (3) theory/perspective triangulation, (4) and

investigators triangulation. But, the researcher only used the source and methodological

triangulation. Source triangulation in which the researcher examining the consistency of different

data source within the same method. While methodological triangulation in which the researcher

checking out the consistency of findings generated by different data collection methods.[34]

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[32] Mattew B. Miles, A. Michael Huberman and Johnny Saldana. 2014. *Qualitative Data Analysis A Methods Sourcebook*. 3rd Edition. SagePublications, Inc. p. 12 - 13
[33] Andrew K. Shenton. 2003. *Strategies for Ensuring Trustworthiness in Qualitative Research Projects*. Accesed 25th January 2017. (www.bup.edu.bd>journal)
[34] Michael Quinn Patton. *Enhancing the Quality and Creadibility of Qualitative Analysis.* Accessed 30th January 2017. (https://www.ncbi.nlm.nih.gov>pmc>pdf)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 Research Finding

The findings of this research exist in the preliminary study and two cycles.

4.1.1 Preliminary Study

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study is intended to know the students' ability in English speaking quantitatively and qualitatively.

Quantitatively, the result of the pre – test shows that the students` ability in English speaking is still low. This is proven by the fact that the mean score of the students` ability is 51,84.

Qualitatively, the students` ability in English speaking is also low. This can be seen from the result of interview which was conducted at the 23rd of March 2017.

In this preliminary study, the researcher gave the test, interview, and observation. The test is used to evaluate students' ability in English speaking and how the scores that they achieved. The English teacher made 75 as minimum standard Kriteria Ketuntasan Minimal (Minimum Passing Grade) in that school.

Based on the test result, the mean score of the students was 51,84, and the percentage of the students' score of the test was 1 student who successed or got score up to 75, it was only

2,6%. On the other hand, 37 students unsuccessed or didn't get score up to 75 and it was 97,36%. It is indicated that the students' ability in English speaking was still low. This data can be seen in the appendix XVII – XIX.

The quantitative data above was strengthened by the qualitative data as what one of the students said: "Dibagian pengucapannya Miss rendah. Kadang masih ada yang sulit dibaca gitu. Iya miss, karena tulisan dan cara pengucapan berbeda" (In pronunciation is still low. It is still difficult to read sometimes. Yes Miss, because the pronunciation is different from what in written), (Int.SI.P). It means that the student still feel confuse in how to pronounce the word in speaking English. Especially for the word which is complicated to be pronounced.

Another student is stated about the students` ability in English speaking as follows: "Biasanya mengalami kurang paham dari pengucapan, dan juga grammar. Iya Miss, saya suka kebalik – balik gitu" (I usually lack in understanding how to pronounce the word, and the grammar too. Sometimes I always get wrong in using grammar), (Int.S2.A). It means that the student still feel confuse in using the appropriate tenses of the grammar in English speaking.

While different student is stated that: "Vocabularynya banyak yang belum dihapal, gak tau vocabnya" (I still less in in memorizing vocabularies, I don't know the vocabularies), (Int.S3.V). It means that the student is still difficult to remember the vocabularies when speaking English. So that, she always mixes between Indonesian language and English when she speaks English.

In conclusion from the quantitatively and qualitatively data above, it can be seen that the students' ability in English speaking was still low. Therefore, the research should be continued to the cycle I.

4.1.2 Cycle I

In this cycle, the researcher conducted four steps: planning, action, observation, and reflection. There were two meetings which were conducted to the students. A test was given in the end of learning process. The steps of this cycle were:

Planning

In this cycle, the researcher had prepared the lesson plan which consists of main competency and basic competency that had seen in the syllabus. After that, the researcher made some indicators in hoping that the students can be expected to be able to identify the expressions of giving, asking, and denying information, express their expression, and the last is report the result of discussion in the form of group presentation of asking, giving and denying information accurately, fluently and appropriately. Next, the researcher decided the learning objective which at the end of the lesson, students are able to deliver a presentation in the form of asking, giving and denying information. Then, the researcher prepared the lesson material which consist the examples of the expression in giving, asking and denying information. For the teaching method, the researcher used the Cooperative Learning Strategy, so that the students can learn with another friends in the class. And the last, the researcher prepared the appropriate media such as laptop, projector, speaker, and youtube video.

Action

Firstly, the teacher greeted to the students by saying: *"Assalamulaikum*, Hello… Good morning students"*, then the students answered: "Waalaikumsalam, Good morning, Miss…". They were very cheerful and happy to see the new teacher in front of them. Next, the teacher asked to the students` conditions such as: "How are you my students???", then the students

answered: "Alhamdulillah, we are fine, Miss…". After that, the teacher asked to the students to pray together by choosing one of them to lead the pray. After the praying finish, the teacher checked the students' attendance list. Next, the teacher gave some motivations to the students in hoping they can learn seriously and take full of attention to the teacher`s explanation. And the last, the teacher asked them to make a group in pairs.

In main activity, there were some activities had done by teacher, such as, the teacher asked the students to pay attention to youtube video relateed to asking, giving, and denying information. In the video, there are some students who did the conversation at school, they talked about expressing how to give, ask, and deny information about the school. The teacher asked to the students to take full of attention and listen carefully to the youtube video such as the pronunciations, how to express the expressions, the vocabularies, and how to make a good interaction in speaking. the youtube video was completed by the subtitle below, so the teacher asked the students to translate subtitle of the youtube video together after watching the youtube video. After that, the teacher explained to the students about how to make a good dialogue conversation using the expressions of asking, giving, and denying information. After the teacher finished to explain the material, the teacher asked the students to find some examples that include to the expressions of giving, asking, and denying information based on the youtube video, then the students give the answers. Next, The teacher asked to the students to make some dialogues by using their own words and sentences which suitable with the topic. Then, the teacher asked to the students to present their discussion in front of the class. After all of the activities in the study finished, the teacher and students concluded the lesson and closing the lesson by saying Hamdallah and pray together.

Observation

In this phase, there were two kinds of the observations' result, they were collected by quantitatively and qualitatively. Quantitatively, the result of the post-test of the first cycle, it showed that the total score of the students was 2.720. The mean of the students' score of the test was 71,57, and the percentage of the students' score of the test was 21 students successed and got score 75 or up to 75, and it still 55,26%. So, post-test of the first cycle was categorized unsuccesfull. This data can be seen in the appendix XIII.

Qualitatively, the data was taken from the result of interview which was conducted in the end of the meeting at the first cycle. The result of interview found that the students still did not good enough in English speaking as what one of the students said: "Kata – kata baru aja si Miss yang membuat saya terkendala dalam berbicara bahasa Inggris, itu aja sih Miss" (Sometimes the new words make me afraid to speak English, just that Miss), (Int.S1.V). It means that the student is still lack of vocabularies. So that, she gets a little bit difficult to speak English.

Another student is stated as follows: "Bingung si Miss juga kadang gimana cara mengucapkan kata yang lain gimana" (I am still getting confuse with how to pronounce some words sometimes Miss), (Int.S2.P). It means that the student should practice more about how to pronounce the word, and open dictionary especially for oxford dictionary to know hw the pronounce the word well.

Different student is stated that: "Belum si Miss, masih suka gaguk – gaguk terkadang" (Not yet Miss, sometime I am still often to unfolded), (Int.S3.F). It showed that the student is still getting nervous to speak English and lack of practice too. So that, she is unfolded when she wants to speak English.

From the quantitatively and qualitatively data above, it can be concluded that the students' ability in English speaking was still not good enough.

Reflection

In this step, the feedback of teaching learning process was taken from the result of test, observation, and interview. The researcher evaluated the teaching learning process in the end of the meeting. Through the reflection, the researcher knew the problems and the result of the students when did test. From the students' response and the students' scores above, the researcher stated to continue to the second cycle in hoping to be better than before. Second cycle was held to achieve the improvement score of the students ability in English speaking by using youtube media.

4.1.3 Cycle II

The students' response while learning English speaking was improvement. It could be seen on the observation which have done by the researcher. The students were active and enthusiastic in learning English speaking by using youtube. The students were more active than before and paid their attention to the teacher. The researcher also looked at the improvement of the students in every meeting. Then, it could be seen of the additional activities that have been done by the teacher while teaching in four steps, namely: planning, action, observing and reflection.

Planning

In this cycle, the researcher had prepared the new of lesson plan by added some activities of learning such as: changing the matery as comtinuing lesson, giving the presents to them who had good performances in English speaking in front of the class. So that, they enjoyed the lesson

and the more active in learning English speaking. and the last, the researcher prepared the second youtube video about expressing of giving, asking, and denying information.

Action

In this phase of the second cycle, the teacher greeted to the students firstly by saying: *"Assalamulaikum*, Hello… Good morning students" when she entered to the cass. Then, the students answered: "Waalaikumsalam, Good morning, Miss…" cheerfully. Next, the teacher asked to the students` conditions such as: "How are you my students???", then the students answered: "Alhamdulillah, we are fine, Miss…". After that, the teacher asked to the students to pray together by choosing one of them to lead the pray. After the praying finish, the teacher checked the students' attendance list. Next, the teacher gave some motivations to the students in hoping they can learn seriously and take full of attention to the teacher`s explanation. And the last, the teacher asked them to make a group in pairs.

