

**THE EFFECTIVENESS OF “KAMPUNG INGGRIS LANGUAGE CENTER” YOUTUBE CHANNEL IN TEACHING GRAMMAR AT SMA MUHAMMADIYAH 1 PONOROGO IN ACADEMIC YEAR 2019/2020**

**THESIS**



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**2020**

## ABSTRACT

*Yuniarti, Anisa. 2020. The Effectiveness of “Kampung Inggris Language Center” YouTube Channel in Teaching Grammar at SMA Muhammadiyah 1 Ponorogo in Academic Year 2019/2020.* Thesis, English Education Department, Faculty of Tarbiyah and Teachers Training, State Institute of Islamic Studies of Ponorogo, Advisor Dra. Aries Fitriani, M.Pd

*Keywords: YouTube Channel, and Teaching Grammar*

Grammar is one of partly the study of what forms (or structures) are possible in a language. Without grammar, the students can not speak and write well, and worrying the listener would have a different purpose or meaning with speaker because it is a process for making a writer's or speaker's meaning clear in contextual information. So, it is important on English teaching and learning process, because teaching grammar will support the skill owned by the students. But, in fact, the students have problem to learn grammar. In teaching grammar, teachers should use media to teach grammar. One of media is *Kampung Inggris* Language Center YouTube Channel. It is authentic website from *Kampung Inggris* Language Center course. It is one of online media. It makes teaching and learning activity more effective, enjoyable and inovative.

The objective of this research is to find out the difference on grammar achievement of the students who are taught using *Kampung Inggris* Language Center YouTube Channel and those who are not.

This research was conducted in SMA Muhammadiyah 1 Ponorogo in academic year 2019/2020. It applied quasi-experimental design of quantitative research. The population was tenth grade students of SMA Muhammadiyah 1 Ponorogo and the sampling of this research was cluster random sampling. The sample were class X MIPA 2 as experimental class and X MIPA 4 as control class. Both of them consisted of 28 students. This research used test and document in collecting the data and t-test used SPSS version 24 to analyze the data.

The result of this research showed that the score of experimental class in post-test (82,28) was higher than control class (66,42). It was found that the significance difference between students' grammar ability who were taught by *Kampung Inggris* Language Center YouTube Channel and who were not taught by *Kampung Inggris* Language Center YouTube Channel at SMA Muhammadiyah 1 Ponorogo. The result of computation of t-test showed that t value > t table ( 7.014 > 2.006). The t value was bigger than t table, so  $H_0$  was rejected and  $H_a$  was accepted. Its means that The *Kampung Inggris* Language Center YouTube Channel was effective in teaching grammar at SMA Muhammadiyah 1 Ponorogo in Academic Year 2019/2020. The teacher should be able to use the appropriate media in teaching and learning grammar to make the students more active and able to understand the material.

P O N O R O G O

### APPROVAL SHEET

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Has been approved by the advisor and is recommendation for approval and acceptance.

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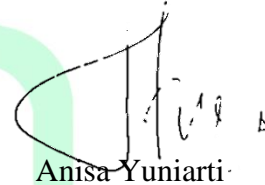
Judul Skripsi : The Effectiveness of “*Kampung Inggris* Language Center” YouTube Channel in Teaching Grammar at SMA Muhammadiyah 1 Ponorogo in Academic Year 2019/2020

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Ponorogo, 25 November 2020

Penulis



Anisa Yuniarti



IAIN  
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## PERNYATAAN KEASLIAAN TULISAN

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Year 2019/2020**

Dengan ini, menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya aku sebagai hasil tulisan atau pikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 22 April 2020

Yang membuat pernyataan



Anisa yuniarti



## CHAPTER I

### INTRODUCTION

This chapter introduced the whole of the research content which involves: background of the study, scope and limitation of the study, research, question reserach objectives, significances of the study, and organization of the study.

#### A. Background of the Study

English is international language that influence in many aspect of life. In mastering English language, there are four skills they are listening, reading, speaking and writing. All skills should be supported with grammar. Without grammar, we can not speak and write well, and worried the listener would have a different purpose or meaning with speaker because Grammar is a process for making a writer's or speaker's meaning clear in contextual information<sup>1</sup>. Those are the reasons why we need to learn grammar. According to penny grammar is a set of rules that difinde how words (part of words) are combined or changed to from of acceptable units of meaning with in a language<sup>2</sup>. Based Oxford Advanced Learner's Dictionary of Current English grammar is rules of forming and making sentences<sup>3</sup>. So, it means grammar is pattern language to combine words become phrase into sentence, and to make sentences clearly, effectivelly, accurately and meaningful. In linguitics, grammar is set of structural rules governing the composition of clauses, phrases, and words in any given natural language. The term refers also to the study such rules and this field includes phonology, morphology, and syntax, often complemented by phonetics, semantics, and pragmatics. For linguists, grammar refers to cognitive

<sup>1</sup>Scott Thonburry, *How to Teach Grammar*, (New York:Longman, 1999), 4.

<sup>2</sup> Penny UR, *a Course in Language Teaching and Language* (UK: Cambridge University Press, 2009), 75.

<sup>3</sup>*Oxford Advanced Learner's Dictionary of current English* (Oxford: University Press, 2008), 193.

information underlying language use. The term grammar can also be used to describe the rules that govern the linguistic behaviour of a group of speakers<sup>4</sup>.

Teaching is the process of guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Its means that teaching is one of the way to determine the philosophy of education, our teaching style, methods, approach, and classroom techniques<sup>5</sup>. So teaching grammar is important on English teaching and learning process, because teaching grammar will support the skill owned by the students. According to Hedge teaching English grammar is provides the explicit framework to guarantee producing correct structures and expedite the learning process<sup>6</sup>. Moras stated that teaching grammar should sustain the productive use of the wide of grammar. It is one of the areas that need greater attention. We are concerned not only with students' understanding about the meaning of words, but also their ability to use them appropriately. It is obvious that learning grammar means not only to know the meaning words but also to be able to use the words in different context<sup>7</sup>. If the students have good grammar mastery, they will be able mastering listening, speaking, reading and writing well. But in the fact teaching and learning process in grammar become a scary and boring for the students, because in teaching grammar by using conventional methods or monotonous that make less attract students' anxiety on learning grammar. So in English teaching and learning process in particular grammar lesson the teacher needs media to teach. The teacher must select good and interesting media according According Break utilizing media if used appropriated a video can be a powerful educational tool that helps in motivating students<sup>8</sup>. Media used in

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<sup>4</sup> Lidiya Tri L, "The Effectiveness of Teaching Grammar Using Blended Learning Method at The Tenth Grade MAN 2 Ponorogo," (Thesis, IAIN Ponorogo, 2019),6.

<sup>5</sup> H. Douglas Brown, *Principle of Language Teaching And Learning* (San Fransisco State University: Longman, 2000), 7.

<sup>6</sup> M. Aqel Ishraq, "The Effect of Using Grammar-Translation Method on Acquiring English on a Foreign Language," *International Journal of Asian Social Science*, 2013, 3(12):2470.

<sup>7</sup> Yosa novia dewi, "Improving Students' Grammar Master By Appu Series Film on Youtube," *Jurnal Pendidikan Dompot Dhuafa*, Vol 7, No. 2, November 2017

<sup>8</sup> Berk, R.A." Multimedia teaching with video clips: TV,movies, YouTube, and mtvU in the college classroom," (*International Journal of Technology in Teaching And Learning*, 5(1)2009,06.



the teaching learning activity will keep the learner focus on the teacher, thus the classroom will be on teacher's control. Media is tool in the learning process to facilities the students understand the material. Harmer states there are several types of instructional media that can be used by teacher such as the students themselves, realia, pictures, coursebook, boards, overhead projector (OHP), flipcharts, computer-based presentation technology and the purpose of media is to facilitate communication<sup>9</sup>. Now, the students near technology. YouTube, Instagram, Facebook become media that is not separated with students in moden era. They easy to acces YouTube and almost everytime the students acces YouTube. Online media is tools facilitate media and information sharing, collaboration, and participation. In teaching grammar process using online media to increase quality of teaching and learning process and result is better based on Berk utilizing YouTube in teaching and learning process have a positive impact in education not only expands the students' proficiencies but also improves and get better their language skills, their motivation towards learning and interaction with them multifarious database<sup>10</sup>. on of online media which can use is YouTube. YouTube is popular online video sharing website. Berk states that utilizing YouTube videos in an informative manner is also benefical for ilustrating a concept, presenting an a alternative viewpoint, a stimulatory a learning activity, and motivating a students<sup>11</sup>.It is manner for teacher who want to start teaching and learning process with interest and enjoy to get the students focuss. The benefits of using youtube in English language teaching are teachers get free video contents, teachers can reproduce authentic language in the classroom, also comprehensible input is offered though videos and more

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<sup>9</sup> Wildan Nurul Aini, "Instructional Media in Teaching English Young Learners: a Case Study In Elementary School in Kuningan," *journal of English and Education*, 2013,1(1):197-199.

<sup>10</sup> Berk, "Multimedia *Teaching with Video Clips: TV, Movies, Youtube, And Mtvu in The College Classroom*," *International Journal of Technology in Teaching and Learning*, 2009, 5(1),1–21

<sup>11</sup> *Ibid*, 23.

likely the students because using YouTube in English language teaching particularly in grammar teaching can make teaching and learning process more interest and enjoy<sup>12</sup>.

Based on the interview with Mr. Suyanto as English teacher at senior high school of Muhammadiyah 1 Ponorogo, the teacher uses various method in English teaching and the teacher uses full english language with grammatically correct, include in using command, explain material and take conversation with students in class or out class. Since the teacher emphasized grammar in teaching and learning process, the teacher hopes the students are motivated so that they understand grammar. In fact, there were some students who didn't understand grammar yet. It is caused by the origin of some students were from edge city school, so that they were little difficult to learn English grammar. They were lack of English grammar knowledge.

In teaching and learning English grammar, the teacher needs strategies, technique, and interesting media. Those are very important including having interesting media. Without interesting media, the students are easy to get bored since grammar is about structure and rule. The teacher always puts grammar in any occasions and chances, such as in reading and writing task. In their teaching and learning process when the teacher explained the material using correct English, the students understood what was being talked. But, when they were asked to make sentence, they found difficulty<sup>13</sup>.

Based explanation above, the researcher thought to solve this problem we need media that gives an opportunity to students to be active when English teaching and learning process in particular grammar lesson. Based on researcher observed the students near technology, YouTube became media that is not separated with students in modern era. they easy to access youtube and almost everytime the students access youtube. So researcher

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<sup>12</sup> Alsharani, "The Effects Of Integrating YouTube and Its Facilitating Role In Teaching Grammar," Journal Of Education And Psychological Science-AJSRP-Issue (9),Vol.(2)-April 2018, 132

<sup>13</sup> Interview on Monday, February 12, 2020.

using *Kampung Inggris* Language Center YouTube Channel as media in teaching grammar.

*Kampung Inggris* Language Center YouTube Channel is authentic website from *Kampung Inggris* Language Center course. It is a course institution located in Pare Kediri East Java. Founded by Arif Kuswanto, S.Pd in the year 2009. *Kampung Inggris* Language Center course have good credibility in teaching and learning process. Because *Kampung Inggris* Language Center Youtube Channel have a lot of exciting learning methods that can facilities students in learning English. This YouTube channel is freely accessed and a lot of content made by tutor such as vocabulary, pronunciation and grammar. The tutor in *Kampung Inggris* Language Center YouTube Channel is the best tutor from *Kampung Inggris* Language Center course.

Based on the statement above, the researcher would like to conduct a researcher with title **“The Effectiveness of Using “*Kampung Inggris* Language Center” YouTube Channel in Teaching Grammar at SMA Muhammadiyah 1 Ponorogo in Academic Year 201/2020.**

#### B. Limitation of the Study

In this research, to avoid the amount grammar material used in the research, the researcher would like to limit on tense in teaching grammar using *Kampung Inggris* Language Center YouTube Channel at SMA Muhammadiyah 1 Ponorogo in Academic Year 2019/2020.

#### C. Statement of the Problem

From the problem statement the researcher that will find :

Do the students who are taught by using *Kampung Inggris* Language Center YouTube Channel get better grammar mastery than those who are not?

