THE EFFECTIVENESS OF VOA LEARNING ENGLISH YOUTUBE CHANNEL IN TEACHING GRAMMAR AT SMPN 4 PONOROGO

THESIS

By:

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ABSTRACT

Khasanah, Kholifah Nur. 2021. *The Effectiveness of VOA Learning English YouTube Channel in Teaching Grammar at SMPN 4 Ponorogo.* Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute for Islamic Studies of Ponorogo. Advisor Dr. Dhinuk Puspita Kirana, M.Pd.

Keywords: VOA, Learning English, YouTube Channel

Grammar is the essential component of all use of language. Grammar has to be taught to the language learner to support the development of the four skills. However, many students find difficulties in mastering it because the students do not pay attention during the learning process. To overcome the problem, the teacher should use media to teach grammar. One of media is Voice of America (VOA) Learning English YouTube Channel. It is an authentic website from America. This is one of the online media. This makes teaching and learning activity more enjoyable, effective, and innovative.

The objective of this research is to find out whether students who are taught using VOA Learning English YouTube Channel get better grammar mastery than those who are not taught using VOA Learning English YouTube Channel.

This research was conducted in SMPN 4 Ponorogo in academic year 2020/2021. The research applied a quasi experimental design of quantitative research. The population was eight grade students of SMPN 4 Ponorogo. The population of this research is 248 students. The samples were class VIII E as experimental class and VIII H as control class. Both of them consisted of 31 students. This research used test and document in collecting the data and the t-test used SPSS version 26 to analyze the data.

The result of this research showed that the score of the experimental class in the post-test (82.09) was higher than the control class (63.37). It found that the significance difference between students' grammar ability who were taught using VOA Learning English YouTube Channel and who were not taught using VOA Learning English YouTube Channel at SMPN 4 Ponorogo. The result of computation of t-test showed that t-value > t-table (9.640 > 2.000). The t-value was bigger than the t-table, so Ho was rejected and Ha was accepted. It means that VOA Learning English YouTube Channel was effective for teaching grammar at SMPN 4 Ponorogo. The teacher, especially English teacher is expected to use appropriate media to teach grammar and build an interesting atmosphere in the classroom to make students enjoy their learning activity.

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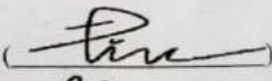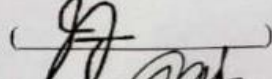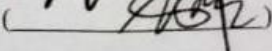
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vi

CHAPTER I

INTRODUCTION

This chapter consists of a background of the study, limitation of the study, statement of the problem, research objective, significances of the study, and the organization of the study.

A. Background of the Study

English is a global language that keeps society in touch with national and international cases. As we know, everyone knows about English and they are able to learn English everywhere at this time. Because it is an important role as mean of oral and written communication. In mastering English language, they are listening, reading, speaking, and writing as skills of English. Four of skills are important because they are the basics of English learning. All of the skills are supported by grammar. Grammar is an important part to learn English. Because grammar can support the learner for learning the language is used. According to Dykes states grammar is a language that talks about language.[1] So, grammar is important in producing the language. Also, grammar is an important aspect of forming words and building English sentences. According Thornbury states that grammar is a language study that can be forming a sentence.[2] Harmer also states in the language, the words can change forms and also can be varied into a sentence.[3] So, Grammar is the most important aspect of communicating with other people because grammar can show our meaning in communication and other people can understand our information. Therefore, students should be master it.

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[1] Barbara Dykes, *Grammar for Everyone* (Acer Press, 2007), 5.
[2] Scott Thornbury, *How to Teach Grammar* (Pearson Education Limited, 1999), 1.
[3] Jeremy Harmer, *the Practice of English Language Teaching* (Longman, 2001), 12.

In English grammar, grammar is basic knowledge for students in learning English. There are several topics in learning grammar; noun, adjective, tenses, pronoun, adverb, and so on. Tenses have an important role in grammar. According to Rahman & Ali state that tense is related to time and time refers to 'when' action takes place.[4] All the tenses have different functions in grammar. It means to show the form of the verb in the sentence depends on the use of the time event. It is like when the students want to tell about some events at this time, the students can use the present tense. Then, if the students want to tell about some events in the past, the students can use of past tense, and if the students want to tell about some events in the future, the students can use of future tense.

Based on the interview with Mrs. Yuana as an English teacher at SMPN 4 Ponorogo, there are many students have realized that grammar is the importance of these English language components. But they are still Ignore it due to the problems faced, especially in terms of mastering grammar. For the first, some students think learning grammar means remembering one a set of rules, especially their necessity apply grammar patterns to sentence and purpose. Second, students need to change verbs based on the time system and regularity. Third, students cannot use adverbs of time. They are still confusing how to use adverbs of time. Finally, the researcher concluded that the students lack interested in learning grammar because the method is being taught. Because the teacher uses the normally method in English teaching. Actually, the teacher needs technique, strategy, and interesting media in teaching and learning grammar. By using interesting media, the students are not easy to get bored.[5] So

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[4] Muhammad Safiur Rahman & Maksud Ali, Problem in Mastering Tense and Aspect and the Role of the Practitioners, *IOSR Journal Of Humanities And Social Science,* Vol 20, No. 4, 2015. 131.
[5] Interview on Thursday, December 03, 2020.

the researcher assumed that online learning media can be one of a solution to solve the students' difficulties in English grammar.

In the era of globalization, there are many media can be used by using internet of either video or sound media. The utilization of media must be able to support learning activities which can facilitate students to reach their desired competencies. Also, using instructional media must be able to facilitate the students in achieving learning objectives. So, the researcher chooses one of the online learning media is YouTube. YouTube is a video sharing website or can mention as video sharing or service provider of the various popular video. YouTube can support the process of learning in English class. According to DeWitt, et al, state there is potential in YouTube as a tool for education.[6] It means YouTube can enhance students' English skills. According to Watkins and Wilkins mention that the potential YouTube for enhance students' writing skills, reading skills, listening skills, speaking skills.[7] Also, according to Ratmo states YouTube is one of the online media that the users can use and enjoy as applicable to learn grammar.[8] By using YouTube, the content will appear consisting of the types, categories, and channels with links which can be accessed according to the needs desired by the user. The researcher chooses one of online learning media that is YouTube because by using YouTube we can use it in online classroom as in the epidemic of diseases caused by Covid-19 or can use in direct the classroom. According to Irawan, et al, state that in the epidemic of diseases caused by Covid-19 forced changes in various aspects of life. Learning in higher education was also affected by this Covid-19 outbreak. So,

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[6] Dorothy DeWitt, et al., The Potential of YouTube for Teaching and Learning in the performing arts, Procedia, *Social and Behavioral Sciences* 103 (2013), 1119.

[7] Jon Watkins & Michael Wilkins, "Using YouTube in the EFL Classroom". Language Education in Asia, 2(1), 2011, 115-116.

[8] Ratmo, "YouTube Media: A Challenge to Develop Grammar Learning Activities". 9th National Seminar 2018, 300.

social media such as WhatsApp, Facebook, Telegram, YouTube, Hangout, Zoom, and Cisco Webex can be used to support learning.[9] Add Irawan, et al, state that there are many advantages of learning videos by using YouTube channel: (1) YouTube can access easily anytime; (2) learning video can be downloaded so the student can study offline; (3) videos can be integrated with other learning management systems such as Google Classroom, Moodle, and Edmodo; (4) videos can be shared via social media like WhatsApp, Facebook, and Telegram.[10] Burke and Synder state that YouTube also can be used for online classrooms and distance education courses to establish a sense of classroom community and achieve greater learner outcomes.[11] It means using YouTube as media of learning English in pandemic more effectively.

Based on the explanation above, the researcher thought to solve this problem we need media. So that, students will be more active when learning process in a grammar lesson. The researcher uses YouTube as media in modern era. The students are easy to access YouTube and almost every time the students can access YouTube. So, the researcher uses Voice of America (VOA) Learning English YouTube Channel as media for teaching grammar.

Voice of America (VOA) Learning English has designed for millions of English learners worldwide.[12] It means VOA Learning English can be used in Indonesia. Also, it can be used as teaching materials for teaching English in Indonesia. According to Saparena, et al, Learning English began as Special English which the voice of America launched in 1959. Special English and

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[9] Edi Irawan, et al., YouTube Channel Development on Education: Virtual Learning Solutions during the Covid-19 Pandemic, *International Journal of Advanced Science and Technology*, Vol 29, No. 4, 2020. 2469.

[10] *Ibid,* 2470.

[11] Sloane C. Burke & Shonna L. Snyder, YouTube: An Innovative Learning Resource for College Health Education Courseas, *International Electronic Journal of Health Education*, 2008, 11, 39-46.