In main activity, there were some activities had done by teacher, such as: the teacher asked the students to pay attention to the second youtube video relateed to asking, giving, and denying information. In the second youtube video, there are some men which consist of young man and old man who did the conversation at the road, they talked about expressing how to give, ask, and deny information about the place. The teacher asked to the students to take full of attention and listen carefully to the youtube video such as the pronunciations, how to express the expressions, the vocabularies, and how to make a good interaction in speaking. the youtube video was completed by the subtitle below, so the teacher asked the students to translate subtitle of the youtube video together after watching the youtube video. After that, the teacher explained to the students about how to make a good dialogue conversation using the expressions of asking,

giving, and denying information. After the teacher finished to explain the material, the teacher asked the students to find some examples that include to the expressions of giving, asking, and denying information based on the youtube video, then the students give the answers. Next, The teacher asked to the students to make some dialogues by using their own words and sentences which suitable with the topic. Then, the teacher asked to the students to present their discussion in front of the class. After all of the activities in the study finished, the teacher and students concluded the lesson and closing the lesson by saying Hamdallah and pray together.

Observation

In this step, there were two kinds of the observations' result, they were collected by quantitatively and qualitatively. The writer gave the post-test in second cycle. The result of the post-test in the second cycle showed that the achievement of students increased when used youtube media in learning process. Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' achievement in learning English speaking.

Quantitatively, the result of the post-test of the second cycle, it showed that the total score of the students was 2.975 and the number of the students who successed the test was 32 students. So, the mean of the students' score of the test was 78,28. It can be seen that the students' score was increased. The percentage of the students' score of the test was 32 students successed and got score 75 or up to 75 it was 84,21%. So, post-test of the second cycle was categorized succesfull. Here is the data:

Table 4.1

The Percentage of students' Vocabulary Ability

Meeting	Students who get score > 75	Percentage
Pretest	1	2,6 %
Cycle I	21	55,26 %
Cycle II	32	84,21 %

Based on data above, the result showed the improvement of the students' score from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score 75 or more were 1 of 38 students (2,6%). In the post-test of cycle I, the students who got the score 75 or more were 21 of 38 students (55,26%). In the post-test of cycle II, the students who got the score 75 or more were 32 of 38 students (84,21%).

In the pre-test, the students who got ≥ 75 up were 1 student (2,6%). In the post-test of cycle I, the students who got point 75 up there were 21 of students (55,26%). It means that there was an increasing about 52,66%. In the post-test of cycle II, students who got point 75 up were 32 students (84,21%) and the increasing was about 28,95%. For the total increasing of the students' score from pre-test to post-test of cycle II was 81.61%.Most of students' score increased from first test to the third test. Based on the quantitative data above it can be stated that youtube media could improve the students' ability in English speaking.

Quantitative data above was also strenghtened by the qualitative data as what one of the students said: "Sudah sangat paham, pokoknya sudah sangat paham lah Miss, karena sering dilatih, sering diajari sama Miss makanya sudah sangat paham Miss, video youtubenya sangat

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membantu sekali Miss, karena dia mengucapkannya secara langsung, ada orangnya langsung yang mengucapkannya jadinya bisa lebih paham bagaimana cara pengucapannya Miss" (I do understand Miss, because I am more practice and you often to teach me, so that I really do undertand Miss, the youtube video is really helpful Miss, because there are some people in the video who speak and pronound the words and the sentences directly. It makes me more understand about how to pronounce the words Miss), (Int.S1.P). It showed that the student is getting better in understanding in English speaking, especially in pronouncing the sentences and the words.

The data above was strenghtened by the result of the interview with another the student as follows: "Sekarang sudah sering lumayan berbicara bahasa Inggris dikelas Miss" (Now I often to speak English with my friend and my teacher in the class Miss), (Int.S2.I). It is indicated that the student is braver to speak English than before.

While the different student is stated as follows: "Alhamdulillah udah mulai bisa ngomong Miss, udah berani ngomong, sangat bermanfaat Miss, karena dapat ngasih tau kepada kami kekmana cara pengucapannya" (Praise be to Allah I start good enough to speak and braver than before Miss, the youtube video is very helpful because it could tell to us how to pronounce the words and the sentences), (Int.S3.P). It showed that the youtuve video was very helpful to the students to learn to speak English, because through the youtube video, we can see and hear directly the expression and the voice from the people in the video.

Beside it, the researcher interviewed the English teacher. It is shown from the result of interview with the English teacher as follows: "Sebagian besar sudah mulai meningkat seperti pronunciationnya, jadi tinggal sebagian kecil lagi yang belum, setelah mendengarkan dari kata –

kata mereka, setelah mereka ngomong saya perhatikan meraka lebih bisa" (Most of the students start to mastery such as pronounciation, so there is just a little bit of the students who do not mastery it well, after hearing my students to speak English from the sentences they said, I think they are better to speak English), (Int.T). This result can be seen in appendix XIX

Based on the qualitative and quantitative data, it can be concluded that youtube can improve students' ability in Eglish speaking.

Reflection

In this phase, the feedback of teaching learning process was taken from the result of test, observation, and interview. The writer could conclude as follows: (1) Having checked the students' test, the researcher found that the students' score showed the improvement.

The teacher could motivate the students' score showed the improvement. It can be seen in the pre-test, the students who got $\geq$ 75 up were 1 student (2,6%). In the post-test of cycle I, the students who got point 75 up there were 21 of students (55,26%). It means that there was an increasing about 52,66%. In the post-test of cycle II, students who got point 75 up were 32 students (84,21%) and the increasing was about 28,95%. For the total increasing of the students' score from pre-test to post-test of cycle II was 81.61%. Most of students' score increased from first test to the third test. It made the researcher felt that the cycle could be stopped because the students' ability in English speaking was improved by youtube media.

4.2   Discussion

The research was conducted to find out the students' ability in English speaking through youtube. youtube is one of the media that can improve students' ability in English speaking.

This research had proved that youtube media was effective to be used in teaching English English speaking. It can be seen in the table of the students' score improvement from the pre-test, post-test I until post-test II. The improvement was because the teacher controlled the class better. Another was because the application of youtube media made more help the students' understanding in learning English speaking.

Based on the result of the quantitative data, the result showed that the students improved their abilities in English speaking. The students' score was getting better from the first meeting until the last meeting in the test. It was proven by the students' mean score which increased in each meeting. The mean of the students' score in the pre-test was 51,84. It was still low because only 1 students who got the score 75 and more. The mean of the students' score in the post-test I was 71,57 and post-test II was 78,28. It was higher than the pre-test to post-test I until post-test II.

Then, the percentage of the students who got the score 75 and more in the pre-test was 1 of 38 students (2,6%). The percentage of the students' who got the score 75 and more in the post-test I was 21 of 38 students (55,26%). The percentage of the students' who got the score 75 and more in the post-test II was 32 of 38 students (84,21%). The improvement of the competent students percentage from the pre-test to the post-test I was 52,66%, from post-test I to post-test II was 28,95%, and from pre-test to post-test II was 81,61%. It indicated that the improvement of the students' ability in English speaking was significant.

Based on the result of the qualitative data which was taken from the observation sheet and the interview report, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in learning English speaking and enjoying the learning process. Then, it can be said that the qualitative data was also

showed the improvement of the teacher's and the students' activities during the teaching learning process. It indicated that the application of youtube media could motivate the students became more enthusiastic in learning English speaking.

From the explanation above, it could be concluded that the result of the research showed that the application of youtube media could improve the students' ability in English speaking. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test I until post-test II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic in learning English sepeaking.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

From the result and discussion about the implementation of youtube media to improve the students' ability in English speaking at MTsN Lubuk Pakam could be concluded that:

1. Preliminary Study

Quantitatively, the students' ability in Engglish speaking is still categorized under the minimum passing grade (75) namely the mean of the students' score of the test was . It can be seen from the total score of the students was 1.970 and the percentage of the students' score of the test was 1 student who successed or got score up to 75, it was only 2,6%. On the other hand, 37 students unsuccessed or didn't get score up to 75 and it was 97,36%.

Qualitatively, the students' ability in English speaking is still low. The data taken from the result of every meeting and the interview. The interview was done before conducting the first cycle. It was found out that the teachers' problem in teaching English speaking was the unappropriate use of teaching media. The interviewer also found that the students still had difficulties in studying English speaking.

2. Cycle I

Quantitatively, the students' ability in English speaking is still categorized under the minimum passing grade (75) namely the mean of the students' score of the test was 71,57 . It can be seen from the total score of the students was 2.720 and the percentage of the students' score

of the test was 21 students who successed or got score up to 75, it was only 55,26%. On the other hand, 17 students unsuccessed or didn't get score up to 75 and it was 44,73%.

Qualitatively, based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' ability in English speaking but some students were still not active the teacher taught them about the matery. Although some of the students had did the activities seriously and they could speak English well and 17 students still got 75 below. So it would continue to second cycle.

3.   Cycle 2

Quantitatively, the students' ability in vocabulary has improved by using youtube media. It can be seen from the result of the post-test of the second cycle, it showed that the total score of the students was 2.975 and the number of the students who successed the test was 32 students. So, the mean of the students' score of the test was 78,28. It can be seen that the students' score in learning English speaking was increased. The percentage of the students' score of the test was 32 students successed and got score 75 or up to 75 it was 84,21%. So, post-test of the second cycle was categorized succesfull.

Qualitatively, based on the result of the data which was taken from the observation sheet and the interview report, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in learning English speaking and enjoying the learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher's and the students' activities during the teaching learning process. It indicated that the application of youtube media could motivate the students became more enthusiastic in learning English speaking.