#### D. Objective of the Study

To find out whether students who using *Kampung Inggris* Language Center YouTube Channel get better grammar mastery than those who are not.

#### E. Significance of the Study

##### 1. Theoretical significances

The result of this study is expected to add the references of teaching media which can be accessed by some educational practice. It hope gives contribution of knowladge to develop on teaching learning process.

##### 2. Practical significances

###### A. For te teachers

This study is to give contribution for English Teacher if *Kampung Inggris* Language Center YouTube Chanel can be use in teaching grammar.

###### B. For the reader

This study is expected to give contribution for the readers to improve grammar knowledge, particularly the students of IAIN Ponorogo.

#### F. Organization of the Study

In this research, the researcher divides the process of the study into five chapters. The chapters are related to each other to make continued understanding and well organized data. The organization of this research is:

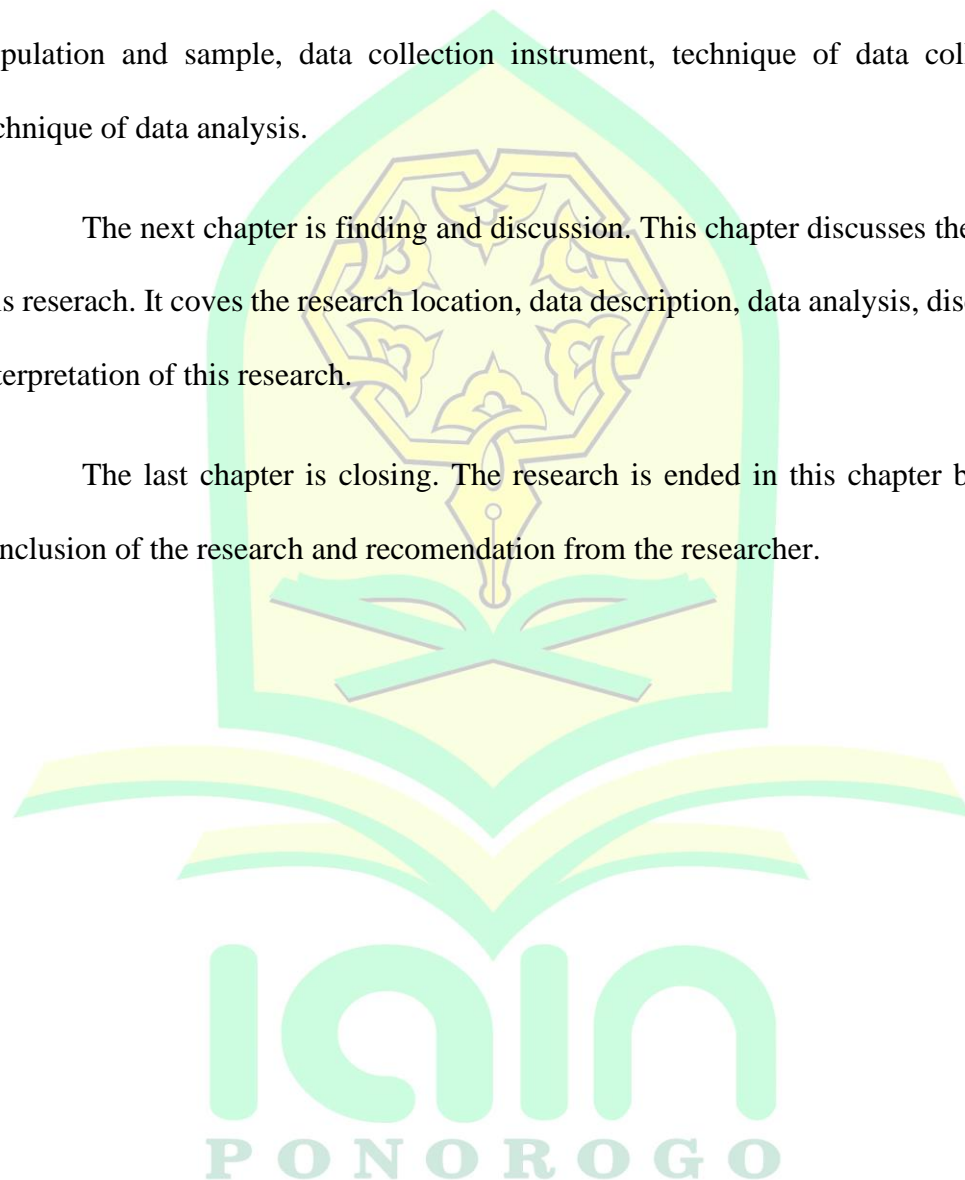
The first chapter of this research provides the introduction. This chapter involves background of the study that tells about general description and basic mindset to this research, problem of the study, identification of the problem, limitation of the research, objective of the research, and significances of the research.

The second chapter is review of literature. This chapter consists of theoretical analysis that describes the theories of the variables in this research. It also consists of previous research finding from the other reserachs that have been done before with related variables. The next sub chapters are theoritical framework and hypothesis of this research.

The third chapter is named research methodology. It involves research design, population and sample, data collection instrument, technique of data collection, and technique of data analysis.

The next chapter is finding and discussion. This chapter discusses the findings of this reserach. It coves the research location, data description, data analysis, discussion, and interpretation of this research.

The last chapter is closing. The research is ended in this chapter by providing conclusion of the research and recomendation from the researcher.





## CHAPTER II

### REVIEW OF LITERATURE

This chapter discussed a review of related literature, previous study, literature review, theoretical framework, and hypothesis. It explained the review that has helped the researcher to finish this research.

#### A. Previous Study

The first researcher is Dewi Kurniawati with the title “*The Effectiveness of Using YouTube Video in Teaching English Grammar Viewed From Students’ Attitude*”<sup>14</sup>. The aims of the research is investigating the effect of using YouTube video in teaching English grammar. The research was conducted at the English Education Program in Lampung in 2012. The population was all of the first semester students of English Education Program. The sample is 72 students. The collecting data used questionnaire on students’ attitude to find out the students who have positive and negative attitude, and a grammar test to find out the students’ achievement in learning grammar. Analyzing data using ANOVA or analysis of variance and Tukey test leads to the conclusion that: (1) YouTube video as media ( $\chi = 27.75$ ) is more effective than textbooks ( $\chi = 24.41$ ) to teach grammar; (2) the students who have positive attitude have higher achievement ( $\chi = 29.11$ ) than those who have negative attitude ( $\chi = 23.05$ ); and (3) there is an interaction between teaching media and students.

According to Fatimah Rohim Al Moswai in title “*The Effectiveness of Using YouTube video on EFL Iraqi College Students’ Performance in Grammar at Missan University*”<sup>15</sup>. This aims of this research to identify and classify the effectiveness of using YouTube Video on EFL Iraqi college students’ Performance in Grammar at Missan

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<sup>14</sup> Dewi Kurniawati with the title “*The Effectiveness of Using YouTube Video in Teaching English Grammar Viewed From Students’ Attitude*” (Thesis: IAIN Lampung, 2012), 32.

<sup>15</sup> Fatimah Rohim Al Moswai “*The Effectiveness of Using YouTube video on EFL Iraqi College Students’ Performance in Grammar at Missan University*”, International Journal of Technology in Teaching and Learning.

University. The instrument of collecting data used questionnaire. The result showed statistically significant difference.

According Aline Fay de Azevedo and JuianaMatia in title” *Teaching English ThroughYouTube: Grammar Video Analysis of Three Brazilian YouTube Channels Dedicated To EFL Teaching*”<sup>16</sup>. The objective of this research is to analyze grammar lessons of three Brazilian YouTube Channels of English as a Foreign Language. It compares the approaches applied by each teacher in their videos and investigates if the lessons approach the explanation of meaning, use, and form of the grammar. It also aims to find out if the lessons are hackneyed regarding the online learning environment. The analysis consisted of watching two videos of the YouTube channels English in Brazil, *InglCompartilhado* and *MairoVergara*. The results showed that out of the six videos, five contained a grammar explanation that addressed meaning, use, and form of the language. They also adopted the deductive approach to grammar teaching. Only one video did not explain the grammar (quantifiers), but a trick to memorize the use of quantifiers. As for technology, the main tool teachers used was captions to illustrate example sentences of the grammar. Other tools consisted of the use of the software Notepad and animation. Thus, there was not an innovation on the videos regarding technology. Future research is needed to understand if there is the necessity to apply cutting-edge tools to teach on YouTube and if it is mandatory to review and to adapt the pedagogical practices for language learning YouTube videos.

According YosaNoviaDewiin title “*Improving Students’ Grammar Mastery By APPU Series Film onYouTube*”<sup>17</sup>. The students’ grammar mastery at the first year students of DKV Faculty of Putra Indonesia University was still fair. Based on the researcher’s

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<sup>16</sup> Aline Fay de Azevedo and JuianaMatia, ” *Teaching English ThroughYouTube: Grammar Video Analysis of Three Brazilian YouTube Channels Dedicated To EFL Teaching*”, *International Journal of Technology in Teaching and Learning*

<sup>17</sup> Yosa Novia Dewi “*Improving Students’ Grammar Mastery by APPU Series Film on YouTube*” , (Thesis: Universitas Putra Indonesia, 2011), 23.

observation in her classroom, most of students had difficulty to identify the grammatical, and comprehend what the writer expresses both in written and oral. Therefore, the researcher conducted a research by APPU series film on YouTube to solve this problem. The purpose of this research was to explain whether APPU series film on YouTube improves students' grammar mastery. The research was classroom action research. The research was done in two cycles. In conducting the research, the researcher was helped by a collaborator in doing plan, action, observation, and reflection. Besides, the researcher used grammar test, observation checklist, field notes, and interview as the instruments in this research. The data of this research were analyzed by using two techniques. The quantitative data was analyzed by using the mean score to see the average score gained by the students in individual grammar test. Meanwhile, the qualitative data was analyzed through data gotten from observation, field notes and interview. The finding in this research showed that the students' grammar mastery through APPU series film on YouTube improved. The improvement was influenced by several factors, such as the material, classroom activity, classroom management, teacher's technique, and teacher's strategy. Therefore, it can be concluded that applying APPU series film on YouTube can improve the students' grammar mastery at the first year students of DKV Faculty of Putra Indonesia University.

From the previous research finding, the similarity is YouTube as media online and there are some differences between those previous studies and this research. The difference is the variables. All of the previous studies focus on teaching grammar and YouTube. In this research, the researcher wants measure the effectiveness of *Kampung Inggris* Language Center YouTube channel in teaching grammar at SMA Muhammadiyah 1Ponorogo in academic year 2019/2020.

## B. Theoretical Background

## 1. YouTube as Media

### a. Definition of Media

Media is channel of communication particularly in education. Media also carries information between a source and a receiver so media called connector. Example of media are films or videos, televisions, computers, printed materials such as short-card, and diagrams. These are considered instructional media when they carry message with an instructional function. The function of media is to facilitate communication.

Since the turn of the century, teachers have used various type of audio and visual aids to help teaching particularly in language. Recently teachers have expended their repertoire of material and procedures to include the new technologies for learning. The teacher no longer limited to the confines of classroom. Through the social media center and computer networks such as internet and campus intranets, the word become each students' classroom<sup>18</sup>.

In this research, the researcher will use YouTube as media in teaching grammar. YouTube founded on 2005 by Steve Chen, Chad Hurley, and Jawed Karim with the domain name <http://www.youtube.com>. The site was created as a forum for people to create and share short video clips online. One year later Google purchased YouTube for 1.65 billion dollar. How popular is YouTube now? Consider that on a daily basis there are more than two billions views (YouTube Facts & Figures). In addition, 51 percent of YouTube viewers go to YouTube weekly, and 52 percent of 18 to 34 year-olds often share videos with other people (YouTube Fact Sheet)<sup>19</sup>. YouTube is used for many purpose, such as to exposure the authentic English as well to promote a learning style that is more autonomous

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<sup>18</sup>Robbert Heinich, Michael Molenda, James D. Russell, *Instruction Media and technology for learning*, ( Macmillan: Macmillan Publishing company, 1993),10.