[12] Ayun Bekti Saparena, et al., Analysis of The Generic Structure of News Item on The Most Viewed Voice of America (VOA) Learning English Videos in February 2016, *Journal of English Language Teaching*, ELT Forum 7 (2), 2018. 74.

features were a primary fixture of VOA's international shortwave broadcasts for more than a century. In 2014, its line of products was expanded to include more English teaching materials, and the service became known as Learning English.[13] VOA Learning English YouTube Channel is an authentic website from America. VOA Learning English YouTube Channel can help people to learn American English and much more news report which is read slower speed. According to Berk, there are procedures for teaching grammar using Voice of America (VOA) YouTube Channel; First, pick a particular clip to provide the content or illustrate a concept or principle, in this research is grammar content, Second, prepare specific guidelines for students or discussion questions so they have directions on what to see, hear, and look for, Third, introduce the YouTube video briefly to reinforce purpose, Forth, send the link, Fifth, set a time for reflection on what was a scene, Sixth, Assign an active learning activity to interect on specific question of issue or concepts in YouTube video, Seventh, structure a discussion around those questions.[14] VOA Learning English YouTube Channel is freely accessed and a lot of contents such as Everyday grammar TV, American stories, News Words, health reports, agriculture Report, economics report, EIM (English in a minute), Let's learn English, Let's learn English level 2, Let's teach English.

Based on statement above, the researcher would like to conduct a research with the title **"The Effectiveness of VOA Learning English YouTube Channel in Teaching Grammar at SMPN 4 Ponorogo"**.

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[13] *Ibid*, 74.

[14] Berk, R.A. Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom, *International Journal of Technology in Teaching and Learninng,* 5(1)2009, 06.

B. Limitation of the Study

Scope of this study is to measure the effectiveness of VOA Learning English YouTube Channel in teaching Grammar for eight grade students in academic year 2020/2021. This study is focused on eight grade only and also focus on grammar simple past tense.

C. Statement of the Problem

Do the students who are taught using VOA Learning English YouTube Channel get better grammar mastery than those who are not taught using VOA Learning English YouTube Channel?

D. Research Objective

Concerning the problem statements, this study has objectives to find out whether students who using VOA Learning English YouTube Channel get better grammar mastery than those who are not taught using VOA Learning English YouTube Channel.

E. Significances of the Study

1. Theoretical significances

   The result of this study is expected to be a reference in teaching grammar and as to theoretical basis to build students' grammar mastery using VOA Learning English YouTube Channel.

2. Practical

   The result of this study is expected to be beneficial for:

a. Teacher

The study is expected to be useful and helpful for the teacher if VOA Learning English YouTube Channel can be used in teaching activity especially in grammar which is used in teaching learning process.

b. For the students

This study can motivate the students to be active in learning English, especially in grammar.

c. For the reader

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

F. Organization of the Study

The researcher organizes the process of this research report systematically. This thesis covers five chapters which the organization of the thesis. The chapters are related to each other to continued understanding and well organized data. The organization of this research is:

Chapter I is an introduction. It confirms of a background of the study, limitation of the study, statement of the problem, research objective, significances of the study, and the organization of the study.

Chapter II discusses an overview of the previous studies, the theoretical background, framework, and the hypothesis.

Chapter III is a research method. This explains about research design, the population and sample, the research instrument, the data collection technique, and the data analysis technique.

Chapter IV discusses the result of the study which contains the data description, data analysis, and discussion.

Chapter V is closing. This is the last chapter that illustrates about conclusions of this study the suggestions for the next researchers or readers.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the researcher gives an overview of the previous studies, the theoretical background, framework, and hypothesis.

A. Previous Study

The first researcher is Manun Sahila with the title *"The Effectiveness of English Tenses Android Application to Improve Students' Grammar on Simple Past Tense"*.[15] The aims of the research to find out how far the difference and find out significance difference of using android application in teaching grammar on simple past tense. This research was conducted at the English Education Program in Salatiga in 2019. The population was member of English Friendship Club in SMK NU Roudlotul Furqon Banyubiru. The sample is 29 students and divided them into two groups, 14 students for control and 15 students for experimental group. The collecting data used pre-test and post-test. Analyzing data using mean pre-test and mean of post-test. Then, for analyzing data of the variables are compared to recognize whether or not the differences are significant by using t-test. The conclusions of this research are: (1) the score grammar after taught by using English Tense android application is better that before taught by English Tense android application, it can be seen that the value of t_0 or t-test is 3,380 and the degree of freedom (*df*) was 27. The value of t in degree of freedom of 27 and at the degree of significance 5% or t_{table} of *df* 27 $\alpha = 0,05$ is 2,025; (2) English Tense Android in effective to improve students' grammar on simple past tense.

According to Anik Prasetyowati with the title *"The Effectiveness of Google-Classroom Application on teaching Grammar at Seventh Grade Students*

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[15] Mannun Sahila with the title *"The Effectiveness of English Tenses Android Application to Improve Students Grammar on Simple Past Tense,"* (Thesis: IAIN Salatiga, 2019), 37.

of SMPN 1 Jenangan Ponorogo in Academic Year 2017/2018".[16] The aims of the research is to find out whether significant different score of using Google Classroom Application in teaching English grammar. The research was conducted at the English Education program in Ponorogo in 2018. The population was the seventh grade students of SMPN 1 Jenangan Ponorogo in academic year 2017/2018. The sample is 60 students, VIIE as the experimental class which consists of 30 students and VII C as control class which consists of 30 students. The collecting data used test in the form of multiple choice, and used documentation such as students name list, school profile. Analyzing data using assumption test, those are: test of normality and test of homogeneity, and will be calculated which using SPSS 16 version. The conclusion of this research is Google Classroom Application is an effective way of teaching English, especially grammar mastery because the students who taught by using Google Classroom Application got the better score that the students who learn with conventional or lecturing strategy. The students' post test score in the experimental class is 74.23, while the post-test in control class is 66.10.

According Arman in title *"The Impact of Using E-Learning on Students' Learning Achievement in Basic of English Grammar Course at The First Semester English Education Department, UIN Alauddin Makassar".*[17] The aims of the research is to know there is impact or not by using e-learning on students learning Basic of English Grammar Course and to describe the responses of students by using e-learning in Basic of English grammar Course. The research was conducted at the English Education Program in Makassar in 2017. The

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[16] Anik Prasetiyowati with title *"The Effectiveness of Google-Classroom Application on Teaching Grammar at The Seventh Grade Students of SMPN 1 Jenangan Ponorogo in Academic Year 2017/2018,"* (Thesis: IAIN Ponorogo, 2018), 62.

[17] Arman with the title *"The Impact of Using E-Learning on Students' Learning Achievement in Basic of English Grammar Course at The First Semester English Education Deparment, UIN Alauddin Makassar,"* (Thesis: UIN Alauddin Makassar, 2017), 33.

population was the first semester English Education Department UIN Alauddin Makassar. The sample is 25 students from English education department 1 and 2, then 25 students from English education department 3 and 4 as controlled group. The collecting data used test consists of pre-test and post-test, questionnaire responses of students. Analyzing data using SPSS both of the descriptive statistic and the inferential statistics analysis. The conclusions of these research are: (1) teaching grammar used E-learning at the first semester English education department UIN Alauddin Makassar had an impact, based on the mean score of post-test in experimental group was (83.48), while the mean score of post-test in controlled group (73.80) in addition the standard deviation of post-test in controlled group (9.946) and experimental group (9.557); (2) in responses of the students could be said to be positive response for e-learning.

Based on the previous findings above that the researcher using VOA Learning English Channel YouTube as a media for teaching because this is one of the ways to improve students' grammar. This research is different from the previous finding above. The researcher used VOA Learning English Channel YouTube. In this case, the researcher wants to measure the effectiveness of VOA Learning English YouTube Channel in teaching grammar at SMPN 4 Ponorogo.

B. Theoretical Background

1. YouTube

a. Definition of YouTube

YouTube is an attractive website for social media users. YouTube includes teaching media that teachers can do in learning, especially in English lesson. YouTube is indeed not only an educational video site, but also it is development YouTube launched a special service for

education. YouTube is the popular video-sharing website in the world. Bonk states that YouTube is a very attractive social media that has contributed to global education or social phenomenon.[18] Duffy also states that educators are increasingly using it to teach English.[19] It means YouTube can support the learning process in English class. Also, YouTube can make student more fun in learning English. If the students in a classroom would enjoy in the learning process by using YouTube, it will be said successful in learning because the students enjoy the process.

YouTube launched to simplify and can interface or increasing the time users spend on the site. It shows that YouTube provides students with a visual connection to abstract literary theory in which can help teachers to increase students' participation and can shed the light on context. YouTube also allows the users to post, view, and comment on and like the video on-site. Users can also set up personal profiles that display which users subscribed to, who are subscribe to them, where general comments from other users, as well as their recent activity, friends, and favorite videos, so that the site does have a social network component to it as well.

According to Benson, "YouTube is an online service officially launched at the end of 2005. It allows registered users to upload video clips for the majority of Internet users to watch".[20] Watkins and Wilkins

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[18] Curtis J. Bonk, *The World is Open: How Web Technology is Revolutionizing Education* (San Fransisco: Jossey Bass, 2009), 208.