From the explanation above, it could be concluded that the result of the research showed that the application of youtube media could improve the students' achievement in English speaking. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test I until post-test II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic in learning Englis speaking.

5.2 Suggestions

Based on the result of this research, the researcher gives suggestion:

1. For the English teacher

The researcher suggests the teacher to solve the problems in learning English speaking by using youtube media. The purpose is to make the students feel enjoy and excited in English learning especially in learning English speaking.

2. For the students

The students have to try to learn speaking. Because speaking is very important especially in English.

3. For the next researchers

The researcher gives suggestion to the next researcher to conduct the similar media with other respondents to find out the advantages of this material or improve this research by doing further examination on the students' ability through the implementation of youtube.

LESSON PLAN

CYCLE I

School   : MTsN Lubuk Pakam

Subject   : English

Class/ Semester   : VIII/ 2

Academic Year   : 2017

Topic   : Asking, Giving and Denying Information

Skill   : Speaking

Time Allocation   : 2 x 40 minutes (1 meeting)

A. Main Competency

- KI 1: Appreciate and live the religious teachings that it embraces
- KI 2: Respect and live honest, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence
- KI 3: Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related phenomena and eye-catching events
- KI 4: Try, process, and organize in concrete realm (using, parsing, stringing, modifying, and making) and abstract realm (writing, reading, counting, drawing and composing) as learned in school and other similar sources In point of view / theory.

B. Basic Competency

3.1   Expressing meaning in transactional conversation (to get things done) and interpersonal (social) official and using a variety of oral language accurately, fluently, and acceptable in the context of everyday life and involves speech acts: expression of asking, giving, and dnying information.

C. Indicators

Students are expected to be able to:

- Identify the expressions of asking, giving, and denying information .

- Express their expressions and stances based on topics provided.

- Report the result of discussion in the form of group presentation of ssking, giving, and denying conversation accurately, fluently, and appropriately.

D. Learning Objective

At the end of the lesson, students are able to deliver a presentation in the form of asking, giving and dnying information.

E. Lesson Materials

Expressing to Ask for Information

Example:

- Do you know…..?
- Can you tell me….?
- I`d like to know…?
- Could you give me an information about….?
- Would you like to tell to me about….?
- Who is she?
- What is it?

Expressing to Give Information

Example:

- Yes, you just go …. (telling a place)
- Yes, I do know that. It……
- She is …….
- It is ……

Expressing to Deny Information

Example:

- Are you sure? As far as I know ….

- I`m really sorry, but ….
- How do you know that?

F. Teaching Method

Cooperative Learning Strategy

G. Media

a. English Book entitled "*English in Focus for Grade VIII Junior High School (SMP/MTs)*" PusatPerbukuan, DepartemenPendidikanNasional.

b. White Board

c. Laptop

d. Projector

e. Speaker

f. Youtube Video

H. Teaching Learning Activities

Phase	Teaching Learning Activities by Teacher and Students	Time Allocation
Opening	• The teacher greets the students. • The teacher leads the students to pray together. • The teacher asks to the students' conditions. • The teacher checks the students' attendance list. • The teacher asks to the students about kinds of expression they have learned before.	10 minutes

	• The teacher explains the learning objectives. • The teacher gives motivation to the students • the teacher ask the students to make a group in pairs	
Main Activities	➢ Observing • The teacher asks the students to pay attention to youtube video relate to asking, giving, and denying information. • The teacher and the students translate the subtitle of the youtube video together. • The teacher explains to the students how to make a dialogue conversation about expressing of asking, giving, and denying information. ➢ Asking • The teacher asks to the students about the examples of expressing to give, ask, and deny information based on the youtube video, then the students give the answer. ➢ Reasoning • The teacher asks to the students to make some dialogues by using their own words which suitable with the topic. ➢ Communicating • The teacher asks to the students to present their discussion in front of the class.	60 minutes
Closing	• Teacher and students are concludes the	10 minutes

		lesson.
		• The teacher leads the students to pray together.
		• The teacher ends the activities.

I. Assessment

    a. Ability

- Technique: Oral Test
- Form: Performance
- Instrument/task

       In pairs, discuss the following topic through the instrument case by making dialogue conversation.

Topic: *Telling information about direction and condition of the location at school*

    a. Assessment/Scoring

Speaking Assessment

No	Name	Assessment Aspects					Score	Mark
		Pronunciation (1-4)	Fluency (1-4)	Accuracy (1-4)	Vocabulary (1-4)	Interaction (1-4)		

Maximum score: 4 x 5 = 20

$$\Longrightarrow \quad 20 \text{ x } \frac{100}{20} = 100$$

The Students' Mark: maximum score x 5

ANSWER KEY

Topic: *Telling information about direction and condition of the location at school*

Dialogue Conversation:

Eka	: Excuse me, sorry to disturb your time, can I ask something?
Mumut	: Yes …..
Eka	: Do you know wher SMAN Sumsel is?
Mumut	: Oh, SMAN Sumsel, from here go ahead and until you find a small store turn the left.
Eka	: Oh, Okay… okay. Thank you.
Mumut	: You are welcome. By the way, why you ask about SMAN Sumsel?
Eka	: I`m a new student in that school.
Mumut	: Uhm, means that we have the same school.
Eka	: Are you also studying there?
Mumut	: Of course….
Eka	: Let me introduce myself, my name is Eka Vindriani, you can call me Eka.
Mumut	: My name is Muthmainah, you can call me Mumut, I am from XI Science 1. Why don`t we go together?
Eka	: It`s a good idea.
Mumut	: Let`s go!

(Then the students go to school together)

Mumut	: Assalamualaikum Pak jaya
Pak Jaya (security)	: Waalaikumsalam Wr. Wb
Eka	: Who is he?
Mumut	: He is Pak Jaya, our security in this school
Eka	: Oh….
Mumut	: What time is it?
Eka	: Ten past fourty five…
Mumut	: Thank you Bapak
Pak Jaya (security)	: You`re welcome….

Eka	: Mut, why you should fill that book?
Mutmut	: For student if you want to go out or go back to this school, you should fill that book, because it`s already the regulation.
Eka	: Oh…..
Mutmut	: Eka, we have arrived, so where will you go?
Eka	: I`m going to the office
Mutmut	: Actually I want to go to my dorm and I will not pass the office. So, do you know where is the office?
Eka	: I don`t know…
Mumut	: Uhm…..Puji… Puji…. Come here! (Mutmut is calling another friend) Do you have something to do?
Puji	: I think no
Mumut	: would you like to help me Puji to guide her.
Puji	: Oh… OK
Mutmut	: Eka, Puji will guide you to the office, I think I must go now to my dorm because I have something to do
Eka	: Okay, thank you…
Mutmut	: See you Eka…
Eka	: See you….

LESSON PLAN
CYCLE II

School   : MTsN Lubuk Pakam

Subject   : English

Class/ Semester   : VIII/ 2

Academic Year   : 2017

Topic   : Asking, Giving, and Denying Information

Skill   : Speaking

Time Allocation   : 2 x 40 minutes (1 meeting)

A. Main Competency

- KI 1: Appreciate and live the religious teachings that it embraces
- KI 2: Respect and live honest, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence
- KI 3: Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related phenomena and eye-catching events
- KI 4: Try, process, and organize in concrete realm (using, parsing, stringing, modifying, and making) and abstract realm (writing, reading, counting, drawing and composing) as learned in school and other similar sources In point of view / theory

B. Basic Competency

3.1 Expressing meaning in transactional conversation (to get things done) and interpersonal (social) official and using a variety of oral language accurately, fluently, and acceptable in the context of everyday life and involves speech acts: expression of asking, giving, and dnying information.

C. Indicators

Students are expected to be able to:

- Identify the expressions of asking, giving, and denying information .
- Express their expressions and stances based on topics provided.
- Report the result of discussion in the form of group presentation of ssking, giving, and denying conversation accurately, fluently, and appropriately.

D. Learning Objective

At the end of the lesson, students are able to deliver a presentation in the form of asking, giving and dnying information.

E. Lesson Materials

Expressing to Ask for Information

Example:

- Do you know…..?
- Can you tell me….?
- I`d like to know…?
- Could you give me an information about….?
- Would you like to tell to me about….?
- Who is she?
- What is it?

Expressing to Give Information

Example:

- Yes, you just go …. (telling a place)
- Yes, I do know that. It……
- She is …….
- It is ……

Expressing to Deny Information

Example:

- Are you sure? As far as I know ….
- I`m really sorry, but ….
- How do you know that?

F. Teaching Method

Cooperative Learning

G. Media

a. English Book entitled "*English in Focus for Grade VIII Junior High School (SMP/MTs)*" PusatPerbukuan, DepartemenPendidikanNasional.

b. White Board

c. Laptop

d. Projector

e. Speaker

f. Youtube Video

H. Teaching Learning Activities

Phase	Teaching Learning Activities by Teacher and Students	Time Allocation
Opening	• The teacher greets the students. • The teacher leads the students to pray together. • The teacher asks to the students' conditions. • The teacher checks the students' attendance list. • The teacher asks to the students about kinds of expression they have learned before. • The teacher explains the learning	10 minutes

	objectives.	
	• The teacher gives motivation to the students	
	• The teacher asks to the students to make a group in pairs.	
Main Activities	➢ Observing	60 minutes
	• The teacher asks the students to pay attention to youtube video about asking, giving, and denying information.	
	• The teacher and the students translated the subtitle of the youtube video together.	
	• The teacher explains to the students how to make a dialogue conversation about expressing of asking, giving, and denying information.	
	➢ Asking	
	• The teacher asks to the students about the examples of expressing to give, ask, and deny information based on the second youtube video, then the students give the answer.	
	➢ Reasoning	
	• The teacher asks to the students to make some dialogues by using their own words which suitable with the topic.	
	➢ Communicating	
	• The teacher asks to the students to present their discussion in front of the class.	
Closing	• Teacher and students concludes the lesson.	10 minutes

		The teacher leads the students to pray together.	
		The teacher ends the activities.	