<sup>19</sup> Joseph M. Terantino, *Emerging Technologies YouTube for Foreign Languages: You Have to See This Video.....*



learning, to provide an opportunity for expression freedom, to serve as a vehicle for collaboration, to give inspire, to give motivate the students in learning, to make learning fun and enjoy with videos in YouTube, to set tone and mood in teaching and learning process, to decrease anxiety and tension on scary topics, and to help create memorable visual images with videos. It makes a particularly powerful contribution to both the content and the purpose of language learning. Especially contribute to interest and motivation, sense of the context of the language, a specific reference point or stimulus, and the majority of uploaded videos are used to provide linguistic and cultural content and information on related to the target language<sup>20</sup>. YouTube as a multimedia channel that permits the control over a different type of videos which are available to everyone. Other components such as comment, subscribe, channel, country, channel, associated videos, views of videos, and rating of content. There are many advantages of education that encourage motivation and share a pedagogic content for learning English as a foreign language. This resource should be segmented since it allows users to pause, take notes, and turn the sound and picture off, also, a learner can preview, cut, integrate, and focus on bring specific information. It helps to develop the students' insight and perspectives. YouTube as media platform in educational and motivational tool that can used in the EFL classroom<sup>21</sup>.

According Mullen and Wedwick now the students full knowledge of the digital world makes teachers must adapt themselves on how to integrate into this new modern world well. In teaching and learning process teachers are responsible for preparing their student show to use technology. YouTube provides a wide variety of educational videos with careful monitoring to all materials by teachers.

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<sup>20</sup>*ibid*, hal. 393-340.

<sup>21</sup> Fatima Rahim Almoswai, BushraNi'ma Rashid, "The Effectiveness of Using YouTube Video on EFL Iraqi College Students' Performance in Grammar at Missan University," *International Journal of Social Sciences*, 391.



It is quick to access and facilities in teaching and learning grammar material and to reviews through one types of songs and videos, which not only help the students to memorize but also stimulate them to create a help understanding<sup>22</sup>.

YouTube is an online media that allows the users to upload, share and review to videos that is contained. Searching for a watching a video on YouTube doesn't require logging in. however, YouTube users can get benefits of creating a channel YouTube. Logging in allows YouTube to suggest related videos to its users can upload an unlimited number of videos to their channel. If the account is in good standing, as determined by the YouTube community, then the users can attain the ability to upload long-length videos. After upload the user can add video description details and use the video editor and annotations editor. The video description is a key piece of information used to identify the content of the video. The more accurate the information provided by the channel owner in this section, the easier it is for users to find the video. The video editor tool allows the user to trim videos, add transitions, and overlay a soundtrack from an audio library. Annotations allow the addition of text links to other videos, channel, and playlist. The video manager can be used to organize uploads and playlist. The channel's activity feed provides channel viewers with a summary of recent activity. Subscriber can be updated on any channel activity on YouTube. YouTube users may also customize and control personal privacy setting. Additionally, the channel owner can communicate with subscribers by posting abulletin which is shared with all subscribers. Although implementing strict copyright verification tools, YouTube providers user the ability to view its videos on web pages outside of the

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<sup>22</sup>Alsharani, "The Effects Of Integrating YouTube and Its Facilitating Role In Teaching Grammar," Journal Of Education And Psychological Science-AJSRP-Issue (9),Vol.(2)-April 2018. Hal 133

site. The functionality is often used to embed YouTube videos in social networking pages and blogs<sup>23</sup>.

#### b. Function of Media

English teaching media is very important in helping students to acquire new concepts of skills and language competences.

Kasihani stated “ media can use for :

- 1) Reducing first language or use mother tongue in learning process.
- 2) The students' can improve their motivation in learning process.
- 3) Help simplify the process of language learning and perfectly.
- 4) Media can explain and stimulate new concepts to make understandable material.
- 5) Making learning interactive and interesting, so the students not feel bored.
- 6) Equate perception, especially if the new concept has a meaning.
- 7) Media can improve English teaching quality<sup>24</sup>.

According to Kemp, Morrison, and Ross , the educational values of teaching media are :

- 1) To give motivate learners by capturing their attention and stimulating interest in a subject.
- 2) Involve learners vicariously but meaningfully in learning experience.
- 3) Implement an individualized form of instruction for each individual.
- 4) Explain and illustrate subject content and performance skills.

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<sup>23</sup>Akram Abdol Jaffar, “YouTube : An Emerging Tool in Anatomy Education (Department Of Basic Medical Sciences, Colleg Of Medicine, University of Sharjah, Sharjah, United Arab Emirates,” *AnatSciEduc* 5:158-164 (2012) May/June 2012 Anatomical Science Education)

<sup>24</sup>Suyanto, *English For Young Learner*, 101

- 5) Provide opportunities for self-analysis of individual performance and behavior.
- 6) Contribute to information of attitudes and the development of appreciation.<sup>25</sup>

c. Kinds of Media

There are many kinds of media which is used for many purposes. The media has various kinds to use in teaching and learning process. By using media in teaching and learning process, the teacher has bigger opportunity in using many materials especially local material. It also provides many benefits to students. Media is tool in the learning process to facilitates the students understand the material. Harmer states there are several types of instructional media that can be used by teacher such as the students themselves, realia, pictures, coursebook, boards, overhead projector (OHP), flipcharts, computer-based presentation technology<sup>26</sup>. Based on Kasihani, media classified as follow :

- 1) Visual media : picture, flash card, map, miniature, realia (the real thing), photo, and etc.
- 2) Audio media : radio and CD( compact disk)
- 3) Audio visual media : TV and film<sup>27</sup>.

According to Kemp, Marrison, and Ross, media classified as real things, two-dimensional display material, audio recordings, projected still picture, projected moving pictures, combination of media and interactive technologies<sup>28</sup>.

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<sup>25</sup> Jerold E. Kemp. Et al, *Design Effective Instruction* (New York: Macmillan Collage Publishing Company, 1994), 215-216

<sup>26</sup> Wildan Nurul Aini, " Instructional Media in Teaching English Young Learners: a case study in Elementary School in Kuningan," (*Journal of English and Education*, 2013,1(1))197-199.

<sup>27</sup> Suyanto, *English For Young Learner*, 102

<sup>28</sup> Jerold E. Kemp. Et al, *Design Effective Instruction* (New York: Macmillan Collage Publishing Company, 1994), 216-218

#### d. Media Online

Online media is tools facilitate media and information sharing, collaboration, and participation. Based on the *Kamus Besar Bahasa Indonesia*(KBBI), facility or communiaction tool such as newspapers, magazines, radio, TV, films and posters is called media while “*Daring or dalam jaringan*” is called online in English, from those definitions, online media also called by media Daring.

Media is mass communication media that exist in field of science. Mass communication has several characteristics: publicity and periodicity. Online, itself, is when that something is in network, connected through computer and internet, etc. so, it can be said another word, online media can also be said online communication<sup>29</sup>. In this research YouTube as online media in teaching and learning because YouTube is one of type social media. Social media is a computer-mediated technology, the types of social network variety such as Twitter, Facebook, YouTube, Skype, etc<sup>30</sup>. The use of YouTube has become media in teaching settings. YouTube is considered one the famous tools in social media. It is used by all types of society members all over the world. Billions of people view these video from YouTube every day for different reasons.

#### 2. *Kampung Inggris* Language Center YouTube Channel in Teaching Grammar

##### a. Definition of *Kampung Inggris* Language Center YouTube Channel

*Kampung Inggris* Language Center YouTube channel is authentic website from *Kampung Inggris* Language Center course. It is a course institution located in Pare Kediri East Java. Founded by ArifKuswanto, S.Pd in the year 2009.*Kampung*

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<sup>29</sup>Ulfi Neni Wulandari, “The Utilization Of Instagram Account @Gurukumd As Media Online For Student In Learning English In Fifth Semester Of IAIN Ponorogo.” (skripsi: IAIN Ponorogo),15

<sup>30</sup>HananTurkiAlshahrani, “The Effect of Integrating YouTube and Its Facilitating Role in Teaching Grammar on High School Students in Bishah, Saudi Arabia,” (Journal of Education and psychological sciences issue (9), volume (2)april 2018), 1

*Inggris* Language Center course have good credibility in teaching and learning process. Because *Kampung Inggris* Language Center YouTube channel have a lot of exciting learning methods that can facilities students in learning English. This YouTube Chanel is freely accessed and a lot of content made by tutor such as vocabulary, pronunciation and grammar. The tutor in *Kampung Inggris* Language Center YouTube channel is the best tutor from *Kampung Inggris* Language Center course.



Figure 2.1 *Kampung Inggris* Language Center YouTube Channel



Figure 2.2 *Kampung Inggris* Language Center YouTube Channel



## b. Criteria in Selecting Video of Youtube Channel Material

The materials of YouTube video for course in the college curriculum are different with students' course in Television, Film or Video, and digital media students. The whole video or movie is going to be used in media for teaching. Criteria have to establish to become appropriate with teaching and learning context.

Berk stated there are three sets of criteria that must be considered:

### 1) The characteristic of the students.

The first set of criteria related to silent socio-demographic characteristics such as age students, gender, ethnic of students and students language-dominance instruction know their students and there characteristic are have to consider with right video.

### 2) The offensiveness of video of YouTube Channel.

The second set of criteria concerns on offensive possibility of the video different categories, irrelevant content to the reason of showing video, such as : racial and ethnic group, proffering politician and celebrities. The video of YouTube channel is being used for learning facilities. The teacher make the video of YouTube channel same with line material.

### 3) The video of YouTube Channel structure.

The structure of the video must be appropriate for instructional use. The following are suggested when selecting video of YouTube channel material:

- a) Leght-as short as possible to make the point, edit unmercifully to a maximum of three minutes unless the learning outcome requires a lengthier extract.

- b) Context-authentic everyday language use unless purpose relates to language.
- c) Action/visual cues-action should relate directly to purpose, eliminate anything extraneous.
- d) Number of characters limit number to only those few needed to make the point, too many can be confusing or distracting<sup>31</sup>.

c. Steps to Use Youtube in Teaching Learning Process

The teaching grammar using *Kampung Inggris* Language Center YouTube channel is conducted through the following procedure<sup>32</sup>:

1. Pick a particular videos to provide the content or illustrate a concept or principle. In this research is grammar content
2. Prepare specific guidelines for students or discusion question so they have directions on what to see, hear, and look for.
3. Introduce the YouTube video briefly to reinforce purpose
4. Play the YouTube video on LCD
5. Stop the YouTube video at any scene to highligh a point or replay YouTube video for specific in-class exercise
6. Set a time for reflection on what was scene
7. Assign an active learning activity to interect on spesific question of, issue, or concepts in youtube video
8. Structure a discussion around those question in small and or large group format.

d. Positive Impacts of Using YouTube in Teaching and Learning Process.

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<sup>31</sup>Berk, R.A." Multimedia teaching with video clips: TV,movies, YouTube, and mtvU in the college classroom," (International Journal of Technology in Teaching And Learning, 5(1)2009,06.

<sup>32</sup>*ibid*, 10.

Utilizing YouTube in teaching and learning process have a positive impact in education not only expands the students' proficiencies but also improves their language skills, their motivation towards learning and interaction with them multifarious database.

According Break stated utilizing YouTube if used appropriated a video can be a powerful educational tool that helps in motivating students. YouTube is being highly used by educators in different parts of the world to teach students and provide instructional videos. It also brings many positive impact for both teacher and student in the classrooms as a teaching and learning process. According Tarunpatel YouTube have several positive impact :

- 1) It offers authentic example of everyday English used by everyday people. It enables teachers to attach the students to the "real life" nature of the videos.
- 2) YouTube videos can be used in ELT classroom for various teaching, such as vocabulary, accents, Pronunciation, grammar and so on.
- 3) There are several ELT experts worldwide who have been posting their English language teaching content on YouTube.
- 4) Students in many context have said they like video activities because they provide a break from the usual textbook-based activities, and even when the activities challenge students, learning with video is more enjoyable<sup>33</sup>.