[19]Petter Duffy, "Engaging the YouTube Google-eyed generation: Strategies for using Web 2.0 in Teaching and Learning, "*The Electronic Journal of E-Learning, Issue (2)*,Vol.(6), 2008, 119-130.

[20] Benson, P., "Commenting to Learn: Evidence of Language and Intercultural Learning in Comments on YouTube videos. *Language Learning & Technology*, Issue (3), Vol. (19)-October 2015, 88-105.

mention that YouTube has potential to improve students' writing skills, reading skills, listening skills, and speaking skills.[21]

b. The Advantages of YouTube as Media in Teaching Learning

YouTube has several advantages as media in teaching learning, they are:[22]

1) YouTube can be free for all people.

2) YouTube supports us to discuss or can do questions and answers.

3) YouTube can provide information about the development of education, culture, technology.

4) As a teaching strategy to get references in the learning process.

5) YouTube also is the most popular site that capable of education or education can be attractive.

6) YouTube can be easy to use and can be followed by all groups including students and teachers

7) YouTube can be a good instructional source

8) As a source of teaching motivational tools that can involve students and support modern learning styles.

c. The Disadvantages of YouTube as Media in Teaching Learning

YouTube has several disadventages as media in teaching learning, they are:[23]

1) By using YouTube media has shortcomings, from cellphone specification and network.

2) The signal must be stable.

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[21] Jon Watkins & Michael Wilkins, "Using YouTube in the EFL Classroom". *Language Education in Asia*, 2(1), 2011, 115-116.

[22] Rohandi Yusuf, "Teaching EFL Students Using Selected Media: Offline Video Taken From YouTube". *The Journal of Ultimate Research and Trends in Education*, Vol. (2), No. (1), March 2020. 29-33.

[23] Andrev Indra, R, W., *"The Use of YouTube as Teaching Media in Public Soeaking Class: Students Perspective"* (Thesis: UM Surakarta, 2020), 22.

3) The downside requires more quotas to access or upload video.

d. Tutorial of Quick to Watch Video on YouTube

The steps to watch videos on YouTube are very simple. The following content provides a quick tutorial on how to do it:[24]

1) The first go to www.youtube.com

2) Second, under the "search" field at the top of the screen, enter the keyword, title, or term you want to research.

3) Third, click the search a button.

4) A list of titles in YouTube videos that show your research criteria will be generated, along with screenshots of each video.

5) By clicking on the screenshot of the video, select the video that looks best for the selected theme. Then the selected video will be played.

6) At the bottom of the video screen, you can choose to pause, rewind, fast forward, zoom in and adjust the volume. A timer will also be displayed, which shows the length and running time of the video.

7) After the video ends, you can choose the forward or watch it again. Titles and screenshots of other video clips with similar content will also be displayed automatically.

8) You can save the video on the YouTube website (under "Favorites" or "Add to Playlist"), or you can cut and paste the URL of the video from the navigation bar and use it to create the e-course document Link for quick operation. Class viewing.

9) You can access additional information about video viewing and other YouTube features by clicking the "Help" link, which will take you to YouTube's "Help Center".

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[24] Sloane C. Burke & Shonna L. Snyder, YouTube: An Innovative Learning Resource for College Health Education Courseas, *International Electronic Journal of Health Education*, 2008, 11, 39-46

e. The Characteristics of YouTube

Typical YouTube pages usually consist of the following components:[25]

1) A wide variety of video content, including movies and TV clips, and music videos.

2) The users who unregistered can watch most of the videos on the website, registered users can upload the unlimited number of videos.

3) Flag, it is the ability to indicate inappropriate video content.

4) Title, the main title of the video.

5) Tags, it is keywords specified by the person who uploaded the video.

6) Channels, related to content grouping.

7) Related videos, determined by title and tag, are displayed on the right side of the video.

8) Subscribe, the registered users can subscribe to one or more specific user content feeds.

9) Comment, any registered user usually cannot provide video surveillance upload.

10) Views, the number of times the video was watched.

11) Rating, the users can be registered for rating videos.

f. Steps to Use YouTube in Teaching Learning Process

The teaching grammar using Voice of America (VOA) YouTube Channel is conducted through the following procedure: [26]

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[25] Petter Duffy, "Engaging the YouTube Google-eyed generation: Strategies for using Web 2.0 in Teaching and Learning, "*The Electronic Journal of E-Learning, Issue (2)*,Vol.(6), 2008, 119-130.

[26] Berk, R.A. Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom, *International Journal of Technology in Teaching and Learninng,* 5(1)2009, 06.

1) Pick a particular clip to provide the content or illustrate a concept or principle. In this research is grammar content.

2) Prepare specific guidelines for students or discussion questions so they have directions on what to see, hear, and look for.

3) Introduce the YouTube video briefly to reinforce purpose.

4) Send the link.

5) Set a time for reflection on what was a scene.

6) Assign an active learning activity to interect on specific question of issue, or concepts in YouTube video.

7) Structure a discussion around those questions.

g.   **VOA Learning English YouTube Channel**

YouTube channel is a video sharing website in which the users are able to upload, share, and view a video. Rebecca Rowell states that YouTube is launched in 2005 by three young men in California YouTube has become a popular website. The founder's Steve Chen, Chad Hurley, and Jawed Karim developed YouTube to share videos quickly and easily and encourage users to broadcast themselves.[27] It means YouTube can involve many potential uses in teaching and learning.

There are many YouTube channels which the channel can be used in learning English. One of the channels is VOA Learning English YouTube Channel. VOA or Voice of America Learning English YouTube Channel has many free videos with so many subscribers. VOA Learning English YouTube Channel can help people to learn American English and much more news report which is read slower speed. VOA

[27] Rebecca Rowell, *"YouTube The Company and It is Founders"* (ABDO Publishing Company, 2011), 8.

Learning English YouTube Channel also offers a lot of videos from different topics, such as:

1) Everyday Grammar TV: irregular plurals, present progressive tense, simple past & present perfect, simple past yes/no questions, polite offers & simple past tense, yesterday, ago, last and etc.

2) American stories: TALK2US: Improve your speaking by making how-to videos, the murders in the Rue Morgue by Edgar Allan Poe, Part one, etc.

3) News Words: journey, complement, fundamental, etc.

4) Health Reports: An experimental Drug for PTSD, MERS virus worries public health officials, etc.

5) Agriculture Report: simple machines make life easier for poor farmers, how irrigation systems can increase malaria risk, using social media to reduce food waste, etc.

6) Economics report: as the world age's economies will change, Chine increases food imports, some new nurses have trouble finding jobs, etc.

7) EIM (English in a Minute): don't hold your breath, elephant in the room, get a grip, up in the air, etc.

8) Let's Learn English: Welcome, I'm Here!, What is it?, etc.

9) Let's Learn English level 2: the interview, budget cuts, the big snow, etc.

10) Let's teach English: learning strategies, reading skills, group projects, etc.

Based on the statement above, in this research the researcher interested in applying Voice of America (VOA) Learning English YouTube channel become the media in research which implemented as learning English grammar.

2. Teaching Grammar

a. Definition

According to harmer states that teaching is about the transmission of knowledge from teacher to the students or that is about creating in which, somehow, students learn for themselves.[28] Sometimes, Teaching can mention such interpersonal activities because the teacher interacts with the students. Communication will be efficient where the teacher is able to be influenced learners and learners can influence the teacher.

One of the compulsory subjects is English in school because English is a very important lesson. Teaching English is not easy because it is not as simple as asking students to sit down and stand up in the class. As teachers, we need much effort to make the learning process become fun and students can be motivated at once. So that, applying technique or media when teacher is teaching or presenting materials, it will make the learners become attracted and mastered the subject.

As we know, English can be learned in different ways. People learn English by using interaction in their daily life when English is spoken. But they believe that they can speak English without knowing the grammar or building a word. It is not true because people who get language acquisition from interactions will not have a better understanding about how language can work. So that the result, they have a limited for expressing themselves because what they say is what they have heard. Young learners who interact with someone who knows English better, will get corrections about what is good to say and what is not. For example, the young learner says "I am speak English", and

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[28] Jeremy Harmer, *the Practice of English Language Teaching* (Longman, 2001), 56.

people who know English better will say that is not true and will give the correction "I am speaking English" and explain why use "speak-ing" and why the expression was incorrect. This is why we need to learn grammar because grammar is very important.

The language that we know can be conveyed in two ways which are written and spoken form. But it also occurs in grammar. Written grammar is using more syntactically complex construction, is like simple past construction and subordinate clauses is written grammar. While using a question tag and has sentences with two objects these are the common features in spoken grammar.

There are many definitions of grammar. Grammar usually can mention as a system of rules governing or the conventional of arrangement and also the relationship of words in a sentence. So that, it can be said that grammar is a rule of language. According to Larsen & Freeman state the study of the grammar of the target language, the students would become more familiar with the grammar.[29] That means, it can help students speak and write their native language better. Patel & Jain state that Grammar is the main study of good usage of word relations in sentences.[30] It means grammar starts from processing the speaker's or writer's making meaning clear when contextual information is not clear.