I. Assessment

   a. Ability

- Technique: Oral Test
- Form: Performance
- Instrument/task

In pairs, discuss the following topic through instrument case by making dialogue conversation. Then, decide which one called by asking, giving, and denying information.

Topic: Telling information about

   b. Assessment/Scoring

Speaking Assessment

No	Name	Assessment Aspects					Score		Mark
		Pronunciation (1-4)	Fluency (1-4)	Accuracy (1-4)	Vocabulary (1-4)	Interaction (1-4)			

Maximum score: 4 x 5 = 20

$$\Longrightarrow \quad 20 \times \frac{100}{20} = 100$$

The Students' Mark: maximum score x 5

ANSWER KEY

Topic   : Giving direction to the place (bank)

<u>Dialogue conversation</u>

Old man   : excuse me, I`m trying to find the West Bank.

Young man   : The West Bank?

Old man   : Yes, it`s the West Bank

Young man   : Well, let me see. This is market street. So if you go down this street until you come to Mc. Donalds.

Old man   : Go down the street to Mc. Donalds?

Young man   : Yes, then you turn right. That`s on the Barrach street.

Old man   : Pardon me?

Young man   : Barrach street. Thet`s the name of the street. There you go two more blocks, and you`ll see a bar at the end of the block.

Old man   : I go two blocks until I get to a Bar.

Young man   : Yes, I think Ben`s Bar or something like that.

Old man : Do you have any idea of what the Bar looks like?

Young man : It`s painted blue with an old Buick parked in front of it.

Old man : An old Buick parked in front of the Bar.

Young man : Yes, you can miss it.

Old man : And where do I have to go then?

Young man : Not far. The west bank is just around the corner to the right. Opposite the post office.

Old man : I see, I think I`ve got it.

Young man : How long have you been here in town?

Old man : I`ve just arrived from Montreal and I need to cash a cheque.

Young man : I see. Welcome to the city

Old man : Thank you. You`re very helpful.

Young man : Don`t mention it

APPENDIX III

PRE – TEST

1.   Asking, giving, and denying information about the school.

APPENDIX IV

POST – TEST I (CYCLE I)

1.   Asking, giving, and denying information about the school.

APPENDIX V

<div align="center">

POST – TEST II (CYCLE II)

</div>

1.   Asking, giving and denying information about the place

APPENDIX VI

Transcript of The Students Conversation before Treatment (Pre – Test)

NAP   : Assalamualaikum….

AMS   : Waalaikumsalam….

NAP   : What is your name?

AMS   : My name is Ambar, and you?

NAP   : My name is Nindy.

AMS   : By the way, do you know English teacher in MTsN Lubuk Pakam?

NAP   : Yes, I know.

AMS   : What?

NAP   : English teacher Ms. Nurul.

ANS   : I know that Ms. Nurul is short one?

NAP   : No, Ms. Nurul is high one

AMS   : OK, thank you…

NAP   : You`re welcome…

No	Name	Pronunciation	Fluency	Accuracy	Vocabulary	Interaction	S	M
1	NAP	2	2	1	2	2	9	45
2	AMS	2	1	1	2	2	8	40

HA   : Sorry do you know where is MTsN Lubuk Pakam?

YPR   : Oh, it`s my school, from this cross the road, you just go straight ahead, near the DPR office turn right, and you`re get there.

HA   : OK, thank. By the way, my name is Habibullah.

Nice to see you, what`s your name?

YPR   : My name is Yudha Panji Prasetyo, nice to meet you.

And why you want to to know where is MTsN Lubuk Pakam?

HA   : Because I will school there.

YPR   : Oh, you are the someone who tells by the head master about the new student?

HA   : Oh, are the headmaster Mr. Budiatna?

YPR   :No, it`s not, it`s move into the MTsN Tanjung Morawa, now the headmaster is Mr. Syukur.

HA   :OK, thanks for information, bye! Wassalamualaikum…

YPR   :Waalaikumsalam…

No	Name	Pronunciation	Fluency	Accuracy	Vocabulary	Interaction	S	M
3	HA	3	2	3	3	3	14	70
4	YPR	3	2	2	3	3	13	65

NA   : Excuse me…

RSN   : Yes, can I help you?

NA   : Yes, I want go to the headmaster room. Can you tell me where it?

RSN   : Of course, just go straight from here, more less 50 meters till you see the library school, you can turn right, just go straight, more less 15 meters, and then you get there.

NA   : Thanks, can you go with me?

RSN   : I`m sorry, I don't go with you, because I very busy but you can go with my friend.

NA   :Oh, no problem. I glad to see you.

RSN   : Glad to see you too.

NA   : By the way, what`s your name?

RSN   : I`m Risa.

NA   : Good bye…

RSN   : God bye…

No	Name	Pronunciation	Fluency	Accuracy	Vocabulary	Interaction	S	M
5	NA	2	2	2	2	3	11	55
6	RSN	3	3	3	2	3	14	70

NBFH   : Excuse me…

MAN   : Yes, what do you want?

      Who are you? I never see you.

NBFH   : My name is Balqis. What is your name?

MAN   : My name is Alwi.

NBFH   : I`m a new student in this school. So I want to ask you where is the headmaster room?

MAN   : OK, I want to tell you where is the headmaster room. You just go straight from here, and you turn right. Uhhh… can you see the big table over there?

NBFH   : Yes, I can see it from here.

MAN   : After pass the big table, you must turn left, and turn left again, so that is the headmaster room.

NBFH   : OK. Do you know that the headmaster now is Mr. Budiatna?

MAN   : No, you really wrong.

NBFH   : So, who is the headmaster now?

MAN   : The headmaster now is Mr. Syukur.

NBFH   : OK, thank you for your information.

MAN   : Yes, you`re welcome

No	Name	Pronunciation	Fluency	Accuracy	Vocabulary	Interaction	S	M
7	NBFH	3	3	3	3	3	14	75
8	MAN	3	2	3	3	3	14	70

APPENDIX VII

Transcript of The Students Conversation after Cycle I (Post – Test I)

DS   : Hi, sorry to disturb your time, where is the location of MTsN Lubuk Pakam?

PP   : From here you just go straight, and then turn left.

DS   : Oh, thank you.

PP   : By the way, why you ask it?

DS   : I am a new student in MTsN Lubuk Pakam.

PP   : Oh ya? I am is student in MTsN Lubuk Pakam too.

DS   : Oh, let me introduce myself, my name is Dina.

PP   : My name is Putri Pratiwi, you can call me Putri. Why we go together?

DS   : That`s right. Let`s go!

                           ****

DS   : Uhm… where is the toilet for girl?

PP   : You just go straight and then you can see green-house, you turn left, you just go straight, and the last you turn right.

DS   : Can you go with me?

PP   : No, I`m sorry. I must go in my class now.

DS   : Oh, bye Putri. See you again.

PP   : See you.

No	Name	Pronunciation	Fluency	Accuracy	Vocabulary	Interaction	S	M
1	DS	3	3	3	3	4	16	80
2	PP	3	2	2	3	4	14	70

NA   : Excuse me…

RSN   : Yes of course, can I help you?

NA   : I want to ask you MTsN Lubuk Pakam, where is it?

RSN   : Yes of course, I know it.

       It`s my school.

NA   : Can you go with me?

RSN   : Yes of course. Let`s go there!

NA   : OK.

RSN   : By the way, why do you come to here?

NA   : Actually I want to meet headmaster of the school.

RSN   : We arrived.

NA   : Oh, by the way, where is headmaster room? Could you go with me?

RSN   : I`m sorry, I don`t go go with you. But I can tell you where is it. Just go ahead from here, and till you see the big table, you can enter the small door beside it. And then you find the headmaster.

NA   : Thank you.

RSN   : Never mind.

No	Name	Pronunciation	Fluency	Accuracy	Vocabulary	Interaction	S	M
3	NA	3	2	2	3	4	12	60
4	RSN	3	3	3	3	4	16	80

FN   : Excxuse me, can I ask something?

FF   : yes, of course…

FN   : Can you tell me where is MTsN Lubuk Pakam?

FF   : Oh MTsN Lubuk Pakam,from here you can just go straight, and the cross road, you turn left and you arrive in MTsN Lubuk Pakam.

FN   : Can you go with me?

FF   : Of course. Let`s go!

FN   : By the way, what is your name?

FF   : My name is Farish, and you?

FN   : My name is Fiqih, can you tell me where is library?

FF   : Oh library, from here you can just go straight and you will see parking area and you just go straight and you see cooperation and you arrive in it.

FN   : Can you go with me?

FF   : I`m sorry, I`m busy.

FN   : Oh, no problem.