### 3. Teaching Grammar

#### a. Definition

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<sup>33</sup>Johanes Leonardi Taloko, "using youtube for teaching English grammar (Seminar Nasional Pendidikan fisika dan bahasa Inggris 2014)," Surabaya: Widya Mandala Press, 2014, hal. 3-4

Teaching is an activity that can't be separated in the learning process. Based on Brown teaching is the process of guiding and facilitating learning, enable the learner to learn, setting the conditions in learning. It means that teaching is one of ways to determine the philosophy of education, our teaching style, approach, methods and classroom techniques<sup>34</sup>. According Kimble and Garnezy in Douglas Brown's book teaching is showing or helping someone to learn how to do something, giving someone in the study of something, providing someone with knowledge, and closing someone to how or understand. Meanwhile, Gage states teaching as any causing learning on the part of another<sup>35</sup>.

Grammar is partly the study of what forms (or structures) are possible in a language. In traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence, thus grammar is a description of the rules that govern how a language's sentences are formed<sup>36</sup>. The word. According to Penny UR grammar is a set of rules that define how words (part of words) are combined or changed to form acceptable units of meaning within a language<sup>37</sup>. Grammar also means conventionally seen as the study of the syntax and morphology of sentences in language<sup>38</sup>. Grammar is a process for making a writer's or speaker's meaning clear in contextual information is lacking<sup>39</sup>.

Teaching grammar is obligatory or important on English teaching and learning process, because teaching grammar will be support the skill owned by the students. According Hedge provides the explicit framework to guarantee producing

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<sup>34</sup> H. Douglas Brown, *Principle of Language Teaching and Learning* (San Fransisco State University: Longman, 2000), 19.

<sup>35</sup> Rika Ratnaningtyas, "The Classroom Management of English Teaching-Learning Process In A Big Class," (skripsi: English Education Department Faculty Of Language and Arts State University of Yogyakarta), 10

<sup>36</sup> Scott Thonburry, *How to Teach Grammar*, (New York: Longman, 1999), 1.

<sup>37</sup> Penny UR, *a Course in Language Teaching and Language* (UK: Cambridge University Press, 2009), 75.

<sup>38</sup> *Ibid.* hal. 2

<sup>39</sup> *Ibid.*, hal. 4

correct rules and expedite the learning process is called teaching grammar<sup>40</sup>. Moras stated that teaching grammar should sustain the productive use of the wide of grammar. It is one of the areas that need greater attention. We are concerned not only with students' understanding about the meaning of words, but also their ability to use them appropriately. It is obvious that learning grammar means not only to know the meaning words but also to be to use the words in different context<sup>41</sup>.

#### b. The Goals of Teaching Grammar

Based on previous explained, above can infer that grammar is the whole system and structures of language particularly in English grammar become an important part, several reasons why learners must study grammar:

- 1) Study grammar can increase learner's writing ability.
- 2) Written style can be improved through learning about the resources for grammatical structures word order, and the devices for connecting sentences in paragraphs. Improve the style of earline drafts and to correct grammar errors.
- 3) Study native language grammar is very helpful in studying the other language grammar.

The goals of teaching grammar are enabling the students to carry out their lesson plan. There are several objectives for putting grammar in second language teaching. These are usage of grammar in second language teaching:

- 1) As the sentence-machine argument

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<sup>40</sup>Ishraq M. Aqel. "The effect of Using Grammar-Translation Method on Acquiring English as A Foreign Language," (International Journal of Asian Social Science, 2013,3(12):2470.

<sup>41</sup>Yosa Novi adewi, "Improving Students' Grammar Master by Appu Series Film on YouTube," (Jurnal Pendidikan Dompot Dhuafa, vol 7, No.2, November 2017)



The process of language learning is called item learning. This is the memorization of individual items such as words and phrase. But there is a limit to the number of items a person can both retain and retrieve. It enables us to generate new sentences and it follows that the teaching grammar offers the students the main for potentially limitless linguistic creativity.

2) As the fine-tuning argument

Grammar always allows for greater subtlety of meaning and serves us as corrective against ambiguities.

3) As the advance-organizer

Grammar acts as kind of advance organizer for acquisition.

4) As the discrete item

Grammar consist of an apparently finite set of rules, by tidying grammar, it makes language digestible.

c. Scope of Grammar

Penny stated that there are three grammatical terms as follows<sup>42</sup>:

1.) Some parts in language's unit are:

a) Sentence

A set of word that stand as a sense unit, include a verb and ended with full stop.

b) Clause

A set of words that make a sense unit begin with a capital latter, include a verb but many not be concluded a full stop in ending is called clause.

c) Phrase

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<sup>42</sup> Penny ur, *a course in language teaching and language*, (uk: Cambridge university press:2009),75

A shorter unit within the clause of one or more word is called phrase.

d) Word

The minimum normality separable from: in writing it appears as a stretch of letters a space either side is called word.

e) Morpheme

A bit of a word which can be perceived as a distinct component with the word passed is called morpheme.

2.) Part of sentence

The part of sentence is subject, verb, and object. The object may be direct or indirect. The complement looks like an object, except that it refers to the same thing as the subject, so that it would come after verbs.<sup>43</sup>

3.) Part of speech

a.) Nouns

Nouns usually traditionally characterized as plece, thing, or naming a person like as Tomy, Jhon, cat, teacher, home, school.

b.) Verb

Sentences always consist verb because verb is words of "doing" like as walk, eat, read, write, verb can be used in different tenses, and in active and passive voices.

c.) Adjectives

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<sup>43</sup>*Ibid*, 79.

Normally adjectives describe the things to by nouns or pronouns and they have function as complement like as red, blue handsome etc.

d.) Pronouns

The function of pronouns as substitutes for noun or phrase and pronouns can be object, complement or follow a preposition like as she, their, him, who, those.

e.) Adverbs

Adverbs usually describe the concepts defined by verbs (alone, busy, noisy) adjectives or other adverbs or an entire sentence or situation.

f.) Modal verbs

Modal verbs is a type of auxiliary verb like as can, must, may.

g.) Determiners

Usually determiners is introduce a noun phrase like as the, a, all, some, many.

h.) Prepositions

Preposition define time, space and more abstract relationship and precede nouns or pronouns (in, after, according)<sup>44</sup>.

In this research, the write limits the scope of tenses:

1) Simple tenses

a) Simple Present tense

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<sup>44</sup>*Ibid*, 78-80.

The simple present expresses events or situations for always, usually, habitually, they exist now, have existed in the past, and probably will exist in the future.

The examples are as follows :

It *snows* in Japan

I *watch* television every day.

I go to campus every morning.

b) Simple past tenses

At one particular time in the past, this happened. It began and ended in the past. The examples are as follows:

I *snowed* yesterday.

I *watched* television last night.

I *went to* campus last week.

c) Simple future

At one particular time in the future, this will happen. The examples are as follows:

It *will snow* tomorrow.

I *will watch* television tonight.

I *will go to* campus tomorrow.

2) The progressive tenses

The progressive tenses are also called the continuous tenses. The progressive tenses give the idea that an action is in progress a particular time. The tenses say that an action begins before, is in progress during, and continuous after another time or action. It divided become present progressive tenses, past progressive tense, and future progressive tense.

The examples are as follows:

a) Present progressive tense

He is sleeping right now

The explanation: he went to sleep at 10:00 tonight. It is now 11:00 and he is still asleep. His sleep began in the past, is in progress at the present time, and probably will continue.

b) Past progressive tense

He was sleeping when I arrived

The explanation: he went to sleep at 10:00 last night. I arrived at 11:00. He was still asleep. His sleep began before and was in progress at a particular time in the past. It probably continued.

c) Future progressive

He will sleeping when we arrive

The explanation: He will go to sleep at 10:00 tomorrow night. We will arrive at 11:00. The action of sleeping will begin before we arrive and he will be in progress at a particular time in the future. Probably his sleep will continue.

3) The Perfect Tenses

The perfect tenses all give the idea that one thing happens before another time or event, it divided become present perfect, past perfect and future perfect. The Form is have + past participle

a) Present Perfect

I have already eaten.



The explanation: I finished eating sometime before now.

The exact time is not important.

b) Past perfect

I had already eaten when they arrived.

The explanation: First I finished eating. Later they arrived. My eating was completely finished before another time in the past.

c) Future perfect

I will already have eaten when they arrive.

The explanation: First I will finish eating. Later they will arrive. My eating will be completely finished before another time in the future.

4) The Perfect Progressive Tenses

The perfect progressive tenses give the idea that one event is in progress immediately before up to, until another time or event. The tenses are used to express the duration of the first event. It divided into present perfect progressive tenses, past perfect progressive tenses, future perfect progressive tenses. And the form is have + been + -ing (present participle)

a) Present perfect progressive tenses

I have been studying for two hours

The explanation: event is progress: studying. When?

Before now, up to now. How long? for two hours.

b) Past perfect progressive tenses

I had been studying for two hours before my friend came.

The explanation: Event in progress studying. When?

Before another event in the past how long? For two hours.

c) Future perfect progressive tenses

I will be studying for two hours by the time you arrive.

The explanation: Event in progress: studying. When?

Before another event in the future. How long? For two hours.

d. Grammar Assessment

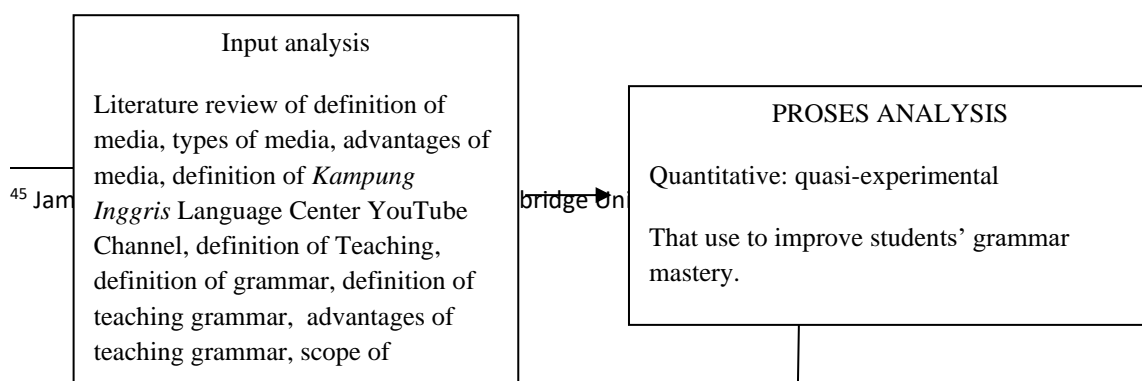
After teacher knows how to teach grammar, they must be able to measure the students' grammar mastery particularly in tense and knows the criteria to rate students' grammar mastery. Based on Jacob as follow<sup>45</sup>.

Table 2.1

| Formation            | Poor   | Fair  | Good  | Excellent  |
|----------------------|--|---|---|--|
|                      | Able to write the verb stem, but no idea how to conjugate. | Able to write the verb stem and conjugate, but conjugates incorrectly or partially.   | Able to write the verb stem and conjugate correctly.                          | Able to write the verb stem, conjugate the verb correctly, and use it correctly in a sentence.                   |
| Sentence Recognition | Poor   | Fair  | Good  | Excellent  |
|                      | Unable to identify the verb in the sentence.               | Able to identify the verb in the sentence, but unable to identify the tense.          | Able to identify the verb in the sentence and identify the correct tense.     | Able to identify the verb in the sentence, identify the correct tense, and identify the perspective associated.  |
| Book Recognition     | Poor   | Fair  | Good  | Excellent  |
|                      | Unable to recognize either verbs or tense.                 | Able to recognize verbs of the writing piece, but unable to identify tense correctly. | Able to recognize verbs in a piece of writing and identify the correct tense. | Able to recognize verbs in a piece of writing, identify the correct tense, and identify the correct perspective. |

Table. 2

C. Framework



<sup>45</sup> Jam

From the diagram above, first the researcher found the phenomenon that the students of ten grade in SMA Muhammadiyah 1 Ponorogo have some problems in teaching grammar, especially in tense. They were difficult to understand tense and use it. So, the researcher needs the media in teaching learning process especially in teaching grammar to solve the problem above.

Second, the researcher assumed that she would conduct *Kampung Inggris* Language Center YouTube Channel to improve their grammar mastery. Therefore, the researcher compiled the research title “The Effectiveness of “Kampung Inggris Language Center” Youtube Channel in Teaching Grammar at Sma Muhammadiyah 1 Ponorogo In Academic Year 2019/2020”.