In learning grammar, grammar is a very important element to be learned. Because grammar plays the important role in improving skill of

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[29] Diane Larsen & Freeman, *Technique and Principles in Language Teaching Second Edition* (Oxford: Oxford Unity Press), 11.

[30] M.F. Patel & Praveen M. Jain, *English Language Teaching (Methods, Tools, & Techniques)* (Jaipur: Sunrise Publishers, 2008), 141.

English. Also, grammar is about how we can implement in our daily life where grammar for studying the role of language itself.

We must know the concept of structure because grammar is the basic aspect of English. These are two basic elements in grammar: the first is the role of grammar that about how the word can change and how they are put together into a sentence. Second, this is about the knowledge of grammar that tells the learner what to do if he wants to put some phrase into a sentence.

There are many the function of grammar after awareness of the learners are introduced the grammatical structure, according to Solichin they are:[31]

1) It will make them construct very carefully in the sentence.

2) Controlled drills the learners produce an example of the structure. It may be predetermined by the teacher or notebook and have to conform to very clear.

3) It can guide meaningful practice learners from a sentence.

4) Meaningful drills again the responses are very controlled, but the learners can make a limited choice.

5) (structure-based) free sentence compositing.

6) The learners are provided with visual situation clues, and the learner is invited to directed responses structure.

b. **Types of Grammar**

According to Harmer states that there are many numbers of grammar:[32]

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[31] Mohammad Muchlis Solichin, The Use of Visual Card Media in Teaching Learning Grammar at the Second Grade of Madrasah Aliyah (MAN) Pamekasan, *Jurnal Bahasa dan Sastra*, Vol. 11, No. 2, November 2017. 295.

[32] Jeremy Harmer, How to Teach English (Pearson Education Limited, 1998), 34.

1) Sentence Construction

It is describing the different kinds of sentences that use the terms of Subject, Object, Verb, Complement, and Adverbial.

2) Parts of Speech

These are nouns, pronouns, adjectives, verbs, adverbs, prepositions, determiners, and conjunctions.

3) Noun types

They are countable and uncountable nouns, plural nouns with singular verbs, collective nouns, compound nouns, noun phrases.

4) Verb types

They are about auxiliary verbs, main verbs, phrasal verbs, regular and irregular verbs, active and passive, and verb complementation.

5) Verb forms or tenses

6) This is the forms of verb or tenses:

   a) Present: simple, continuous, perfect, perfect continuous.

   b) Past: simple, continuous, perfect, perfect continuous.

   c) Future: simple, continuous, perfect, perfect continuous.

   d) Past perfect: simple, continuous, perfect, perfect continuous.

7) Pronouns

They are personal pronouns (I, you, he, she, we, they, it), and relative pronouns (who, whose, where, which, that).

8) Adjectives

They are about comparative and superlative.

9) Adverbs

Adverbs and adverbial phrases can be of time, manner, and place.

10) Prepositions

They are at, in, on, for, of, with, etc.

11) Articles

They are definite article (the) and indefinite article (a, an).

12) Conjunction

They are "and, so, but, because"

c. The Importance of Teaching and Learning Grammar

Sometimes grammar is usually defined as form and rule which is the correct definition but not completely correct. According to Brown, states grammar is not only a rule system that controls the regular arrangement and relationship of words in a sentence, but also a description of the rules that control how language sentences are formed.[33] Actually, there is grammatical instruction has been given for several reasons; first, teaching grammar, provides guidance for language learners and produces unlimited numbers of sentences. Second, grammar teaching can directly correct sentences that contain ambiguities. Third, grammar teaching can help learners avoid errors. According to Richards and Renandya that there are two good reasons for teaching grammar: first is comprehensibility, we must know how to build and use certain structures that make it possible to communicate common types of meaning. Actually, without this structure, it is very difficult to make comprehensible sentences. So that, we must try to identify these structures and teach them well. Second is acceptability, in the social contexts, a person who speaks 'badly' may not be taken seriously or maybe considered uneducated or stupid, it is a serious device from native-speaker norms that can higher integration and excite prejudice.

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[33]H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition* (New York: Longman, 2001), 362.

The students may therefore want or need a higher level of grammatical correctness than is required for more comprehensibility.[34]

Grammar is important in English language learners since that is one of the important aspects to be master communicative skills. Grammar also is the rules by which words can change their forms and can be combined into a sentence. It may be said that grammar plays an important role in how the learner can be master a language. Grammar can mention as learning sentences are structured and formatted, also it will be considered a bit boring if we study correct grammar since it is very worth time and effort. So that, if the learners do not know the rules of grammar, it will never make them are able to communicate using English effectively.

3. **Tense**

a. **Definition of Tense**

In the Indonesia language, there is no such thing as tense. In the English language, we will use different forms of verbs for every different time where the actions happen. Tense is one of grammar which explains about a time where the accident happened.

b. **Function of Tense**

Actually, tense shows a period of time during the action, process, and activity continues, as like something doing in one hour a day, a month, a year. The adverbs of time are: now, tomorrow, yesterday. As we know that, tense only consist in English because in the Indonesia language there is no change of verb like in English.

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[34] Jack C, Richards & Willy A. Renandya, Methodology in Language Teaching (Cambridge: Cambridge University Press, 2002), 152.

c. Kinds of Tenses

There are three kinds of tenses such as present, past, and future. We have to understand each group of tenses that has some form. The verb tense identifies a period in time. Kinds of tenses, such as:[35]

1) Present time

   a) Present tense

   It indicates that something can happen in the immediate present. Simple present is used to express habitual or everyday activity. (I always speak English)

   b) Present progressive

   It indicates that something is going on at present time. (I am speaking English)

2) Past time

   a) Past tense

   It indicates that something happened at a particular time in the past. It began and ended in the past. (I spoke English yesterday)

   b) Past progressive tense

   It indicates that something happened in the past but still happened until today. (I was speaking English when she read a book)

   c) Perfect tense

   It indicates that something has happened at various time in the past or that is expressing the idea that something happened (or never happened) before now. (I have already spoken English)

   d) Past perfect tense

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[35] Betty Schrampfer Azar, *Understanding and Using English Grammar Second Edition* (USA: Prentice Hall Regents, 1989), 2.

It indicates that something happened before some the time in the past. Past perfect expresses an activity that was completed before another activity or time in the past. (I had spoken English when she did homework)

3) Future Time

a) Future Tense

It indicates that something can happen some the time in the future. (I will speak English tomorrow)

b) Future perfect tense

It indicates that something will take place before some particular time in the future. (I will have finished my thesis by the end of March)

4. **Simple Past Tense**

a. **Definition of Simple Past Tense**

The grammar in this research is focused on simple past tense. As mentioned in the eighth grade syllabus of junior high school, the simple past is one of the language features in the recount text. Simple past is one of the tense that explains the accident that happened in the past. Also, a simple past means that the activity or situation started and ended at a specific time in the past. According to Azar states that simple past tense is used for talking activity or situations which began and ended in the past.[36] Walker & Elsworth state that Simple past means that the activity or situation started and ended at a specific time in the past: (1) Complete

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[36] *Ibid,* 24.

the actions; (2) past habit or regular events; (3) past situations at a point of time. [37]

According to Davis & Rimmer state there are past time expressions that are commonly used in the simple past tense such as yesterday, last, and ago.[38] That means simple past has to show the past events so adverbs of time are really needed for creating a simple past tense sentence. For example I spoke English yesterday. So that, from the example can take the conclusion that simple past tense uses V2 in verbal form (spoke). Also, it takes adverbs of time (yesterday).

b. **The Use of Simple Past**

According to Marcella Frank gives statements about the use of past tense, the past tense may refer to:[39]

1) One event completed in the past

for the example:

I **saw** last night

They **left** two hours ago

The word **ago** requires the use of the past tense, even if the time indicated comes almost up to the present.

2) Repeated events completed in the past and no longer happening.

For the example:

Last year it **rained** frequently in this area.

1) Duration of an event completed in the past.

For the example:

[37] Elaine Walker & Steve Elsworth, *Grammar Practice for Upper Intermediate Students with Key* (Person Education Limited, 2000), 37-39.

[38] Fiona Davis & Wayne Rimmer, *Active Grammar* (Cambridge, 2011), 19.

[39] Marcela Frank, Modern English A Practical Reference Guide (New Jersey: Prentice Hall, Inc., 1972), 73.

He **lived** in New York for thirty years and then he decided to return to France.

Meanwhile, According to Parrot that explains the use of simple past tense:[40]

1) Finished period of time

Simple past is one of the tenses that we use to refer or to completed events, states, or actions. So, we choose the past simple when consider that the event, state or action took place within a finished period of time.

2) Precise detail

We also can use past simple when providing precise circumstantial detail about an event.

3) Time anchor

By telling stories and describing what happened in the past we can use the past simple as a 'time anchor' to establish the key 'time frame' of events. So, we also can use the past simple to describe the key events that move the story forward.

Based on the above that the researcher concludes the use of simple past tense for stating activities or events that have started and finished in the past. So, there is a particular time when someone or people doing the activities. Actually, there are specific time signals such aslast, ago, yesterday. Sometimes, the students get confused when the time they have to use the simple past tense.