No	Name	Pronunciation	Fluency	Accuracy	Vocabulary	Interaction	S	M
5	FN	2	3	2	3	4	15	75
6	FF	3	3	3	3	4	15	75

APPENDIX VIII

Transcript of The Students Conversation After Cycle II (Post – Test II)

RSN   : Excuse me, can you help me?

I want go to Grand Medistra Hospital. Could you tell me where is it?

NA   : of course…

From here, you can go ahead more less 150meter and if you get side away, you can go by with A97 public transportation more less 1,5 kilometer.

RSN   : How many coast?

NA   : You can give the driver Rp. 2000.

RSN   : How it`s look like?

NA   : It`s look like the big hall and the painted brown and gold.

RSN   : By the way what`s your name?

NA   : I`m Risa and thanks for your help.

RSN   : I`m Nadya, don`t mention it.

No	Name	Pronunciation	Fluency	Accuracy	Vocabulary	Interaction	S	M
1	RSN	4	4	3	4	4	19	95
2	NA	3	4	3	4	4	16	80

HA   : Assalamualaikum…

YPR   : Waalaikumsalam…

HA   : Excuse me, my name is habib, can I ask something?

YPR   : OK, nice to meet you habib. I`m Yudha

                  What do you want to ask?

HA   : Do you know what is mini bus to go to Sun Plaza?

YPR   : Oh, it`s easy…

                  From here you go by A97 to Amplas and stop there. Then you can go by 64 and for about 15 kilometers you can find a huge place that write Sunplaza.

HA   : OK, thanks…

YPR   : Yes, by the way, are you never get there?

HA   : Yes, it`s my first time I get there.

YPR   : OK, good luck.

HA   : Thank you, you are a nice guy.

YPR   : Don`t mention it…

No	Name	Pronunciation	Fluency	Accuracy	Vocabulary	Interaction	S	M
3	HA	4	4	3	4	4	19	95
4	YPR	4	4	3	4	4	19	95

FF   : Excuse me, can you tell me where is Lubuk Pakam Hospital?

FN   : Yes, from here you just go straight and then in the cross road you just turn left and then you just go straight and you turn right.

FF   : And then?

FN   : You will see monument Adipura, and you turn left in the cross road and you just go straight and you arrive in it.

FF   : How many times to go there?

FN   : About 20 minutes and you go to there by pedicab.

FF   : OK.

FN   : By the way, why you go to there?

FF   : I want to visit my uncle, he save there. Thanks for your help.

FN   : Don`t mention it.

No	Name	Pronunciation	Fluency	Accuracy	Vocabulary	Interaction	S	M
5	FF	4	4	3	4	4	19	95
6	FN	3	3	3	4	4	15	75

APPENDIX IX

The Students' Score before Treatment (Pre-Test)

No.	The Initial of Students' Name	Test	
		Pre-test	Criteria of Success ≥ 75
1	AMS	40	Unseccess
2	APM	45	Unseccess
3	AS	55	Unseccess
4	AAM	50	Unseccess
5	CFY	60	Unseccess
6	DA	25	Unseccess
7	DS	45	Unseccess
8	DDA	55	Unseccess
9	DMP	65	Unseccess
10	DSU	70	Unseccess
11	FF	55	Unseccess
12	FA	55	Unseccess
13	FV	45	Unseccess
14	FN	55	Unseccess
15	HA	70	Unseccess
16	KDS	45	Unseccess

17	MAA	45	Unseccess
18	MGF	50	Unseccess
19	MHH	25	Unseccess
20	MMS	45	Unseccess
21	MTF	40	Unseccess
22	MAN	70	Unseccess
23	MRF	35	Unseccess
24	MA	55	Unseccess
25	NA	55	Unseccess
26	NF	65	Unseccess
27	NAP	45	Unseccess
28	NBFH	75	Success
29	NHAD	40	Unseccess
30	PP	45	Unseccess
31	RM	60	Unseccess
32	RSN	70	Unseccess
33	RAF	50	Unseccess
34	SBR	55	Unseccess
35	TS	45	Unseccess
36	TIS	50	Unseccess

37	WHP	50	Unseccess
38	YPR	65	Unseccess
$\sum X$		1.970	
$\bar{X}$		51,84	

The Percentage of Students' Score in Pre-Test

	Criteria	Total Students	Percentage
P1	Success	1	2,6%
P2	Unseccess	37	97,36%
TOTAL		38	99,96%

APPENDIX X

The Students' Score in the First Cycle (Post-Test I)

No.	The Initial of Students' Name	Test	
		Post-test I	Criteria of Success ≥ 75
1	AMS	60	Unseccess
2	APM	75	Success
3	AS	60	Unseccess
4	AAM	70	Unseccess
5	CFY	85	Success
6	DA	60	Unseccess
7	DS	80	Success
8	DDA	60	Unseccess
9	DMP	80	Success
10	DSU	75	Success
11	FF	75	Success
12	FA	60	Unseccess
13	FV	75	Success
14	FN	75	Success
15	HA	65	Unseccess
16	KDS	80	Success

17	MAA	50	Unsuccess
18	MGF	85	Passed
19	MHH	65	Success
20	MMS	65	Unseccess
21	MTF	65	Unseccess
22	MAN	80	Success
23	MRF	50	Unseccess
24	MA	70	Unseccess
25	NA	60	Unseccess
26	NF	80	Success
27	NAP	60	Unseccess
28	NBFH	90	Success
29	NHAD	75	Success
30	PP	70	Unseccess
31	RM	80	Success
32	RSN	80	Success
33	RAF	75	Success
34	SBR	85	Success
35	TS	80	Success
36	TIS	60	Unseccess

37	WHP	75	Success
38	YPR	85	Success
$\sum X$		2.720	
$\bar{X}$		71,57	

The Percentage of Students' Score in Post-Test of the First Cycle

	Criteria	Total Students	Percentage
P1	Success	21	55,26%
P2	Unseccess	17	44,73%
TOTAL		38	100%

APPENDIX XI

The Students' Score in the Second Cycle (Post-Test II)

No.	The Initial of Students' Name	Test	
		Post-test I	**Criteria of Success $\geq$ 75**
1	AMS	75	Success
2	APM	75	Success
3	AS	80	Success
4	AAM	75	Success
5	CFY	75	Success
6	DA	55	Unseccess
7	DS	70	Unseccess
8	DDA	75	Success
9	DMP	80	Success
10	DSU	75	Success
11	FF	95	Success
12	FA	75	Success
13	FV	70	Unseccess
14	FN	75	Success
15	HA	95	Success
16	KDS	85	Success

17	MAA	80	Success
18	MGF	70	Unseccess
19	MHH	55	Unseccess
20	MMS	75	Success
21	MTF	75	Success
22	MAN	80	Success
23	MRF	80	Success
24	MA	90	Success
25	NA	80	Success
26	NF	75	Success
27	NAP	75	Success
28	NBFH	100	Success
29	NHAD	85	Success
30	PP	75	Success
31	RM	80	Success
32	RSN	90	Success
33	RAF	80	Success
34	SBR	75	Success
35	TS	70	Unseccess
36	TIS	75	Success

37	WHP	85	Success
38	YPR	95	Success
$\sum X$		2.975	
$\bar{X}$		78,28	

The Percentage of Students' Score in Post-Test of the Second Cycle

	Criteria	Total Students	Percentage
P1	Success	32	84,21%
P2	Unseccess	6	15,78%
TOTAL		38	100%

APPENDIX XII

The Statistic Analysis of The Students` Score in Post – Test I and Post – Test II

No.	The Initial of Students' Name	Post – Test I	Post – Test II	D	D²
1	AMS	60	75	15	225
2	APM	75	75	0	0
3	AS	60	80	20	400
4	AAM	70	75	5	25
5	CFY	85	75	-10	-100
6	DA	60	55	-5	-25
7	DS	80	70	-10	-100
8	DDA	60	75	15	225
9	DMP	80	80	0	0
10	DSU	75	75	0	0
11	FF	75	95	20	400
12	FA	60	75	15	225
13	FV	75	70	-5	-25
14	FN	75	75	0	0
15	HA	65	95	30	900
16	KDS	80	85	5	25

17	MAA	50	80	30	900
18	MGF	85	70	-15	-225
19	MHH	65	55	0	0
20	MMS	65	75	10	100
21	MTF	65	75	10	100
22	MAN	80	80	0	0
23	MRF	50	80	30	300
24	MA	70	90	20	400
25	NA	60	80	20	400
26	NF	80	75	-5	-25
27	NAP	60	75	15	225
28	NBFH	90	100	10	100
29	NHAD	75	85	10	100
30	PP	70	75	5	25
31	RM	80	80	0	0
32	RSN	80	90	10	100
33	RAF	75	80	5	25
34	SBR	85	75	-10	-100
35	TS	80	70	-10	-100
36	TIS	60	75	5	25

| 37 | WHP | 75 | 85 | 10 | 100 |
| 38 | YPR | 85 | 95 | 10 | 100 |

SSFrom the last computation have been found:

$$\bar{D} = \frac{\sum D}{N} = \frac{255}{38} = 6{,}71$$

As follow:

$$t = \frac{\bar{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{6{,}71}{\sqrt{\dfrac{5.325 - \dfrac{(255)^2}{38}}{38\,(38-1)}}}$$

$$t = \frac{6{,}71}{\sqrt{\dfrac{5.325 - 1.711{,}18}{1.406}}}$$

$$t = \frac{6{,}71}{\sqrt{\dfrac{3.613{,}82}{1.406}}}$$

$$t = \frac{6{,}71}{\sqrt{2{,}57}}$$

$$t = \frac{6{,}71}{1{,}6}$$

$$t = 4{,}19$$

APPENDIX XIII

OBSERVATION SHEET FOR STUDENTS` ACTIVITY

(Cycle I)