Then, the researcher explained about teaching grammar and *Kampung Inggris* Language Center YouTube Channel as online media in review of related to literature. After that, the researcher explained the method that was quantitative quasi-experiment that was used to measure the students’ grammar mastery.

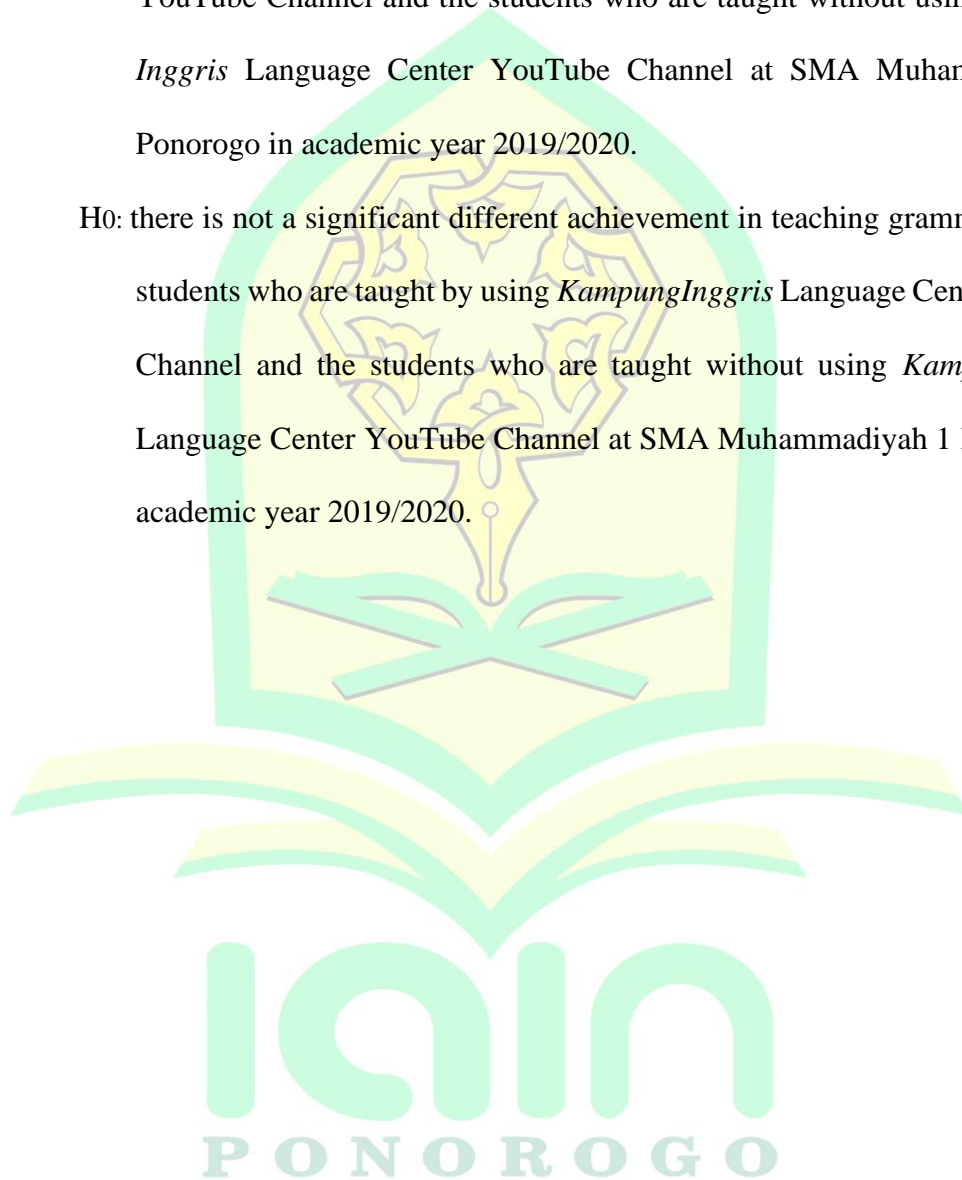
So, the researcher made hypothesis:  $H_a$ : there is a significant different achievement in teaching grammar between students who are taught by using *Kampung Inggris* Language Center YouTube Channel and the students who are taught without using *Kampung Inggris* Language Center YouTube Channel at SMA Muhammadiyah 1 Ponorogo in academic year 2019/2020.  $H_0$ : there is not a significant different achievement in teaching grammar between students who are taught by using *Kampung Inggris* Language Center YouTube Channel and the students who are taught without using *Kampung Inggris* Language Center YouTube Channel at SMA Muhammadiyah 1 Ponorogo in academic year 2019/2020. From this research, the output of this study was students’ grammar mastery improvement. The researcher could make the conclusion of it, and the recommendation to the teacher who was using

#### D. Hypothesis

The hypothesis of the result in this research is formulated bellow:

Ha: there is a significant different achievement in teaching grammar between students who are taught by using *Kampung Inggris* Language Center YouTube Channel and the students who are taught without using *Kampung Inggris* Language Center YouTube Channel at SMA Muhammadiyah 1 Ponorogo in academic year 2019/2020.

H0: there is not a significant different achievement in teaching grammar between students who are taught by using *Kampung Inggris* Language Center YouTube Channel and the students who are taught without using *Kampung Inggris* Language Center YouTube Channel at SMA Muhammadiyah 1 Ponorogo in academic year 2019/2020.



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter will describe about the research design, population and sample, instrument of data collection, technique of data collection, data analysis technique.

#### A. Research Design

A research generally starts from a questions of problems and ends with an answers to the questions aims at understanding the structure of the research. Research in education according Blaxter as a disciplined attempt to address or solve problems through the collection and analysis of primary data for the purpose of description, explanation, generalization, and prediction<sup>46</sup>. Research is process to find out the solution of the problems that is found by conducting an analysis and study related to the variables. Research is scientific field that uses scientific data and method to reach the objective of the research and verifies the hypothesis<sup>47</sup>.

In this research, the researcher used quantitative research method and the researcher used quasi-experimental. Quantitative research is an method for understanding and exploring the meaning human problems. The process consist emerging questions and procedures of research, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style a focus on individual meaning, and the importance of rendering the

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<sup>46</sup> Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction*, (Malang: Universitas Negeri Malang, 2013),1

<sup>47</sup>JokoSubagyio, *Metode Penelitian dalam Teori dan Praktek*, (Jakarta: PT. Asdi Mahastya,2004),2

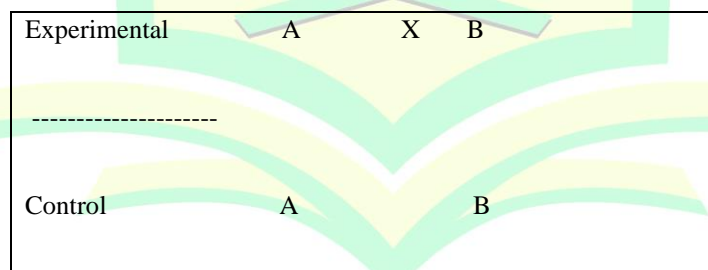


complexity of a situation<sup>48</sup>. Quasi-experimental involves some types: nonequivalent (pre-test and post-test) control group design, single group interrupted time series design, and control group interrupted time series design<sup>49</sup>

In this research, the researcher will use nonequivalent (pre-test and post-test). This design used two groups of participants from the same population. The first group is experimental group and the second group is control group. Both of groups were given pre-test and post-test. Pre-test was administered to each group before giving treatment and post-test was administered to each group after giving treatment.

The first class is as experimental group. It means that the students will teach with using *Kampung Inggris* Language Center YouTube channel and the second group is as control group. It means that the students will teach without using *Kampung Inggris* Language Center YouTube channel.

Based on John, the design of the researcher is a bellow:



Notes:

Experiment : The class who is taught with using *Kampung Inggris* Language Center YouTube channel

<sup>48</sup>John W. Creswell, *Research Design*, (United States Of America, 2014), 32

<sup>49</sup> John W. Creswell, *Research Design: Qualitative Quantitative and Mixed Approache*,(California: Sage Publication,2009),160

Control : The class who is taught without using *Kampung Inggris* Language Center YouTube channel

A : Pre-Test

B : Post - Test

X : Treatment<sup>50</sup>.

This research was conducted in February, 4<sup>th</sup> - 28<sup>th</sup>2020. This schedule for experiment and control class can be seen in the table below:

Table. 4.1 Research Schedule

| Date                            | Activities   |
|---------------------------------|--|
| February, 4 <sup>th</sup> 2020  | Pre-test   |
| February, 11 <sup>th</sup> 2020 | First treatment (experimental class)<br>First lesson (control class)   |
| February, 18 <sup>th</sup> 2020 | Second treatment (experimental class)<br>Second lesson (control class) |
| February, 28 <sup>th</sup> 2020 | Post-test  |

## B. Population and Sample

According to Muhammad Adnan Latief, population is the whole member of real of people, events, or object that the researcher wants to generalize the result of the research<sup>51</sup>. The population of this research was all of the tenth grade students of SMA Muhammadiyah 1 Ponorogo academic year 2019/2020. The total number of the tenth grade students of SMA Muhammadiyah 1 Ponorogo is 183 students and divided 6 classes.

<sup>50</sup>*ibid*, 161.

<sup>51</sup> Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction*, (Malang: Universitas Negeri Malang, 2013), 181

The smaller number of the accessible population is called the sample. Sample is a small group of people selected to represent the much larger entire population from which it is drawn<sup>52</sup>.

In this research, the researcher will use cluster random sampling at the sampling technique because cluster random sampling is determined based on the sampling groups such as class and cluster random sampling was easier in implementation at school. The sample of this research is 56 students of 183 students.

### C. Research Instrument

The use of instrument of the researcher should be made as appropriate as possible in order to get correct data. In this research, The benefit an effective of English teaching grammar by using *Kampung Inggris* Language Center YouTube channel. This research used experiment research that consists both experimental and control class as the subject. For the instrument, this research used test those pre-test and post-test to both classes to collect data<sup>53</sup>. The instrument of data collection can show as the table below:

Table 3.1 Instrument of Data Collection

| Title   | variable  | Indicator   | Subject   | Technique   | No.item  |
|---|---|---|---|---|--|
| The effectiveness of "KampungInggris Language Center" YouTube Channel in teaching grammar At SMA Muhammadiyah 1 Ponorogo in academic year 2019/2020 | 1. "KampungInggris Language Center" YouTube Channel | <ol style="list-style-type: none"> <li>1. Pick a particular videos to provide the content.</li> <li>2. Prepare specific guidelines for students.</li> <li>3. Introduce the YouTube video</li> <li>4. Play the YouTube video.</li> <li>5. Stop the YouTube video at any scene to highligh a poin or replay.</li> <li>6. Set time for reflection on what was scene.</li> <li>7. Assign an active learning activity to interect on specific question.</li> </ol> | The tenth grade students of SMA Muhammadiyah 1 Ponorogo In academic year 2019/2020. | <ol style="list-style-type: none"> <li>1. Pre-Test</li> <li>2. Post-Test</li> </ol> | Multiple chooice question:<br>1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25. |

<sup>52</sup>*Ibid*, 181.

<sup>53</sup> Louis Cohen, *Research Method in Education*, (USA: Routledge, 2007),276

|  |                     |   |  |  |  |
|--|---------------------|---|--|--|--|
|  |                     | 8. Structure a discussion around those question in small or large group.  |  |  |  |
|  | 2. Teaching grammar | 1. The students can use verb of tenses.<br>2. The students can use signal time of tenses.<br>3. The students can distinguish of using tenses. |  |  |  |

In this research, the instrument of data collection is test. The data in this research is the result of test and taken from multiple-choice. The assessment of the multiple-choice test is adapted from rubric for a simple sentence on grammar.

The researcher tested the instrument using validity and reliability:

#### 1. Validity

Validity is the important aspect in educational research<sup>54</sup>. Validity refers to any measuring device or instrument is said to be valid when it measure what it is expected to measure<sup>55</sup>. Heaton said that validity is very important thing that must be tested in conducting a research<sup>56</sup>.