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[40] Martin Parrot, Grammar for English Teacher (Cambridge: Cambridge University Press, 2010), 219.

c. Adverbs of Time are Generally Used in Simple Past Tense

Simple past tense refers to the activity that ended in the past, so the expressions of past time specify the time in the past when the action was completed. The association between the past tense and the adverb of time that tells us when it happened is very important. The adverbs of time used in past tense verbs refer to past (not present) time. According to Frank states the past tense represents a definite past. The definite past as yesterday, last year, two weeks ago.[41] So that the adverbs of time simple past are; Last night, yesterday, yesterday morning, two days ago, etc. That adverb of time can be used in front of or at the end of the sentence.

C. Framework

Grammar is one of the significant aspects that should be mastered well by the learners. As we know that mastering grammar is very important because grammar is considered a part of the four main skills. So that, the students should be master it.

Based on the problem that the researcher found, the students at SMPN 4 Ponorogo especially in the eighth grade, some students think Learning grammar means remembering one a set of rules, especially their necessity to apply grammar patterns to sentence and purpose. Then, student needs to change Verbs based on the time system and regularity. Also, the student cannot use adverbs of time. Finally, based on the above they are lack Interested in learning grammar because the method is being taught.

The researcher thought to solve this problem we need to use media to give an opportunity to the students to be more active when learning process especially

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[41] Marcella Frank, *Modern English: Exercise for Non-Native Speakers, Part 1 Part of Speech* (New Jersey: Practice Hall, INC., Englewood cliffs, 1972), 55.

in English grammar. The researcher is using YouTube as media, especially VOA Learning English YouTube Channel.

Based on the explanation above, the researcher will use VOA Learning English YouTube Channel in teaching grammar.

D. Hypothesis

Hypothesis is simply an educated and testable guess about the answer to the research question. According to Marczky, et al, state a hypothesis is described as an attempt by the researcher to explain the phenomenon of interest.[42] So, a key feature of all hypotheses is that each must make a prediction. Remember that hypothesis is the researcher's attempt to explain the phenomenon being studied, and that explanation should involve a prediction about variables being studied. From the explanation, the researcher takes the hypothesis that:

Ho **:** There is no significant difference achievement in teaching English grammar between students who are taught using VOA Learning English YouTube Channel and who are not taught by using VOA Learning English YouTube Channel at SMPN 4 Ponorogo.

Ha : There is significant difference achievement in teaching English grammar between students who are taught using VOA Learning English YouTube Channel and who are not taught by using VOA Learning English YouTube Channel at SMPN 4 Ponorogo.

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[42] Geoffrey Marczky, et al., *Essentials of Research Design and Methodology* (Canada: John Willey & Sons, Inc., 2005), 8.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides the research methodology with a purpose to guide the research in order to work automatically. It consists of research design, the population and sample, the research instrument, the data collection technique, and the data analysis technique.

A. Research Design

This research approach is used by the researcher as a quantitative approach. Quantitative research is a process to get knowledge by using a number of data as an instrument to have the explanation about what will know in this research, mathematically or statically used to collect the data. Also, quantitative research is a systematic collection of data that results in quantifications of characteristics of participants in the study.[43] This research was quantitative research design used quasy experimental. Quasy experimental research design is an experimental research design that does not provide for full control of potential confounding variables.[44] Quasy experimental involves some types, such as nonequivalent (pre-test and post-test) control group design, single group interrupted time series design, and control group interrupted time series design.[45]

This research consists of two variables, those variable were:

1) Independent variable (X) : VOA Learning English YouTube Channel

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[43] Donna M. Metens & John A. McLaaughlin, *Research and Evaluation Methods in Special Education* (California: Corwin Press, 2004), 52.

[44] Johson, R, Burkhe and Christensen Larry, *Educational Research: Quantitative, Qualitative and Mixed Approach* (USA: SAGE Publications, 2014), 476.

[45] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (USA: SAGE, 2009), 160.

2) Dependent variable (Y) : Student's grammar

The researcher was nonequivalent (Pre-Test and Post-Test) control group design. This experimental group A and the control group B are selected without random assignment. Both group takes a pre-test and post-test. Only the experimental group receives the treatment.[46]

One of the most commonly used quasi experimental designs in education research can be represented as:[47]

Experimental 01 *X* 02

Control 03 04
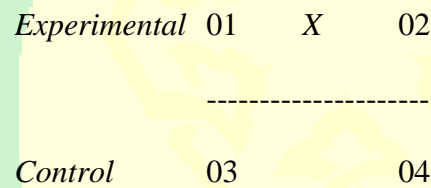
Notes:

X : Treatment by using VOA Learning English YouTube Channel

01 : Pre-Test for the experimental class

03 : Pre-Test for the control class

02 : Post-Test for the experimental class

04 : Post-Test for the control class

The first class is experimental group. It means that the students will teach using VOA Learning English YouTube Channel. Then, the second group is control group. It means that the students will teach without using VOA Learning English YouTube Channel.

In this research, the researcher will conducted into three steps, they are:

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[46] *Ibid,* 160-161.

[47] Louis Cohen, Lawrence Manion, and Keith Morrion, *Research Methods in Education*, (London and New York: Routledge, 2007), 283.

1. Pre research step

   The first step is preparation. The researcher will determine the experimental class and control class. Then, the researcher prepare of lesson plan and instrument to get the data.

2. Research step

   The second step is acting. For this second step, the researcher will apply the treatment in experimental class. The researcher taught the class by using VOA Learning English YouTube Channel.

3. Data analysis step

   The third step is collecting data. The data which were collected will be analyzed by the researcher. The steps were as follows:

   a. Collect the post-test score from the experimental class and control class.

   b. Test the data using T-test

B. **Population and Sample**

1. **Population**

   Population is a group of individuals who have the same characteristic.[48] The population of this research is all of the eight grade students of SMPN 4 Ponorogo academic year 2020/2021. The population was 248 students and they were divided into VIII A until VIII H. This population is suitable with the material of this research addressed for them because they were in the transition from Junior high school and considered that they will continue in Senior high school subjects. It means their thinking did not seem as when they were in Junior high school level.

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[48] John W. Cresswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson, 2015), 140.

2. **Sample**

Sample is a sub group of the target population that the researcher plans to study for generalizing the target population.[49] In this study, there are only some samples of the population taken not whole. So that, sample is part of the population which the researcher observed.

The researcher will use cluster random sampling. Cluster sampling is determined based on the sampling groups such as class and cluster sampling was easier in implementation at school. There are 31 students of VIII E class as experimental class. Then, there are 31 students of VIII H class as control class. So that, this sample of the research is 62 students of 248 students.

C. **Research Instrument**

To carry out the research, there are ways to collect the data. The instruments used in this research are:

1. **Test**

The researcher uses pre-test and post-test with VOA Learning English YouTube Channel and not used it.

a. Pre-test

Pre-test was conducted before treatment. The pre-test is used to find out how far the students' abilities in grammar before applying VOA Learning English YouTube Channel. By the pre-test, differences between before and after the treatment are known. The researcher created a pre-test for both experimental and control class. The kind of test is grammar

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[49] *Ibid.,* 141.

question. That test uses an objective test in the form of multiple choice. It consists of 20 items and students must answer those questions.

b. Post-test

The post-test was done after the researcher gives the pre-test and treatment. The function of the post-test is used to know how far the students' abilities in grammar after applying VOA Learning English YouTube Channel. The researcher created a post-test for both the experimental class and control class. It consists of 20 items of multiple choices.

Based on the instrument of data collection by using pre-test and post-test, the researcher used 20 items of multiple choices to be applied to the students. In scoring the students' work, the researcher using the criteria as follows:

1) The 5 score was assigned if the students answer the test correctly.

2) The 0 score was assigned if the students answer the test incorrectly.

A good instrument must have two requirements, there are validity and reliability.

a. Validity

Validity is a measuring device or instrument that can be said to be valid when it measures what is expected to measure. According to Creswell states that definition of validity is the individual's scores from an instrument make sense are meaningful, and enable you, as the writer to draw good conclusions from the sample you are studying.[50]

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[50] Ibid., 169.

In this research, the researcher conducted the test of validity to know whether the instrument of grammar mastery is valid. The researcher put the total sample of 31 students as respondents. The researcher gave 20 multiple choices to measured items. To count the validity of the instruments, the researcher used program SPSS version 26.