School   : MTsN Lubuk Pakam

Academic Year   : 2017

Class/Semester   : VIII/2

Lesson   : Giving, Asking, and Denying Information

Skill   : Speaking

1 = Bad   2 = Good Enough   3 = Good   4 = Very good

No	Characteristic	Indicator	Scoring Scale			
			1	2	3	4
1	Has a high curiosity	1.1 Asking question				√
		1.2 Giving attention to the lesson				√
2	Diligent and not easily bored	2.1 Do the questions provided by the teacher				√
		2.2 Not easily bored in receiving assignments from teacher				√
3	Ever resourceful in solving Problems	3.1Giving Answers to the teacher			√	
		3.2 Looking for problem resolution provided by the teacher				√
4	Rich of initiatives	4.1 can give opinion the teacher explanations of the lesson				√
		4.2 Have ideas to solve the problems		√		

5	Critical to the opinions of other	5.1 responding to other students				√
		5.2 can bring together ideas from other students` opinions and conclude a new idea (corresponding answers taught by the teacher)				√
		TOTAL		**37**		

$$\frac{The\ Value}{The\ Description} = \frac{37}{10} = 3,7 = 4 = \text{Very Good}$$

APPENDIX XIV

OBSERVATION SHEET FOR STUDENTS` ACTIVITY

(Cycle II)

School   : MTsN Lubuk Pakam

Academic Year   : 2017

Class/Semester   : VIII/2

Lesson   : Giving, Asking, and Denying Information

Skill   : Speaking

1 = Bad   2 = Good Enough   3 = Good   4 = Very good

No	Characteristic	Indicator	Scoring Scale			
			1	2	3	4
1	Has a high curiosity	1.2 Asking question				√
		1.2 Giving attention to the lesson			√	
2	Diligent and boredom	2.1 Do the questions provided by the teacher			√	
		2.2 Not easily get bored receiving assignments from teacher				√
3	Ever resourceful in solving Problems	3.1Giving Answers to the teacher			√	
		3.2 Looking for problem resolution provided by the teacher			√	
4	Rich of initiatives	4.1 can give opinion the teacher explanations of the lesson				√
		4.2 Have ideas to solve the problems				√

5	Critical to the opinions of other	5.1 responding to other students			√	
		5.2 can bring together ideas from other students` opinions and conclude a new idea (corresponding answers taught by the teacher)				√
		TOTAL		**35**		

$$\frac{The\ Value}{The\ Description} = \frac{35}{10} = 3,5 = 3 = \text{Good}$$

APPENDIX XV

OBSERVATION SHEET FOR TEACHERS` ACTIVITY

(Cycle I)

School   : MTsN Lubuk Pakam

Academic Year   : 2017

Class/Semester   : VIII/2

Lesson   : Giving, Asking , and Denying Information

Skill   : Speaking

Direction: Give the checklist (√) in the column 1,2,3, and 4 based on the the result of the observation by using the criteria as the following below:

1 = Bad   2 = Good Enough   3 = Good   4 = Very good

No	Activities	1	2	3	4
1	Opening the lesson				
	1. The teacher says greetings to the students				√
	2. The teacher attracts the students				√
	3. The teacher delivers learning goals				√
	4. The teacher delivers learning strategy				√
	5. The teacher give motivations to the students				√

No	Description				
2	The use of time and learning strategies				
	1. The teacher prepares lesson material				√
	2. The teacher prepares learning facility (youtube video)			√	√
	3. The teacher uses learning time effectively and efficiently				√
	4. The teacher conducts learning based on the learning objective				
3	Enabling students engagement in learning				
	1. The teacher uses of procedures involving the students			√	
	2. The teacher provides opportunities for the students to participate in learning			√	√
	3. The teacher maintenances classroom atmosphere conductive				
4	Communicating with students				
	1. The teacher gives the questions to the students clearly				√
	2. The teacher responds to the students` questions				√
	3. The teacher responds to the students`s answer				√
					√
	4. The teacher provides the material to the students so that students can solve the problems in materials and finish them in				√

	groups				
	5. The teacher respects to the students` opinions				
5	Closing the lesson				
	1. The teacher gives the summarize of the material				√
	2. The teacher informing the further material			√	
	3. The teacher gives closing to the students				√
	TOTAL		**76**		

$$\frac{The\ Value}{The\ Description} = \frac{76}{20} = 3,8 = 4 = \text{Very Good}$$

APPENDIX XVI

OBSERVATION SHEET FOR TEACHER`S ACTIVITY

(Cycle II)

School : MTsN Lubuk Pakam

Academic Year : 2017

Class/Semester : VIII/2

Lesson : Giving, Asking , and Denying Information

Skill : Speaking

Direction: Give the checklist (√) in the column 1,2,3, and 4 based on the the result of the observation by using the criteria as the following below:

1 = Bad   2 = Good Enough   3 = Good   4 = Very good

No	Activities	1	2	3	4
1	Opening the lesson				
	1. The teacher says greetings to the students				√
	2. The teacher attracts the students				√
	3. The teacher delivers learning goals				√
	4. The teacher delivers learning strategy				√
	5. The teacher give motivations to the students				√

2	The use of time and learning strategies				√
	1. The teacher prepares lesson material				√
	2. The teacher prepares learning facility (youtube video)				√
	3. The teacher uses learning time effectively and efficiently			√	
	4. The teacher conducts learning based on the learning objectives				√
3	Enabling students engagement in learning				
	1. The teacher uses of procedures involving the students			√	
	2. The teacher provides opportunities for the students to participate in learning				√
	3. The teacher maintenances classroom atmosphere conductive				√
4	Communicating with students				
	1. The teacher gives the questions to the students clearly				√
	2. The teacher responds to the students` questions				√
	3. The teacher responds to the students`s answer				√
	4. The teacher provides the material to the students so that				√

	students can solve the problems in materials and finish them in groups				
	6. The teacher respects to the students` opinions				√
5	Closing the lesson				
	1. The teacher gives the summarize of the material				√
	2. The teacher informing the further material				√
	3. The teacher gives closing to the students				√
	TOTAL		**78**		

$$\frac{The\ Value}{The\ Description} = \frac{78}{20} = 3,9 = 4 = \text{Very Good}$$

APPENDIX XVII

Interview Sheet Before the implementation of Youtube

For student I

The researcher   : Bagaimana kemampuan berbicara bahasa Inggris kamu didalam kelas?

Student I   : Rendah, Miss…

The Researcher   : Rendah dibagian mananya? Kok bisa bilang rendah?

Student I   : Dibagian pengucapannya Miss rendah…

The researcher   : Emangnya ada apa didalam pengucapan bahasa Inggris?

Student I   : Kadang masih ada yang sulit dibaca gitu…

The researcher   : Terus???

Student I   : Krena ada kata – kata yang baru, jadi belum paham bagaimana cara membacanya.

The researcher   : Setelah itu adalagi?

Student I   : Gak adak, Miss…

The researcher   : Adakah hal yang membuat kamu terkendala dalam berbicara bahasa Inggris?

Student I   : Pengucapan sehari – hari kurang dilatih miss…

The researcher   : Jadi menurut kamu pengucapan didalam bahasa Inggris itu susah ya?

Student I   : Iya miss, karena tulisan dan cara pengucapan berbeda…

For Student II

The researcher   : Bagaimana kemampuan berbicara bahasa Inggris mu didalam kelas?

Student II   : Biasanya kemampuan berbicara bahasa Inggris saya rendah si Miss…

The researcher	: Rendah dibagian mananya ya?
Student II	: Dibagian pengucapannya Miss…
The researcher	: selain itu adalagi tidak?
Student II	: Biasanya mengalami kurang paham dari pengucapan, dan juga grammar.
The researcher	: Oke, bisa tidak membedakan antara simple past dan simple present dalam berbicara bahasa Inggris? Kalau di present tense pakai kata kerja keberapa?
Student II	: Kata kerja ke – I, Miss…
The researcher	: Kalau dia di simple past?
Student II	: Kata kerja ke – II
The researcher	: Iya benar, jadi kalau berbicara dalam bahasa Inggris suka kebalik – balik gak itu?
Student II	: Iya Miss, saya suka kebalik – balik gitu…
The researcher	: Adakah lagi hal yang membuat payah dalam berbicara bahasa Inggris?
Student II	: Biasanya si sama kata – kata yang baru juga gitu…
The researcher	: Oke terimakasih…
Student II	: Sama – sama Miss…

For Student III

The researcher	: Bagaimana kemampuan berbicara bahasa Inggris kamu selama ini didalam kelas?
Student III	: Masih rendah Miss…
The researcher	: Masih rendah dibagian mananya?
Student III	: Vocabularynya banyak yang belum dihapal, gak tau vocabnya….