In this research, the researcher put the total sample 23 students as respondent, the students of class X MIPA 1. The researcher gave 25 multiple choice to measured item. It know score validity test the researcher used program of SPSS version 24. Finally the result calculated item validity instrument above could be conclude in ables as follow:

Table 3.2 validity of intrument

| Item | r calculated | r table | Notes |
|------|--------------|---------|-------|
| 1.   | 0.604        | 0.413   | Valid |
| 2.   | 0.491        | 0.413   | Valid |

<sup>54</sup>Donald Ary, *introduction to research in education*

<sup>55</sup> Creswell, *Educational Research: planning, Conducting and Exvaluating Quantitative and Qualitative Research, 4th edition*, (USA: Pearson, 2012), 159.

<sup>56</sup>J. B. Heaton, *Writing English Test*, (New York: Longman, 1995),159

|     |       |       |       |
|-----|-------|-------|-------|
| 3.  | 0.717 | 0.413 | Valid |
| 4.  | 0.504 | 0.413 | Valid |
| 5.  | 0.466 | 0.413 | Valid |
| 6.  | 0.450 | 0.413 | Valid |
| 7.  | 0.635 | 0.413 | Valid |
| 8.  | 0.626 | 0.413 | Valid |
| 9.  | 0.585 | 0.413 | Valid |
| 10. | 0.590 | 0.413 | Valid |
| 11. | 0.546 | 0.413 | Valid |
| 12. | 0.456 | 0.413 | Valid |
| 13. | 0.547 | 0.413 | Valid |
| 14. | 0.609 | 0.413 | Valid |
| 15. | 0.637 | 0.413 | Valid |
| 16. | 0.585 | 0.413 | Valid |
| 17. | 0.612 | 0.413 | Valid |
| 18. | 0.511 | 0.413 | Valid |
| 19. | 0.497 | 0.413 | Valid |
| 20. | 0.595 | 0.413 | Valid |
| 21. | 0.548 | 0.413 | Valid |
| 22. | 0.600 | 0.413 | Valid |
| 23. | 0.496 | 0.413 | Valid |
| 24. | 0.746 | 0.413 | Valid |
| 25. | 0.542 | 0.413 | Valid |

To measure the item of instrument, the researcher used SPSS version 24. The item said valid if r value more than of r table. When the r value is under from r table it could be concluded that the item of instrument were not valid. The values of r table based on table product moment with significant 5% and N= 23 their index is 0.413.



## 2. Reliability

Reliability is a measure of the degree to which a test gives consistent result<sup>57</sup>.

A test is reliable if it has some result in different occasions or if it used by different people.

In this research, the researcher conducts reliability test, to counting the reliability the researcher used SPSS version 24 program for windows. Finally the result of the calculation reliability is as follow:

### 3.3 Reability Statistic

|                  |            |
|------------------|------------|
| Cronbach's alpha | N of items |
| 0.945            | 25         |

Table 3.4 Test Item Reliability

| r Arithmetic | r Table | Notes    |
|--------------|---------|----------|
| 0.945        | 0.413   | Reliable |

From the calculated result of reliability was the value of the students' reliability instrument of multiple choice is 0.945. Then the value of reliability is consulted with "r" table on the significance level of 5%. The value of "r" table is 0.413. Because of the value of "r" index reliability of multiple choice (0.945) > "r" table (0.413) So, the test is reliable.

## D. Data Collection Technique

In the data collecting technique, the researcher used two techniques to collect the data in this research used test and documentation.

### 1. Test

<sup>57</sup>Jack C, Richard Sachmidt, *Longman Dictionary of Language Teaching and applied Linguistic*, 495.

In this research, test is primary data. Test used in measuring a person's ability, knowledge, or performance in a given domain<sup>58</sup>. It is an instrument a set of techniques, procedures, or items that requires performance on the part of the test taker. To qualify as a test, the method must be explicit and structured<sup>59</sup>. The researcher used test 25 questions to get the data about the students' grammar ability, so the significant difference on students who are taught using *Kampung Inggris* Language Center YouTube channel and those are not can be known.

## 2. Documentation

Document is an instrument for measuring the quantitative data. Documentary is a type of technique to get the data about thing or variable which are book, notes, and transcript<sup>60</sup>. In this research, the researcher used documentation to support the data about students, and the profile of the school.

## E. Data Analysis Technique

Data analysis technique is the last step. The next steps to be done researcher is how to analyze those data. The purpose of this step is to arrange and interpret data. To know the effectiveness of *Kampung Inggris* Language Center YouTube channel in teaching grammar at SMA Muhammadiyah 1 Ponorogo in academic year 2019/2020. In this case, researcher counts the data used SPSS version 24 to answer statement of the problem and try to test the hypothesis of this research.

Before testing the hypothesis, the data must fulfill the assumption in which the data must be normally distributed and homogenous.

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<sup>58</sup> H. Douglas Brown, *Language Assessment*, (San Francisco: Longman Ltd), 3

<sup>60</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (New York: Pearson Education, 2004), 33

## 1. Normality

Normality test is used to know whether the data from both group sample which examined comes from the population or distribution or not. In this research, the research will use SPSS version 24 program for window to calculate the normality test. the step to find out the normality of test such as follow:

- a. Open the SPSS program
- b. Input the data to the view by first fill the variable view with write down the name of the class.
- c. Click of analyse- descriptive statistice-explore
- d. Drag the data into test variable
- e. Click ok

After calculation, it determines the following criteria:

- 1) If value was under than t table (  $t \text{ value} < t \text{ table}$ ), it means that  $H_0$  is accepted and  $H_a$  is rejected
- 2) If value was higher than t table (  $t \text{ value} > t \text{ table}$ ). It means that  $H_0$  is rejected and  $H_a$  is accepted.

That is hypothesis of data:

$H_0$ : data is not normally distributed

$H_a$ : data is normally distributed

## 2. Homogeneity

Homogeneity test is used to know the similarity of the populations. Homogeneity test used to know before we compare some of groups. In this research , the research will use SPSS version 24 program for windows to calculate the homogeneity test. the steps of homogeneity test as follows:

- a. Open the SPSS program
  - b. Input the data to the view by first changes the value in the variable view by change the name, decimals, values and measure
  - c. Click of analyse- compare means-independent-simple T test
  - d. In the dialog box of independent: simple T test, input the variable X in test variable and Y in grouping variable
  - e. Click define groups write down 1in the group 1 and 2 in the group 2,
  - f. rhen click continue – OK
3. T-test

After testing of normality and homogeneity, the researcher continued to analyze the data by using t-test. Researcher analysed the data by comparing the score between experimental class and control class in post test.

The criteria of hypothesis, as follows:

- a.  $H_0$  : if  $t_{test} < t_{table}$  in significant degree 5%, there is no significant score on students' grammar mastery who are taught by using *Kampung Inggris* Language Center YouTube channel and who are not taught by using *Kampung Inggris* Language Center YouTube channel at SMA Muhammadiyah 1 Ponorogo in academic year 2019/2020.
- b.  $H_a$  : if  $t_{test} > t_{table}$  in significant degree 5%, there is significant score on students' grammar mastery who are taught by using *Kampung Inggris* Language Center YouTube channel and who are not taught by using *Kampung Inggris* Language Center YouTube channel at SMA Muhammadiyah 1 Ponorogo in academic year 2019/2020.

## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, the researcher reports the research location, data description, data analysis, interpretation and discussion.

#### 1. Data Description

The method of this research was quasi-experimental. The population consist of tenth grade students of SMA Muhammadiyah 1 Ponorogo in academic year 2019/2020. The total of population were 182 students. The researcher took 56 students as a samples. The control class consist 28 students and the experimental class consist 28 students. The first class as experimental class was taught using *Kampung Inggris* Language Center YouTube channel and the second class as control class did not teach *Kampung Inggris* Language Center YouTube channel.

#### 1. The Procedure of Experimental Class

The researcher used X MIPA as Experimental class. The students of the experimental class was 28 students. They did the pre-test and post-test from the researcher..

Firstly, before the given treatment, the students were given pre-test to know homogeneity condition in each class. It was hold on February, 4<sup>th</sup> 2020. The test was material tenses that was consist of 25 multiple chooice. The time for pre-test spent 50 minutes.

Secondly, the first treatment of *Kampung Inggris* Language Center YouTube channel held on February, 11<sup>th</sup> 2020. The material was simple past tense and present continous. The *Kampung Inggris* Language



CenterYouTube channel as online media used three steps: pre-teaching : prepare worksheet for the students, and distribute the worksheet to the students. Whilst-teaching: present grammar videos from *Kampung Inggris* Language Center YouTube channel on LCD and speaker, asked the students to watched and work in pairs, the students asked to disccus the explanation and example of grammar material. Post-teaching: the students asked to submit their worksheet and correct each pair's report.

Thirdly, the second treatment held on February, 18<sup>th</sup> 2020. the material was simple past tense and present continous. in this meeting, the lesson start with review the last material. Next steps, they are asked to count from one until five to make a group. Then, they are asked to discuss about material which given by teacher. After discussion, the students asked to presentation. The last, the teacher given feedback about the question from students and the teacher explain clearly about the tenses.

Fourhtly, the students were given post-test on February, 25<sup>th</sup> 2020. It used to measured whether the *Kampung Inggris* Language CenterYouTube channel as online media is effective or not in teaching grammar especially on tenses material. The post-test spent 50 minutes.

#### 1. Procedure of control class

The control class is X MIPA 4 that consist 28 students. They did the pre-test and post-test from the reseracher.

Firstly, before given treatment, the students were given pre-test to know homogenity condition in each class. It held on February, 4<sup>th</sup> 2020. The from test was material tenses that was consist of 25 multiple chooise. The pre-test spent 50 minutes.

Secondly, the first meeting used scientific approach, discovery learning and book as media. It held on February, 11<sup>th</sup> 2020. The material was tenses. The students are asked to make group consist 2 students or pair's group, the students asked to disccus the explanation and example of grammar material.

Tridly, the second meeting held on February, 18<sup>th</sup> 2020. the material was tenses. This meeting continue of second meeting. The meeting started from review the last material and the students asked for discuss together about the students work on the lastmeeting and presntation their result. After that, the teacher given feedback about the question from students and the teacher explain clearly about the tenses.

Fourtly, the students were given post-test on February, 25<sup>th</sup> 2020. It used to measured their grammar ability in teaching grammar without the *Kampung Inggris* Language Center YouTube. In post also spent 50 minutes.

## 2. The pre-test and post-test score of experimental class

The first data were collected from the result of the students' score of pre-test and post-test in experimental class, such as following:

Table 4. 2 score of experimental class (X MIPA 4)

| No | Nama              | Pre-Test | Post-Test |
|----|-------------------|----------|-----------|
| 1  | Faza Talita       | 44       | 68        |
| 2  | Hasyim M R        | 40       | 64        |
| 3  | Oktaviantoro A    | 48       | 80        |
| 4  | Prio Atmajo       | 48       | 76        |
| 5  | Indah Ria Kartika | 48       | 84        |
| 6  | Syarifa Khansa    | 52       | 88        |
| 7  | Difa Sri Pertiwi  | 48       | 84        |
| 8  | Sindi Aliansah    | 52       | 72        |

|    |                       |      |          |
|----|-----------------------|------|----------|
| 9  | Alung Mutiara         | 40   | 96       |
| 10 | Nika Saputri          | 52   | 92       |
| 11 | Amanda Auliya         | 84   | 92       |
| 12 | Syaidatul Nisya       | 56   | 96       |
| 13 | Zulia Nur             | 76   | 80       |
| 14 | Ifana Anindita        | 40   | 92       |
| 15 | Gloria Alfiana        | 40   | 88       |
| 16 | Afidah Alfi W         | 48   | 68       |
| 17 | Rafita S D            | 44   | 76       |
| 18 | Afifah Pramita Yustia | 36   | 72       |
| 19 | Nasya ZamZam          | 40   | 84       |
| 20 | Zuhrufa Amanda        | 48   | 72       |
| 21 | M. Rifky Mustofa      | 52   | 88       |
| 22 | Haidzal Ananta        | 44   | 76       |
| 23 | Algata Yoanka         | 40   | 76       |
| 24 | Faiza Ajeng           | 52   | 80       |
| 25 | Evarda Setya          | 40   | 92       |
| 26 | Ahitza Dawang         | 44   | 92       |
| 27 | Alkahfi Surya         | 40   | 80       |
| 28 | Hira Faunia           | 76   | 96       |
|    | $\Sigma$              | 1372 | 2304     |
|    | MEAN                  | 49   | 82,28571 |