The result calculation item validity instrument, could be shown in table 3.1 as follow:

Table 3.1 The Result of Validity Calculation

Item	"r" Calculated	"r" Index	Criteria
1	0.463	0.355	Valid
2	0.586	0.355	Valid
3	0.695	0.355	Valid
4	0.424	0.355	Valid
5	0.609	0.355	Valid
6	0.498	0.355	Valid
7	0.643	0.355	Valid
8	0.567	0.355	Valid
9	0.543	0.355	Valid
10	0.670	0.355	Valid
11	0.635	0.355	Valid
12	0.424	0.355	Valid
13	0.615	0.355	Valid
14	0.647	0.355	Valid
15	0.651	0.355	Valid
16	0.638	0.355	Valid
17	0.586	0.355	Valid
18	0.609	0.355	Valid
19	0.486	0.355	Valid
20	0.390	0.355	Valid

Based on the table above, the item said valid if r-value more than r-table. When the r-value is under from r-table it could be concluded that the item of the instrument was not valid. The value of r-table based on table product moment with significant 5% and N= 31 their index is 0.355.

b. Reliability

Reliability is consistency throughout a series of measurements.[51] It means reliability is a score from an instrument are stable and consistent. In this research, the researcher used SPSS version 26 to measure the reliability of items of the test.

Table 3.2 The Result of Reliability Statistics

Cronbach's Alpha	N of Items
.891	20

From the calculated table 3.2 above, the result of reliability was the value of students' reliability instrument of multiple choice is 0.355. So that, the value of reliability is consulted with r-table on the significance level of 5%. The value of the r-table is 0.355. because of the value of r-index reliability of multiple choice (0.891 > r-table (0.355) so, the test is reliable.

D. Data Collection Technique

To get accurate data, there were two ways to collect the data, they are:

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[51] Prabhat Panday and Meenu Mishra Pandeyl, Research Methodology: Tools and Technique, (Romania: Bridge Center, 2015), 21.

1. Test

      Test is an instrument to collect the data that gives a response to the question in the instrument, and the students have to show their ability. Test as a method which is used to measure competence, knowledge, intelligence, and ability of talent which is possessed by individual or group to collect data. Also, test is used for measuring a person's ability, knowledge, or performance in a given domain.[52] In this research, the researcher used 20 questions to get the data about students' grammar ability. It is to check student's achievement after they were taught by using VOA Learning English YouTube Channel in the experimental group and student's achievement that was taught by using conventional teaching in the control group.

2. Documentation

      Document is an instrument for measuring quantitative data. In this research, the researcher used documentation to support the data about students or the profile of the school.

E. Data Analysis Technique

      The data has collected by using a research instrument to be analyzed. To know the effectiveness of VOA Learning English YouTube Channel in teaching grammar at SMPN 4 Ponorogo, the researcher counts the data by using SPSS. Before testing the hypothesis, the data must fulfill the assumption test.

1. Assumption Test

      After pre-test and post-test have given to the students, they will be tasted. The test is focused on students pre-test and post-test. The result from the test

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[52] H. Douglas Brown, *Language Assesment Principles and Classroom Practice* (San Fransisco: Longman Ltd, 2003), 3.

will be analyzed by using the assumption test; those are normality test and homogeneity test. It will be calculated by using SPSS.

a. Normality test

The purpose of the normality test is to know the data distributed normally or not. Normality test is used to know whether the data from both group samples examined comes from the population or distribution or not. In this research, the researcher will use SPSS version 26 program for windows to calculate the normality test. The steps to find out the normality of the test such as:

a) Open the SPSS program

b) Input the data into the data view by first fill the variable view with write down the name of the class.

c) Click of analyze – non parametric – sample K-S.

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-value<t-table), it means that Ho is accepted and Ha is rejected

2. If value was higher than t-table (t-value>t-table). It means that Ho is rejected and Ha is accepted.

That is the hypothesis of data:

Ho: data is not normally distributed

Ha: data is normally distributed

b. Homogeneity

Homogeneity test is used to know the similarity of the populations. A homogeneity test is used to know before we compare some of the

groups. In this research, the researcher will use SPSS 26 version program for windows to calculate the homogeneity test. The steps of homogenity test such as:

a) Open the SPSS program

b) Input the data into data view by first fill the variable view with write down X as the score of post test class and Y as the kind of class.

c) Click analyze – compare means – one way anova.

d) Click options – checklist Homogenity of variance – click Ok.

2. Testing Hypothesis

After testing normality and homogeneity, the researcher continued to analyze the data by using a t-test. The researcher analyzed the data by comparing the score between the experimental class and control class in the post-test. The criteria of hypothesis, as follows:

1) Ho : if t test < t table in significant degree 5%, there is no significant score on students' grammar mastery who are taught by using VOA Learning English YouTube Channel in Teaching Grammar and who are not taught by using VOA Learning English YouTube Channel in Teaching Grammar at SMPN 4 Ponorogo.

2) Ha : if t test > t table in significant degree 5%, there is significant score on students' grammar mastery who are taught by using VOA Learning English YouTube Channel in Teaching Grammar and who are not taught by using VOA Learning English YouTube Channel in Teaching Grammar at SMPN 4 Ponorogo.

CHAPTER IV

FINDING AND DISCUSSION

For this chapter, the researcher wants to discuss general findings,   data description, data analysis, and discussion

A. General Findings

1. Background of School

    SMPN 4 Ponorogo was established in 1979 which is located in Jln. Jendral Sudirman 92, Kepatihan, Ponorogo.

2. The geographical loccation of SMPN 4 Ponorogo

    Street   : Jendral Sudirman

    Number   : 92

    Village   : Krajan

    Sub district   : Kepatihan

    Regency   : Ponorogo

     Province   : East Java

3. Vission and mission of the institute

    a. Vission:

    Noble character, interpretation, cultured and environmental care

    b. Mission

        a) Optimizing religion education value on the leraning process.

        b) Optimizing the learning process to have an academic interpretation.

        c) Improving Gain Score Achievement (GSA) on the national examination.

        d) Optimizing self-development activity to have non-academic interpretaion.

e) Optimizing care society on cleanness, safety, kinship, and environmental care around the school.

4. The facilities and infrastucture of SMPN 4 Ponorogo

Table 4.1 The facility and infrastructure in SMPN 4 Ponorogo

No.	Types	Total
1	Headmaster room	1
2	Teacher room	1
3	Conseling room	1
4	Classroom	24
5	Science laboratory	1
6	Computer laboratory	2
7	Music room	1
8	Administration	1
9	Teacher's toilet	2
10	Students' toilet	15
11	Library	1
12	Mosque	1
13	Students' organization (OSIS)	1
14	Warehouse	1
15	Health room	1

B. **Data Descriptions**

The researcher used quasi experimental in this research. Population of this research was eight grade students of SMPN 4 Ponorogo in academic year 2020/2021. The researcher chose two class for the sample of this research. These

class are VIII E for experimental class and VIII H for control class. VIII E was taught by using VOA Learning English YouTube Channel and VIII H did not teach by using VOA Learning English YouTube Channel. All of the students in experimental class and control class were 62 students and every class has 31 students.

The experimental class (VIII E) where the student was taught using VOA Learning English YouTube Channel. Then, for control class was not taught using VOA Learning English YouTube Channel but they taught by using teachers' learning as normally. Before and after giving the treatments of VOA Learning English YouTube Channel, the researcher gave pre test before treatments and post test after treatments to experimental and control class to get data from students. The last of this research by using online class, the researcher wanted to calculate a score on students' grammatically by using VOA Learning English YouTube Channel and score students' grammatically by using teachers' lecturing normally. So that, the result of calculating can compare the score of students experimental class and control class.

1. Research Schedule

There were four meetings of learning in experimental class (VIII E). There was a pre-test for the first. Then, there were twice of treatment (first treatment and second treatment by using VOA Learning English YouTube Channel) and the last meeting was post-test. Also, in the control class (VIII H) schedule was the same as the experimental class where the first was given pre test to students. Then, there were twice of treatment (first treatment and second treatment using teachers' lecturing) and the last meeting was post-test.

These class did by online class. The schedule of this research can be seen in table 4.2 and 4.3.

Table 4.2 Experimental Class (VIII E)

Date	Activity
March, 12th 2021	Pre-Test
March, 15th 2021	First Treatment
March, 19th 2021	The Second Treatment
March, 22th 2021	Post-Test

Table 4.3 Control Class (VIII H)

Date	Activities
March, 17th 2021	Pre-Test
March, 18th 2021	First Treatment
March, 24th 2021	Second Treatment
March, 25th 2021	Post-Test

2. Procedures of Research for Experimental and Control Class

Experimental class (VIII E) is the class where the teacher taught the students using VOA Learning English YouTube Channel. To get the data, the researcher gave the pre-test in the first meeting. The researcher gave a pre test before the material using the media "VOA Learning English YouTube Channel". The pre-test is looking at the condition of students before the researcher applying a treatment. In this case, the researcher chose the material. The material which the reseacher chose is about simple past tense and time signal from simple past tense. So, the students have given a pre-test about it. Multiple choices are the kinds of test. The pre-test was consists of 20 items of multiple choice. The researcher gave a test by online class because the condition was pandemic then the study was online.

In the second meeting, the learning still in an online class. So that, the treatment gave in online class also. The researcher explained the video that would be shared in group. Researcher seen the link, that was about a video on YouTube by using "VOA Learning English YouTube Channel". By using the link that has given for the first treatment about explained simple past tense. The researcher gave the explain about the material in the video. After that the researcher and the students discussed about the material. And the last time when the treatment gave to students, the researcher did not forget for remembering students to write a summary about the video. Also, the researcher said to students that the reseacher gave the time for "you can ask if you have not understood about the material".