The researcher	: kemudian adalagi?
Student III	: Pengucapannya juga kurang, terbata – bata Miss….
The researcher	: Ada tidak usaha yang kamu lakukan agar kemampuan berbicara bahasa Inggris kamu menjadi lebih bagus?
Student III	: Nonton dan menghafal vocab si Miss…
The researcher	: Jadi selama ini berbicara masih suka mixed ya?
Student III	: Iya Miss, masih suka mixed ngomomgnya…
The researcher	: Lalu penggunaan grammarnya masih suka kebalik – balik gak?
Student III	: Masih Miss…
The researcher	: Suka bingung – bingung ya?
Student III	: Iya Miss, terkadang lupa Miss, hahaha
The researcher	: Begitu ya… Oke teimakasih…
Student III	: Ya Miss…

For the Teacher

The researcher	: Bagaimana kemampuan berbicara bahasa Inggris siswa dikelas selama ini?
Teacher	: Rendah, masih rendah…
The researcher	: Apa alasannya sehinnga Miss berkata kemamuan berbicara bahasa Inggris siswa selama ini masih rendah?
Teacher	: Pronunciation siswa masih rendah, misalnya dalam pengucapan tentang "expression (*ikspression*)" menjadi "ikspresi", lalu terkadang masih membaca silent letter dalam penguacapan bahasa Inggris.
The researcher	: Lalu bagaimana kelancara siswa dalam berbicara bahasa Inggris?

Teacher : Masih rendah, kadang mereka saya paksa ngomong, mereka masih malu, pokoknya masih rendahlah…

The researcher : Lalu bagaimana penggunaan grammar siswa dalam menggunakan grammar ketika berbicara bahasa Inggris?

Teacher : Sebagian bisa, hari ini saya kasih tahu mereka bisa,tetapi ketika besoknya lagi ditanya mereka lupa, udah berubah, jadi mesti diingatkan lagi

The researcher : Bagaimana penguasaan vocabulary siswa dalam berbicara bahasa inggris?

Teacher : Masih rendah, jadi kadang kalau mau bilang sesuatu mesti tanyak dulu atau membukan kamus?

The researcher : Apakah mereka sering berbicara bahasa Inggris dengan teman sekelas atau kepada guru dikelas?

Teacher : Kalau misalnya berbicara menggunakan bahasa Inggirs mereka mixed (Inggris – Indonesia), berbicara dengan gurupun seperti it, jadi mereka sering menggunakan bahasa Inggris ketika mengucapka "*Good morning*", "*See you*" jadi yang mudah – mudah atau sering yang diucapkan mereka menggunakan bahasa Inggris.

APPENDIX XVIII

Interview Sheet After the implementation of Youtube in Cycle I

For Student I

The researcher : Bagaimana kemampuan berbicara bahasa Inggris kamu setelah pengimplementasian video youtube pertama tadi?

Student I : sudah lebih baik dan lebih paham…

The researcher : sudah lebih baik dan lebih paham dibagian mananya?

Student I : Dibagian pengucapan, membuat grammar, itu si Miss…

The researcher : Coba sebutkan ungkapan contoh ekspresi yang ada didalam video tadi…

Student I : *Excuse me, do you know where the office of the head master head of the head master?*

The researcher : Permisi apa bahasa Inggrisnya?

Student I : *Excuse me…*

The researcher : Dulu sebelum ini kamu mengucapkannya gimana?

Student I : (/eksyusmi/)

The researcher : Sekarang bilangnya menjadi?

Student I : (/Skyuzmi/)

The researcher : Okey sudah benar, lalu adalagi tidak yang membuat kamu terkendala dalam berbicara bahasa Inggris?

Student I : kata – kata baru aja si Miss yang membuat saya terkendala dalam berbicara bahasa Inggris, itu aja sih Miss…

The researcher : Ok, terimakasih…

For Student II

The researcher : Bagaimana kemampuan berbicara bahasa Inggris kamu setekah melihat video youtube pertama tadi?

Student II : Udah lumayan si Miss, soalnya kan dari video itu lebih muda ketimbang membaca

The researcher : Jadi apakah menonton video dari youtube tersebut berpengaruh terhadap berbicara bahasa Inggrismu?

Student II : Ya, karena dari video tersebut kita jadi lebih tau bagaimana cara pengucapannya.

The researcher : Oooh, begitu ya, lalu bagaimana dengan penguasaa grammarnya?

Student II : Udah lumayan si Miss, walau kadang suka kebalik – balik juga.

The researcher : Lalu bagaimana cara mengucapkan yang benar misalnya kata permisi didalam bahasa Inggris?

Student II : (/skyuzmi/) Miss, karena kan sebelumnya bilangnya masih (/eksyuzmi/), jadi pas lihat video itu jadinya udah tau bilangnya.

The researcher : Sebelumya gak tau ya gimana cara mengucapkannya yang benar?

Student II : Bingung si Miss juga kadang gimana cara mengucapkan kata yang lain gimana…

The researcher : Gitu saja atau masih ada lagi?

Student II : Itu aja si Miss….

The researcher : Oke, terimakasih….

For Student III

The researcher : Bagaimana kemampuan berbicara bahasa Inggrismu setelah melihat video pertama dalam pembelajaran hari ini?

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Student III	: Udah lumayan si Miss, abis lihat videonya udah mulai paham menggunakan grammar tentang ekspresinya.
The researcher	: Emang grammar apaajasih yang tadi digunakan didalam videonya?
Student III	: Ada present tense, past tense and future tense, Miss….
The researcher	: Apakah video tersebut dapat menambah vocabularymu dalam berbicara bahasa Inggris?
Student III	: Udah lumayan si, Miss…
The researcher	: Apasaja kata – kata baru yang didapat didalam video?
Student III	: Misalnya kayak *"Can I help you?"*
The researcher	: Jadi sudah bisa lancar lah ya berbicaranya?
Student III	: Belum si Miss, masih suka gaguk – gaguk terkadang….
The researcher	: Lalu adalagi???
Student III	: Itu ajasih Miss…
The researcher	: Oke terimakasih…

For The Teacher

The researcher	: Bagaimana kemampuan berbicara bahasa Inggris siswa setelah pengimplementasian video youtube pada siklus pertama?
Teacher	: Jauh lebih termotivasi mereka setelah melihat video youtube, jadi mereka lebih berusaha untuk berbicara berbahasa Inggris walaupun dengan sederhana

The researcher : Lalu bagaimana dengan kelancaran mereka kelancara berbicara mereka, penguasaan vocabulary, accuracy serta interaksi mereka saat berbicara bahasa Inggris?

Teacher : Sebahagian sudah meningkat, jadi setelah itu baru mereka terus berusaha untuk mendengar kaset – kaset lain untuk memperbaiki pronunciation mereka.

The researcher : Adakah kekurangan dalam pengimplementasian pembelajaran pada hari ini?

Teacher : Kalau misalnya Cuma dibantulah, kalau videonya bahasa Inggris harus ada terjemah bahasa Indonesianya suapaya mereka mengerti.

APPENDIX XIX

Interview Sheet After the implementation of Youtube in Cycle II

For Student I

The researcher   : Bagaimna kemampuan berbicara bahasa Inggris kamu setelah pengimplementasian dan melihat video youtube tadi?

Student I   : Sudah sangat paham, pokoknya sudah sangat paham lah Miss…

The researcher   : Apa yang membuat sudah paham itu?

Student I   : Karena sering dilatih, sering diajari sama Miss makanya sudah sangat paham Miss…

The researcher   : Apakah video tersebut sangat membantumu dalam meningkatkan kemampuan berbicara bahasa Inggris?

Student I   : Video youtubenya sangat membantu sekali Miss, karena dia mengucapkannya secara langsung, ada orangnya langsung yang mengucapkannya jadinya bisa lebih paham bagaimana cara pengucapannya Miss…

The researcher   : Oke, hanya itu saja?

Student I   : Iya Miss…

The researcher   : Terimakasih…

For Student II

The researcher   : Bagaimana kemampuan bahasa Inggris kamu setelah melihat video youtube tadi pada pembelajaran hari ini?

Student II   : Jadi lebih baik Miss…

The researcher	: Kenapa bisa begitu?
Student II	: Karena pemahamannya jauh lebih bertambah Miss…
The researcher	: Pemahaman yang bagaimanakah?
Student II	: Cara pengucapannya, terus juga ya banyak si Miss dari Interactionnya, vocabulary, terus juga masih banyak lagi…
The researcher	: Apakah kamu sudah cukup menguasai vocabulary setelah melihat video youtube tadi?
Student II	: Lumayan si Miss, daripada sebelumnya…
The researcher	: Dikelas jadi lebih sering berbicara bahasa Ingris gak?
Student II	: Sekarang sudah sering lumayan berbicara bahasa Inggris dikelas Miss…
The researcher	: Apakah hanya itu saja?
Student II	: Iya Miss…
The researcher	: Terimakasiiih…

For student III

The researcher	: Bagaimana kemampuan bahasa Inggris kamu setelah melihat video youtube tadi pada pembelajaran hari ini?
Student III	: Alhamdulillah udah mulai bisa ngomong Miss, udah berani ngomong…
The researcher	: Kemudian apalagi?
Student III	: Yasudah lumayanlah Miss, udah mulai paham dengan semuanya…
The researcher	: Semuanya itu apasaja?
Student III	: Seperti grammar dan cara pengucapannya sudah lebih banyak tau Miss…
The researcher	: Apakah pengimplementasian video youtube bermanfaat dalam meningkatkan kemampuan berbicara bahasa Inggris?