Based on the table result, it showed that the mean score of pre-test was 49 from 28 students. Actually, The score of KKM (*kriteria ketuntasan minimal*) in SMA Muhammadiyah 1 Ponorogo was 75. Meanwhile, the result of pre-test showed 3 students who passed of KKM's score of SMA Muhammadiyah 1 Ponorogo and 25 students were below of KKM's score of SMA Muhammdiyah 1 Ponorogo. Moreover the highest score in the test was 84 and lowest score in the

pre-test was 36. From the table score, the table frequency could be showed as follows:

### 1.3 frequency table of pre-test in experimentsl class

|       |       | Freque<br>ncy | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|-------|---------------|---------|------------------|-----------------------|
| Valid | 36    | 1             | 3,6     | 3,6              | 3,6                   |
|       | 40    | 8             | 28,6    | 28,6             | 32,1                  |
|       | 44    | 4             | 14,3    | 14,3             | 46,4                  |
|       | 48    | 6             | 21,4    | 21,4             | 67,9                  |
|       | 52    | 5             | 17,9    | 17,9             | 85,7                  |
|       | 56    | 1             | 3,6     | 3,6              | 89,3                  |
|       | 76    | 2             | 7,1     | 7,1              | 96,4                  |
|       | 84    | 1             | 3,6     | 3,6              | 100,0                 |
|       | Total | 28            | 100,0   | 100,0            |                       |

Based on the table above, it could be showed the score was various. There were 3,6 % for one student obtained 36 score, 28,6 % for 8 students obtained 40 score, 14,3% for 4 students obtained 44 score, 21,4% for 6 students obtained 48 score, 17,9% for 5 students obtained 52 score, 3,6% for one students obtained 56 score, 7,1% for 2 students obtained 76 score, 3,6 % for one studen obtained 84 score. From the frequency table, the histogram could be showed as follows:

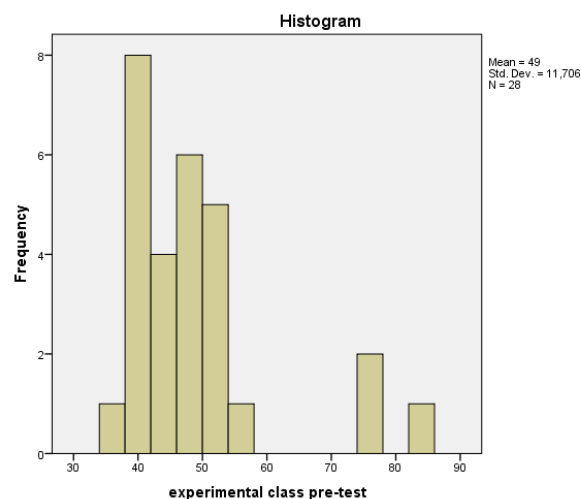


Figure 4.1 Histogram for the Pre-Test in Experimental class.

Based on the table also presented post-test score, it showed the result of post test was improved and it was 82, 28. Meanwhile, the result of Post-Test showed 2 students below of KKM (*kriteria ketuntasan minimal*) in SMA Muhammadiyah 1 Ponorogo and the other students passed of KKM's score of SMA Muhammadiyah 1 Ponorogo. From the description of experimental class score, the highest score of post-test was 96 consist from 2 students and the lowest score in post test was 68 consist from 2 students. From the data description of experimental class, it showed the effectiveness of using *Kampung Inggris* Language Center YouTube channel in teaching grammar especially in tenses material at SMA Muhammadiyah 1 Ponorogo in academic year 2019/2020. From the table score, the table frequency could showed as follows:

#### 1.4 frequency table of post- test in experimentsl class

|       | Frequenc<br>y | Percent | Valid<br>Percent | Cumulati<br>ve<br>Percent |
|-------|---------------|---------|------------------|---------------------------|
| 64    | 1             | 3,6     | 3,6              | 3,6                       |
| 68    | 2             | 7,1     | 7,1              | 10,7                      |
| 72    | 3             | 10,7    | 10,7             | 21,4                      |
| 76    | 4             | 14,3    | 14,3             | 35,7                      |
| 80    | 4             | 14,3    | 14,3             | 50,0                      |
| 84    | 3             | 10,7    | 10,7             | 60,7                      |
| 88    | 3             | 10,7    | 10,7             | 71,4                      |
| 92    | 5             | 17,9    | 17,9             | 89,3                      |
| 96    | 3             | 10,7    | 10,7             | 100,0                     |
| Total | 28            | 100,0   | 100,0            |                           |

Based on the table above, it could be showed the score was various. There were 3,6 % for one student obtained 64 score, 7,1 % for 2 students obtained 68 score, 10,7 % for 3 students obtained 72 score, 14,3% for 4 students obtained 76 score, 14,3 % for 4 students obtained 80 score, 10,7% for 3 students obtained 84 score, 10,7% for 3 students obtained 88 score, 17,9 % for 5 students obtained 84



score, 10,7% for 3 students obtained 96 score. Based on the table, the histogram could be showed as follows:

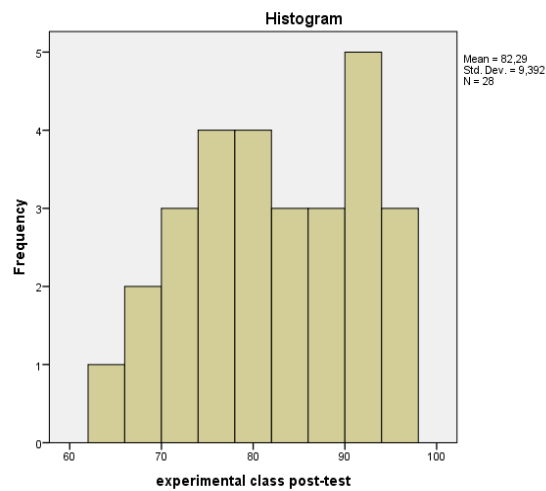


Figure 4.2 Histogram for the Post-Test in Experimental class

#### 4. The pre-test and post-test score of control class.

The second data were collected from the result of the students' score pre-test and post-test in control class (X MIPA 4), such as follow:

Tabel 4.5 The Score of Control Class

| no | Name                | Pre-Test | Post-Test |
|----|---------------------|----------|-----------|
| 1  | Zainal              | 40       | 56        |
| 2  | FatasyaAulia        | 48       | 68        |
| 3  | LeniSyahputri       | 52       | 72        |
| 4  | Ruliaty Tri Cahayni | 40       | 64        |
| 5  | M Ilyas             | 36       | 56        |
| 6  | Aqiufana            | 44       | 68        |
| 7  | Armada Putra        | 40       | 68        |
| 8  | EnjelitaPuri        | 56       | 72        |
| 9  | Zakkirul            | 40       | 68        |
| 10 | Karina Dewi         | 52       | 68        |
| 11 | DwiPutro            | 36       | 52        |
| 12 | MaulaNurAjjah       | 52       | 64        |

|    |                    |       |       |
|----|--------------------|-------|-------|
| 13 | Juliana Putra      | 44    | 72    |
| 14 | Sri Purwati        | 48    | 76    |
| 15 | AningRolista       | 56    | 68    |
| 16 | Mariam Tuti A      | 44    | 72    |
| 17 | VirnandaSelfi      | 48    | 72    |
| 18 | Fitriana C N       | 36    | 76    |
| 19 | Mahendra           | 52    | 76    |
| 20 | RizkaAndriani      | 40    | 68    |
| 21 | ChayaningWahyu     | 32    | 60    |
| 22 | SitiSafa'atul      | 36    | 68    |
| 23 | AldoraAvrilia      | 76    | 80    |
| 24 | SheillaFadilatun N | 32    | 52    |
| 25 | Nugrohoinni S      | 56    | 64    |
| 26 | Abel               | 64    | 60    |
| 27 | UmiAlfia           | 76    | 64    |
| 28 | FitriNur Anan      | 36    | 56    |
|    | $\Sigma$           | 1312  | 1860  |
|    | MEAN               | 46,85 | 66,42 |

Based on the table result, the data showed that the mean score of pre-test was 46,85. It was from 28 students. Actually, the score of KKM (*kriteria ketuntasan minimal*) in SMA Muhammadiyah 1 Ponorogo was 75. Meanwhile, the score result of pre-test was two students who passed the KKM's score and other students were below from KKM's score. Moreover, the highest score in the pre-test was 76 consist from two students and lowest score in the pre-test was 32 consist from two students. From that analyzing, it showed that most of the X MIPA 2 class students' grammar ability in tenses material was low. From the table score, the frequency table could be showed as follows:

#### 4.6 Frequency Table of Pre- Test in Control Class

|       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| 32    | 2         | 7,1     | 7,1           | 7,1                |
| 36    | 5         | 17,9    | 17,9          | 25,0               |
| 40    | 5         | 17,9    | 17,9          | 42,9               |
| 44    | 3         | 10,7    | 10,7          | 53,6               |
| 48    | 3         | 10,7    | 10,7          | 64,3               |
| 52    | 4         | 14,3    | 14,3          | 78,6               |
| 56    | 3         | 10,7    | 10,7          | 89,3               |
| 64    | 1         | 3,6     | 3,6           | 92,9               |
| 76    | 2         | 7,1     | 7,1           | 100,0              |
| Total | 28        | 100,0   | 100,0         |                    |

Based on the result of table, it could be showed the score was various. There were 7,1% for 2 students obtained 32 score, 17,9 % for 5 students obtained 36 score, 17,9 % for 5 students obtained 40 score, 10,7% for 3 students obtained 44 score, 10,7 % for 3 students obtained 48 score, 14,3 % for 4students obtained 52 score, 10,7% for 3 students obtained 56 score, 3,6 % for one student obtained 64 score, 7,1 % for 2 students obtained 76 score. Based on the table, the histogram could be showed as follows:

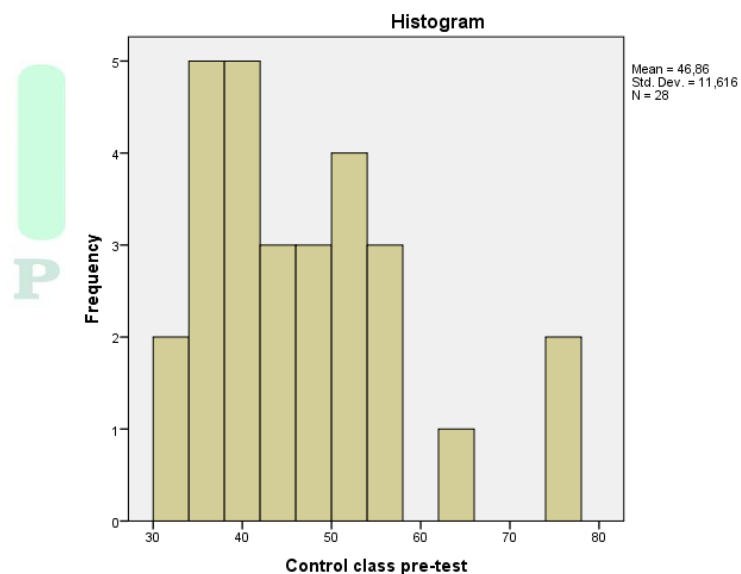


Figure 4. 3 Histogram for the Pre-Test in Control Class

Further, the table above also presented the score of post-test in control class. It showed that the mean was 66,42. It showed from 28 students. There were 24 students did not pass of KKM (*Kriteria Ketuntasan Minimal*) in SMA Muhammadiyah 1 Ponorogo and the 4 students passed KKM's score. The highest was 76 consist from 2 students and the lowest score was 52 consist from two students. From the table score, the frequency table could be showed as follows:

#### 4.7 Frequency Table of Post- Test in Control Class

|          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 52 | 2         | 7,1     | 7,1           | 7,1                |
| 56       | 3         | 10,7    | 10,7          | 17,9               |
| 60       | 2         | 7,1     | 7,1           | 25,0               |
| 64       | 4         | 14,3    | 14,3          | 39,3               |
| 68       | 8         | 28,6    | 28,6          | 67,9               |
| 72       | 5         | 17,9    | 17,9          | 85,7               |
| 76       | 3         | 10,7    | 10,7          | 96,4               |
| 80       | 1         | 3,6     | 3,6           | 100,0              |
| Total    | 28        | 100,0   | 100,0         |                    |