This class was still an online class in the third meeting of the second treatment. The researcher explained the video that would be shared in group. The researcher sent a link again about the time signal in simple past tense. Also from channel "VOA Learning English YouTube Channel". The time signal of the simple past tense is the second link that the researcher had sent. The researcher gave the explain about the material in the video. After that the researcher and the students discussed about the material. The last time in a meeting, the researcher remembered the students to write a summary about the video. Also, the researcher gave time to students, "you can ask if you have not understood about the material".

Post-test was the last meeting that the researcher gave to students. Actually, The researcher gave a post test to students for measuring how much the students have understood about the material of simple past tense.

Meanwhile, in control class (VIII H) were the same as the experimental class (VIII E) also in an online class, but the differences both class was a

media used in learning grammar class. After the conducted pre-test, the teacher was applying the treatments. The first and second treatment's material was focus on grammatical, especially in the simple past tense. After the treatments have given, the students did a post-test.

3. The Result of students' Score of Experimental Class (VIII E)

    Table 4.4 below, shows the results of the score from experimental class who are taught using VOA Learning English YouTube Channel. This table showed pre-test and post-test scores for the experimental class (VIII E).

Table 4.4 Students' Score of Experimental Class

No.	NAMA	PRE-TEST	POST-TEST
1	ATBS	40	70
2	AF	55	85
3	AWAB	60	85
4	DNN	65	90
5	HM	70	95
6	ISR	45	85
7	KRSP	70	95
8	KPW	65	90
9	LLZ	60	80
10	LW	50	85
11	MSQ	65	80
12	MYNR	50	80
13	MAA	45	85
14	M	55	80
15	MWNE	50	80
16	MFN	65	75
17	MIM	45	85
18	MKI	45	70
19	MRPH	60	75

20	MSMP	45	90
21	NWA	60	80
22	NMP	60	80
23	NSE	50	80
24	NAAY	65	80
25	NLS	55	85
26	PALM	55	85
27	RA	45	80
28	RDA	40	75
29	SDKW	45	80
30	SBR	55	85
31	VKW	40	75
TOTAL		1675	2545
MEAN		54.03226	82.09677

It can be seen from Table 4.3 above, the highest pre-test of the experimental class was 70, and 40 was the lowest pre-test score. The highest score for the post-test of the experimental class was 95 while the lowest post-test score of the experimental class was 70. Then, the mean score of the pre-test was 54.03226, and 82.09677 was post-test. So that, the score in the experimental class can be seen in table 4.5.

Table 4.5 Frequency Distribution of Pre-Test in Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	3	9,7	9,7	9,7
	45	7	22,6	22,6	32,3
	50	4	12,9	12,9	45,2
	55	5	16,1	16,1	61,3
	60	5	16,1	16,1	77,4
	65	5	16,1	16,1	93,5
	70	2	6,5	6,5	100,0

	Total	31	100,0	100,0	

The table 4.5, it can be showed that there is various scores on the students'
grammatical. There were 9.7% from 3 students gained score 40, 22.6% from
7 students gained score 45, 12.9% from 4 students gained score 50, 16.1%
from 5 students gained score 55, 16.1% from 5 students gained score 60,
16.1% from 5 students gained 65, 6.5% from 2 students gained score 70.
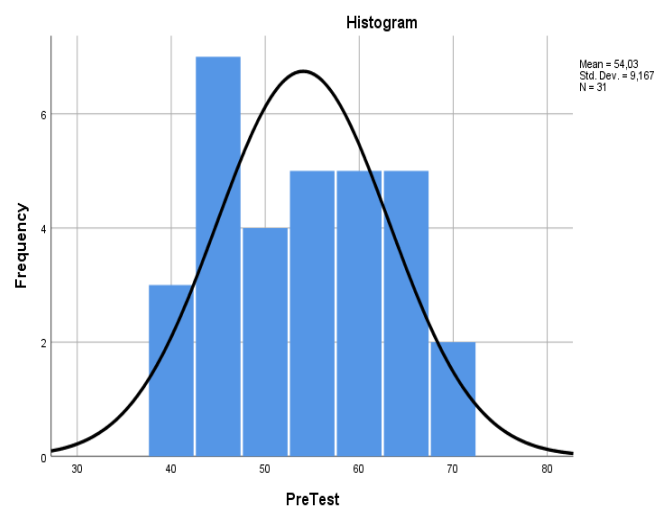Based on table 4.5, the histogram showed below.

Figure 4.1 Histogram of Pre-Test Experimental Class

The histogram 4.1 showed, that stated M= 54.03 and SD= 9.167 to
determine the category for students' grammatical was good, medium or low,
researcher grouped the score by using the standard as follow:

1) Pre-test score less than M – 1. SD (54.03 - 9.167 = 44.863) for category
   low

2) Pre-test score between M – 1. SD (54.03 - 9.167 = 44.863) to M + 1. SD
   (54.03 + 9.167 = 63.197) for category medium.

3) Pre-test score more than M + 1. SD (54.03 + 9.167 = 63.197) for category
   good.

The result had shown the categorized are the pre-test score which is less than 44.863 is categorized low, the pre-test score which is between 44.863 to 63.197 is categorized into medium, the pre-test score is more 63.19 is categorized good.

Table 4.6 Frequency Distribution of Post-Test in Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	2	6,5	6,5	6,5
	75	4	12,9	12,9	19,4
	80	11	35,5	35,5	54,8
	85	9	29,0	29,0	83,9
	90	3	9,7	9,7	93,5
	95	2	6,5	6,5	100,0
	Total	31	100,0	100,0	

Table 4.6, we can see there is the various score of students' grammatical. There were 6.5% from 2 students gained score 70, 12.9% from 4 students gained score 75, 35.5% from 11 students gained score 80, 29.0% from 9 students gained score 85, 9.7% from 3 students gained score 90, 6.5% from 2 students gained score 95.

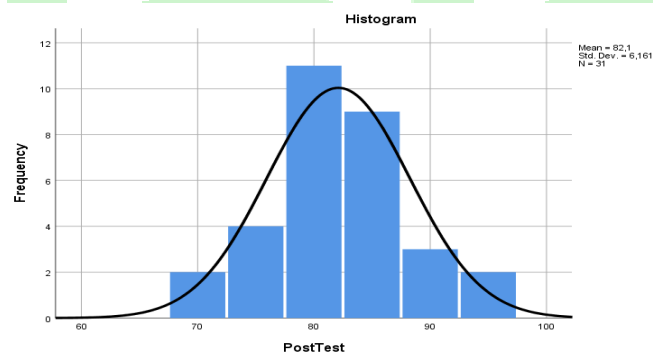Based on table 4.6, the histogram can be realized like below.

Figure 4.2 Histogram for Post-Test in Experimental Class

The histogram 4.2, it showed M= 82.1 and SD= 6.161 to determine the category of the students' grammatical was good, medium or low, the grouped scores by using the standard as follow:

1) Pre-test score less than M – 1. SD (82.1 - 6.161 = 75.939) for category low

2) Pre-test score between M – 1. SD (82.1 - 6.161 = 75.939) to M + 1. SD (82.1 + 6.161 = 88.261) for category medium.

3) Pre-test score more than M + 1. SD (82.1 + 6.161 = 88.261) for category good.

From the result of it, can be seen the categorized are the pre-test score which is less than 75.939 is categorized low, the pre-test score which is between 75.939 to 88.261 is categorized into medium, the pre-test score which is more 88.261 is categorized good.

4. The Result of students' Score of Control Class (VIII H)

The result of the students' score pre-test and post-test in control class (VIII H) become a second data, such as follow:

Table of 4.7 The Students' Score of Control Class

No.	NAMA	PRE-TEST	POST-TEST
1	ARAI	45	50
2	ADZ	55	75
3	AWPM	50	55
4	AZY	60	80
5	ADC	55	65
6	DWS	45	50
7	ESW	60	55
8	FRS	40	65
9	HKS	50	60

10	KWS	65	70
11	MJGP	40	55
12	NAA	55	65
13	RSS	65	70
14	RF	50	65
15	RAZPS	65	75
16	RWO	45	50
17	RDP	50	65
18	RAPB	50	60
19	RSBB	60	70
20	SRPN	55	65
21	SAS	50	55
22	SCCM	65	80
23	SBA	60	65
24	TDM	50	55
25	TPAMA	55	60
26	TPR	60	65
27	THBS	65	70
28	WDS	50	55
29	WCMPG	65	70
30	YP	65	75
31	YASA	60	65
TOTAL		1705	1980
MEAN		55	63.87097

The table 4.7 above, the high pre-test score of the control class was about 65 while the low pre-test score is 40. While the high of post-test score the control class was 80 while the low post-test score of the control class is 50. Then, the mean score of the pre-test was 55, and the post-test was 63.87097. The result scores of students in the control class can be shown in table 4.8.