Student III	: Sangat bermanfaat Miss, karena dapat ngasih tau kepada kami kekmana cara pengucapannya
The researcher	: Lalu adalagi tidak?
Student III	: Enggak Miss… itu saja hehehe…
The researcher	: Oke…

For teacher

The researcher	: Bagaimana kemampuan berbicara bahasa Inggris siswa setelah pengimplementasian video youtube kedua di cycle – 2 ini?
Teacher	: Sebagian besar sudah mulai meningkat seperti pronunciationnya, jadi tinggal sebagian kecil lagi yang belum…
The researcher	: Bagaimana Miss tahu tentang hal itu?
Teacher	: Setelah mendengarkan dari kata – kata mereka, setelah mereka ngomong saya perhatikan meraka lebih bisa…
The researcher	: Lalu adakah kekurangan terhadap pengimplementasian di cycle ke – 2 ini?
Teacher	: Kayaknya sudah cukup, untuk pembelajaran ini udah cukup…
The researcher	: Lalu adakah hal yang perlu dilakukan lagi agar siswa lebih dapat meningkatkan kemampuan berbicara mereka?
Teacher	: Seperti inilah, saya rasa mereka harus lebih sering melihat video – video di youtube dan mendengarkan kaset – kaset rekaman…
The researcher	: Baik terimakasih banyak Miss…
Teacher	: Sama – sama ….

APPENDIX XX

Diary Note

The first meeting, Thursday, 23rd March 2017 (Pre- Test)

The researcher is accompanied by the teacher entered the classroom. The researcher opened the class and delivered her purpose why she stood up in front of the class. After that the researcher divided the paper test. Then the teacher gave and explained the instruction. After that, the students did what the researcher asked. When the time was over, the researcher asked the students to gather the paper on the table. After that, the researcher closed the meeting. Next, the researcher asked some students to interview and asked them some questions.

The second meetings, Friday, 24th March 2017 (Applicating the strategy in cycle I)

The researcher used youtube video in the class that related to the lesson material about asking, giving, and denying information. The researcher asked the students to pay attention and listen carefully. After that, The researcher explained the lesson material about asking, giving and denying information. The researcher checked the students' understanding repeatedly and most of students had understood the lesson. The researcher asked the students to make group in pairs and asked them to discuss some expressions which appeared on the youtube video. After that, the researcher asked the students to read together and thought them ho to pronounce the words well. Next, the researcher asked the students to translate the sentences one by one and asked them to open the dictionary if they did not understand about the word.

The third meetings, Thursday, 30th March 2017 (Giving the post–test I in cycle I)

The researcher reviewed the previous material. The researcher asked some questions to the students about the previous material. All of students remembered about it. Next, the researcher gave the post-test I to the students by doing conversation in front of the class. When the students did the conversation, the researcher recorded all of the speaking from them. After the lesson finished, the researcher asked some students to interview and asked them some question which related to the teaching and learning.

The fourth meetings, Friday, 31st March 2017 (applicating the strategy in cycle II)

In the fourth meeting, the students seemed excited to learn. The researcher played the second youtube video in front of the class and asked the students to pay attention and listen carefully to the video. After that, the researcher explained the material about asking, giving, and denying information. The researcher checked the students' understanding repeatedly and most of students had understood the lesson. The researcher asked students to make group in pairs and asked them to discuss realated the conversation, and made the translation about it. Next the researcher thought them to read the sentences together. The students were interest and enthusiastic.

The fifth meetings, Thursday, 6th April 2017 (Giving the post–test II in cycle II)

The researcher reviewed the previous material. The researcher asked some questions to the students about the previous material. All of students remembered about it. Next, the researcher gave the post-test I to the students by doing conversation in front of the class. When the students did the conversation, the researcher recorded all of the speaking from them.

The sixth meetings, Friday, 7th April 2017 (continue recording the post –test II in cycle II)

in the sixth meeting, the researcher continue the recording conversation of the students because I the fifth meeting, only some groups who had been recorded. The researcher called the group on by one and asked them to come in front of the class and did the conversation. While the conversation, the researcher took her phone directly and recorded what they were talking about. After finished, the researcher asked some students to interview which related to the teaching and learning in cyle II.
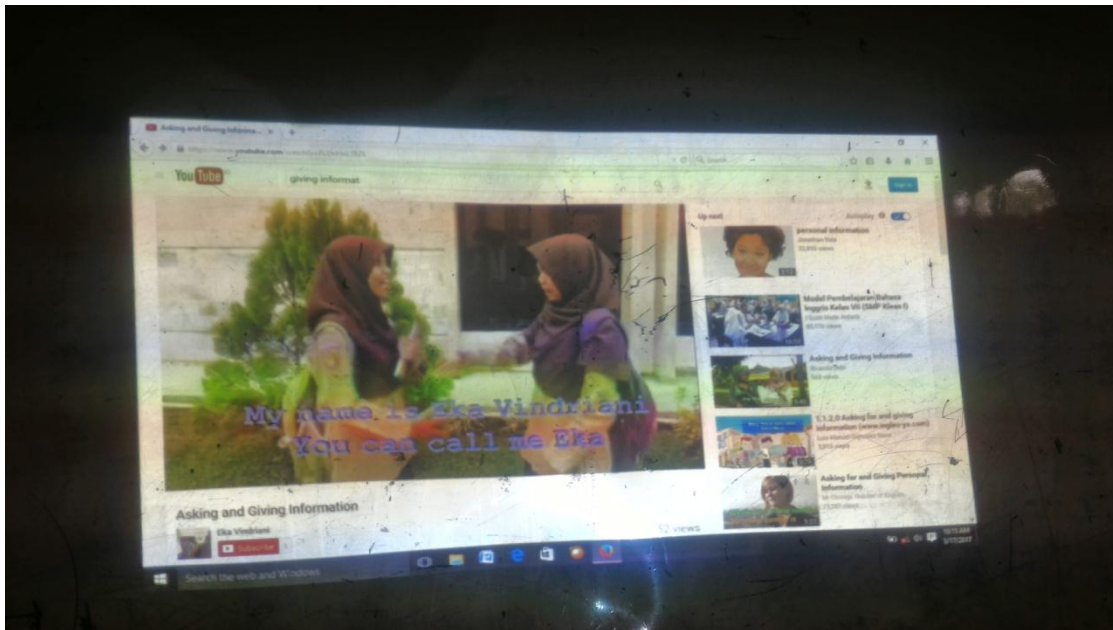
APPENDIX XXI

Documentation

7.   **Interview one of the students**

8.   **The students did the pre – test**

9. **The material of cycle – 1 about asking, giving, and denying information**
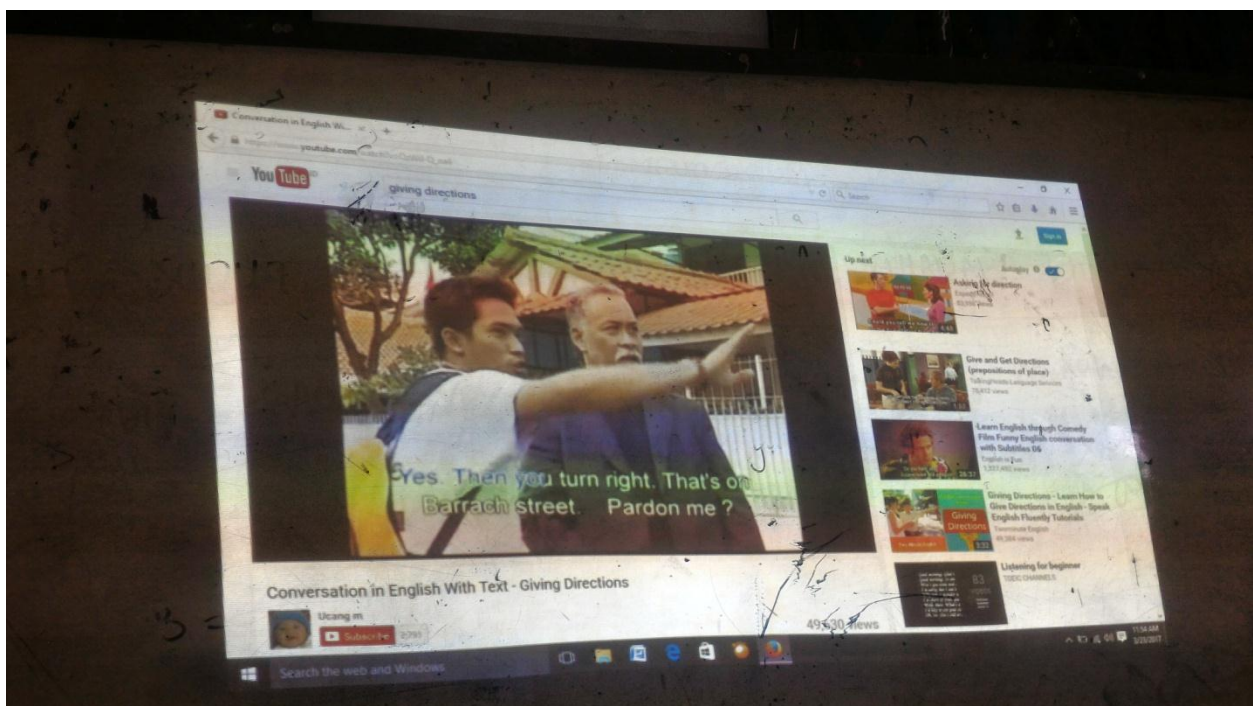

10. **Explaining the material of cycle – 1**

11. **The students did the post – test 1**

12. **Explaining the material of cycle – II about asking, giving and denying information of the place**

13.   **The students paid attention seriously**

14.   **The students did the post – test II**

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