Based on the result of table, it could be showed the score was various. There were 7,1% for 2 students obtained 52 score, 10,7% for 3 students obtained 56 score, 7,1 % for 2 students obtained 60 score, 14,3% for 4 students obtained 64 score, 28,6 % for 8students obtained 68 score, 17,9 % for 5 students obtained 72 score, 10,7% for 3 students obtained 76 score, 3,6 % for one student obtained 80 score. Based on the table, the histogram could be showed as follows:

P O N O R O G O

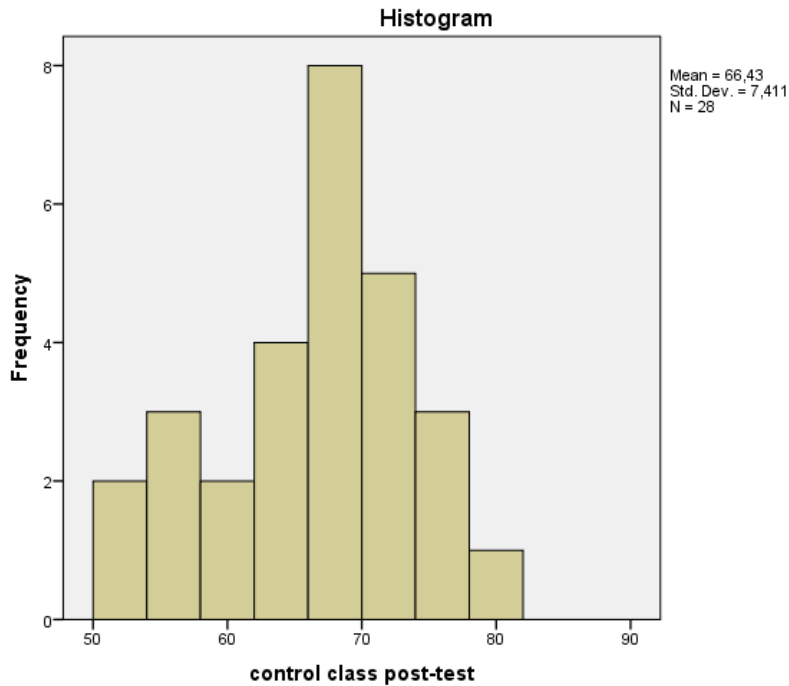


Figure 4. 4 Histogram for the Post-Test in Control Class

## 2. Data Analysis

In this research, the researcher used SPSS version 24 program windows to testing normality, homogenous and t-test.

### 1. Normality test

Normality test is used to know whether the data from both group sample which examined comens from the poppulation or distribution or not. If the highest value of statistic than the values of kolmogorovsmirnov table 5% level of significance, it can be concluded that the data are normally distribution, as follow:

Table 4. 8 Test of Normality

| Grammar | group      | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|---------|------------|---------------------------------|----|------|--------------|----|------|
|         |            | Statistic                       | df | Sig. | Statistic    | df | Sig. |
|         | experiment | .153                            | 28 | .055 | .153         | 28 | .045 |
|         | control    | .144                            | 28 | .145 | .144         | 28 | .109 |



Based on the calculated of SPSS 24 version above, it can be seen that the test used one-sample kolmogorov-sminov test. The table above showed that the score of sign. In experimental class was higher than  $\alpha$  (.055 > 0.05). it means that the data of experimental class was normal. And also in control class, the table showed that the score of sign. Was higher than  $\alpha$  (.145 > 0.05). it means that the data of control class was normal.

## 2. Homogeneity test

Homogeneity test is used to know the similarity of the populations. Homogeneity test used to know before we compare some of groups. In this research, the research used SPSS version 24 program for windows to calculate the homogeneity test as follow:

Table 4. 9 The Result of Homogeneity

| Levene's test for equality of variances | F   | Sign. |
|---|-----|-------|
|   | 682 | 412   |

Based on the result of homogeneity test in table above, it could be seen the score of higher than  $\alpha$  (412 > 0.05). it means that both, experimental and control class were homogenous.

## 3. Testing Hypothesis

The Hypothesis was calculated by the researcher using SPSS version 24 program. The data should have normality and homogeneity before calculating t-test. The result of the calculated as follow:

Table 4.10 The Result of t-Test

| Independent Samples Test |
|--------------------------|
|--------------------------|

|            | Levene's Test for Equality of Variances |       | t-test for Equality of Means |       |                 |                 |                       |   |        |        |
|------------|---|-------|------------------------------|-------|-----------------|-----------------|-----------------------|---|--------|--------|
|            | F                                       | Sig.  | t                            | df    | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |        |        |
|            |   |       |                              |       |                 |                 |                       | Lower                                     | Upper  |        |
| Grammatics | Equal variances assumed                 | 3,021 | ,088                         | 7,014 | 54              | ,000            | 15,857                | 2,261                                     | 11,324 | 20,390 |
|            | Equal variances not assumed             |       |                              | 7,014 | 51,229          | ,000            | 15,857                | 2,261                                     | 11,319 | 20,396 |

Based on the result of the table T-Test, it showed that the value of the T-Test was 7.014 and the degree of freedom (df) was 54. To get T table the researcher calculated  $df = N_1 + N_2 - 2$  ( $28 + 28 - 2 = 54$ ) The value of T table in significant 5% was 2.006

It means that  $7.014 > 2.006$  therefore,  $H_0$  was rejected and  $H_a$  was accepted. It can be concluded that there was significant difference between the students who are taught by using *Kampung Inggris* Language Center YouTube channel and students who are not taught by using *Kampung Inggris* Language Center Youtube channel.

#### 4. Interpretation and Discussion.

According to Sugiyono that  $H_0$  was accepted if  $t$  value  $> t$  table (t-test)<sup>61</sup>. From the computation above, it was shown that the difference coefficient of students taught using *Kampung Inggris* Language Center YouTube channel and the students not being taught using *Kampung Inggris* Language Center YouTube channel is 7.014. that result was used to find out whether the difference coefficient was a significant coefficient or not. Hypothesis test ( $t_0$ ) at 7.014 from the computation above would be compared to the “ $t$ ” index with the condition below:

1. If the  $t_0 > t$  table  $H_a$  was accepted. It means that there was a significant difference between two variables.
2. If the  $t_0 < t$  table  $H_a$  refused. It means that there was no significant difference between two variables.

It can be seen that the students “ who are taught by using *Kampung Inggris* Language Center YouTube channel got better score than those who are not. So, it can be concluded that there is significant difference to the students’ grammar ability between who are taught by *Kampung Inggris* Language Center YouTube channel and who are not.

So, this research is conducted to find out the effective teaching media. Especially in teaching grammar. It has been discussed that *Kampung Inggris* Language Center YouTube channel is one effective media which can be applied in teaching and learning process and particularly in teaching grammar. This discussion of this research discuss that the applying of *Kampung Inggris* Language Center YouTube channel is effective in teaching grammar.

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<sup>61</sup> Sugiyono, *Statistik Untuk Penelitian*, (Bandung: IKAPI, 2015), 105.

## CHAPTER V

### CLOSING

#### A. Closing

Based on the data of the findings and discussion, the researcher concluded that there was a significant in grammar score between the students who are taught by using *Kampung Inggris* Language Center YouTube channel and who are not taught by using *Kampung Inggris* Language Center YouTube channel at SMA Muhammadiyah 1 Ponorogo in academic year 2019/2020. The result from research is the students who are taught by *Kampung Inggris* Language Center YouTube channel get better score with the mean of post-test from experimental class (82,285) is higher than control class (66,43). From the t-Test calculation, it was found that the t value is 7.014 and t table is 2.006 (  $7.014 > 2.006$ ) it means that  $H_a$  is accepted. In another word, the use of *Kampung Inggris* Language Center YouTube channel has significant impact in improving students' grammar mastery.

#### B. Recommendation

##### 1. For teacher

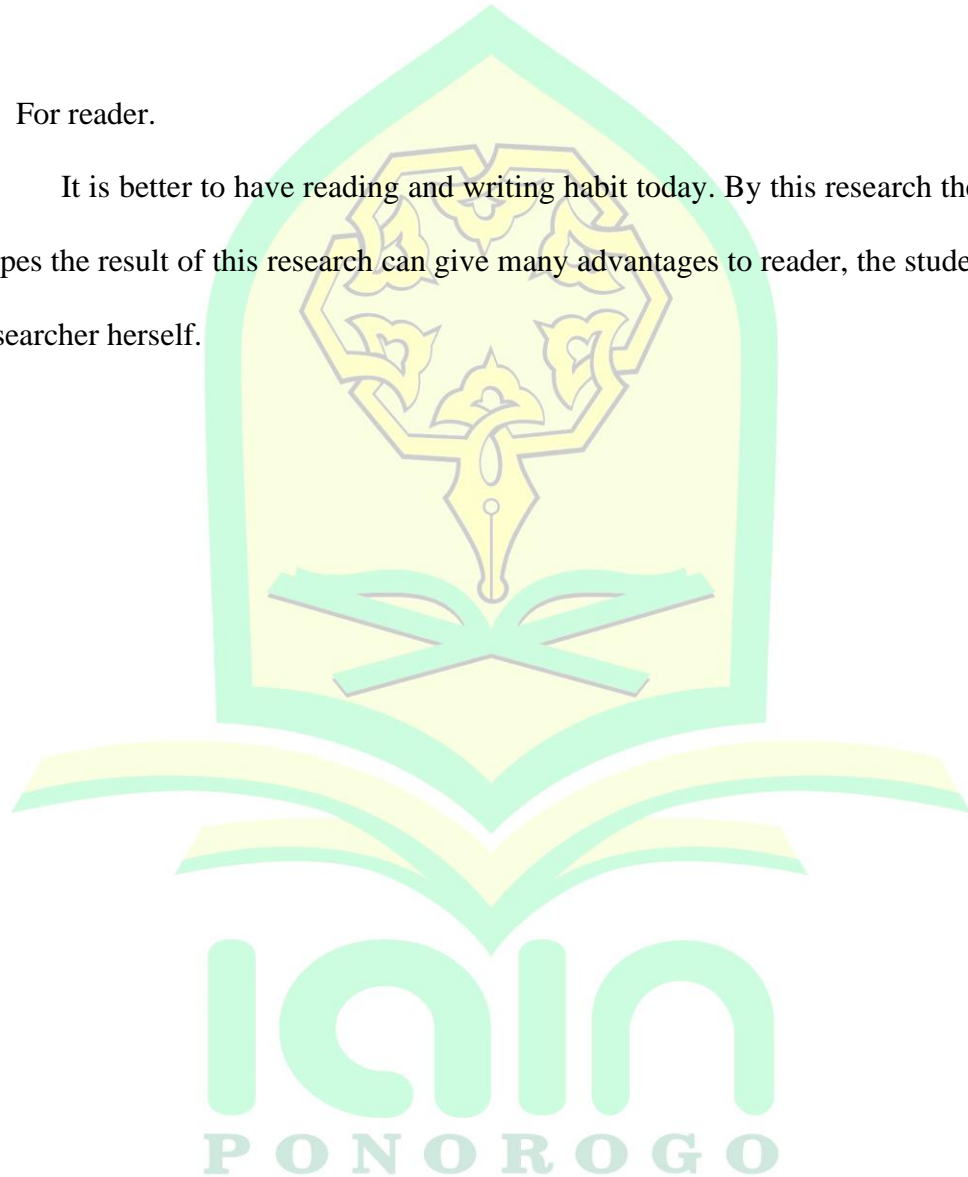
The teacher should be creative in choosing media used in teaching and learning process in order to make the students interested in the course. The presentation of the course should be friendly, joyful, creative, and innovative. The teacher should give motivation to increase students' confidence and spirit in learning English.

2. For students

The students are hoped to have spirit, motivation and willingness in learning English by using media. The students are also hoped to improve their language skill in teaching and learning process, especially by using media.

3. For reader.

It is better to have reading and writing habit today. By this research the researcher hopes the result of this research can give many advantages to reader, the students, and the researcher herself.





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