Table 4.8 Frequency Distribution of Pre-Test in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	6,5	6,5	6,5
	45	3	9,7	9,7	16,1
	50	8	25,8	25,8	41,9
	55	5	16,1	16,1	58,1
	60	6	19,4	19,4	77,4
	65	7	22,6	22,6	100,0
	Total	31	100,0	100,0	

The table 4.8, can be seen that there is a various score of the students' grammatical where there were 6.5% from 2 students got pre-test score 40, 9.7% from 3 students got pre-test score 45, 25.8% from 8 students got pre-test score 50, 16.1% from 5 students got pre-test score 55, 19.4% from 6 students got pre-test score 60, 22.6% from 7 students got pre-test score 65.

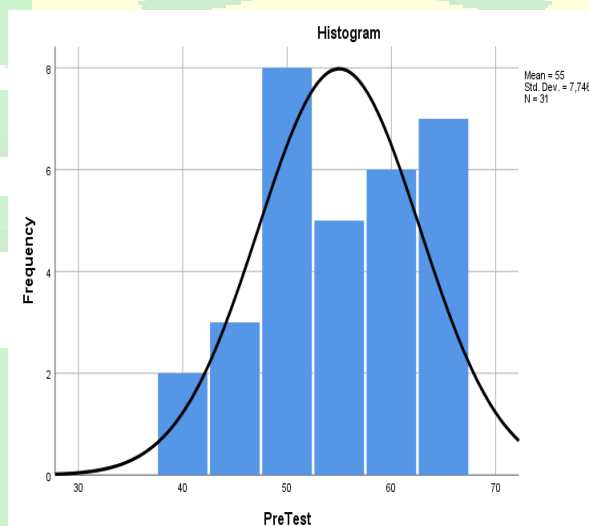Based on table 4.8, the histogram showed below.

Figuree 4.3 Histogram in Pre-Test Control Class

Histogram 4.3, it is showed M= 55 and SD= 7.746 to determine the category of the students' grammatical was good, medium, or low, researcher has grouped scores using the standard as follow:

1) Less than M – 1. SD (55 - 7.746 = 47.254) for category low

2) Between M − 1. SD (55 - 7.746 = 47.254) to M + 1. SD (55 + 7.746 = 62.746) for category medium.

3) More than M + 1. SD (55 + 7.746 = 62.746) for category good.

On the result above, can be shown the category that scores which is less than 47.254 is categorized low, the pre-test score which is between 47.254 to 62.746 is categorized medium, the pre-test score which is more 62.746 is categorized good.

Table 4.9 Frequency Distribution Post-Test of Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	3	9,7	9,7	9,7
	55	6	19,4	19,4	29,0
	60	3	9,7	9,7	38,7
	65	9	29,0	29,0	67,7
	70	5	16,1	16,1	83,9
	75	3	9,7	9,7	93,5
	80	2	6,5	6,5	100,0
	Total	31	100,0	100,0	

In table 4.9, that there is a various score of students' grammatical were 3 students got to score 50 there were 9.7%, 19.4% from 6 students got 6, 9.7% from 3 students got to score 60, 29.0% from 9 students the score 65, 16.1% from 5 students got score 70, 9.7% from 3 students got to score 75, 6.5% from 2 students the score 80.

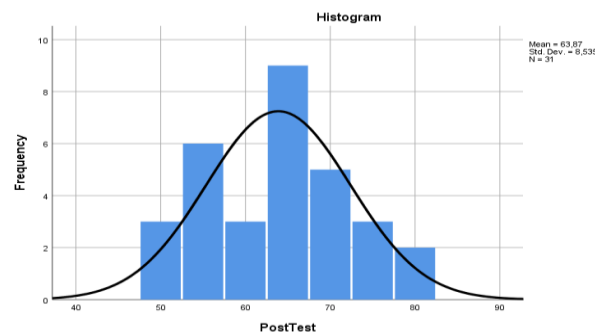Based on the table 4.9, the histogram can be realized like below.

Figure 4.4 Histogram Post-Test in Control Class

Histogram 4.4, it can start M= 63.87 and SD= 8.535 to determine category of students' grammatical was good, medium or low, the researcher made a group score using the standard as follow:

1) Less than M − 1. SD (63.87 - 8.535 = 55.335) for category low

2) Betweeen M − 1. SD (63.87 - 8.535 = 55.335) to M + 1. SD (63.87 + 8.535 = 72.405) for category medium.

3) More than M + 1. SD (63.87 + 8.535 = 72.405) for category good.

Based on the result, can be showed the category of the score which is less than 55.335 is categorized low, while a score of pre-test which is between 55.335 to 72.405 is categorized medium, the pre-test score which is more 72.405 is categorized good.

C. Data Analysiss

In this research, the researcher used SPSS version 26 program windows for testing normality, homogenous, and t-test.

1. Normality test

Normality test is to know the data can be distributed normally or not. It can be concluded the data are normal distributions if the highest

score of statistics and values of Kolmogorov-Smirnov table 5% from the level of significance. it can be seen in the following table 4.10 below.

1) Experimental Class Normality Testing

Tablee 4.10 Experimental Class (VIII E) Normality Testing

One-Sample *Kolmogorov-Smirnov* Test

		Unstandardized Residual
N		31
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.45422898
Most Extreme Differences	Absolute	.103
	Positive	.057
	Negative	-.103
Test Statistic		.103
Asymp. Sig. (2-tailed)		.200[c,d]

Based on the calculated SPSS 26 version, table 4.10 has shown the score of significance (2-tailed) was 0.200. That can be concluded that data of this research was normal because the score was higher than 0.05 (0.200>0.05).

2) Control Class Normality Testing

Table 4.11 Control Class (VIII H) Normality Testing

One-Sample *Kolmogorov-Smirnov* Test

		Unstandardized Residual
N		31
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.45422898
Most	Absolute	.146

Extreme Differences	Positive	.146
	Negative	-.127
Test Statistic		.146
Asymp. Sig. (2-tailed)		.092^c

From the calculated SPSS 26 version, the table has shown that the score from significance (2-tailed) was 0.092. it can be concluded that data of this research was normal because the score showed higher than 0.05 (0.092>0.05).

2. Homogeneity Test

A homogeneity test is used to know whether a test is homogeneous or not. Homogeneity can be used to know the similarity of the population. The researcher used SPSS 26 versions for the windows program for calculating homogeneity test as follow:

Table 4.12 The Result of Homogeneity

Levene Statistic	df1	df2	Sig.
3,269	1	60	,076

As we know the result of homogeneity test table 4.12, we can be seen that score of output significance was 0.076. It means that the value significance showed higher than α (0.076>0.05). That can be concluded the data was homogen.

3. Testing Hypothesis

      The researcher using SPSS version 26 program for calculating the hypothesis. The data should have normality and homogeneity before calculating the t-test. This is the result for calculating follow:

Table 4.13 Mean Score of Experimental and Control Class

	Class	N	Mean	Std. Deviation	Std. Error Mean
Result of Study	Experimental Class (VIII E)	31	82.10	6.161	1.107
	Control Class (VIII H)	31	63.87	8.535	1.533

      Table 4.13 as the result of study showed that the mean score from students' experimental class (VIII E) who are taught by VOA Learning English YouTube Channel was 82.10. Then the students' mean for control class score (VIII H) who are not taught by using VOA Learning English YouTube Channel or taught normally was 63.87

Table 4.14 Calculation of T-Test Independent Sample Test

Independent Sample Test

		Levene's Test for Equality of Variences		t-test for Equality of Means					
		F	Sig.	T	Df	Sig. (2-taile	Mean Difference	Std. Error Differ	95% Confidence

					d)		ence	Interval of the Difference	
								Lower	Upper
The Result of Study	Equal variances assumed	3.269	.076	9.640	60	.000	18.226	1.891	14.444	22.008
	Equal variances not assumed			9.640	54.587	.000	18.226	1.891	14.436	22.015

Based on the table 4.14, we can be seen the result of the t-test was 9.640, and the df is 60. The value of output sig. 5% of t-table of the degree of freedom 60 = 2.000. to define the data above, the researcher made a test from the hypothesis below.

Ho : There is no significant score on students' grammar mastery who are taught by using VOA Learning English YouTube Channel in Teaching Grammar and who are not taught by using VOA Learning English YouTube Channel in Teaching Grammar at SMPN 4 Ponorogo.

Ha : There is significant score on students' grammar mastery who are taught by using VOA Learning English YouTube Channel in Teaching Grammar and who are not taught by using VOA Learning

English YouTube Channel in Teaching Grammar at SMPN 4 Ponorogo.

The t-test was showed 9.640 in this research and the value of t-table of df 60 = 2.000. That means, it can give the conclusion that the value of the t-test was higher than the t-table (9.640 > 2.000). So, the conclusion was "Ho was rejected and Ha was accepted". So the result was "there was a significant difference between the students who are taught by using VOA Learning English YouTube Channel and who are not taught by using VOA Learning English YouTube Channel."

D. Discussion and Interpretation

The researcher has given a pre-test on March, 12th 2021 for the experimental class and on March, 17th 2021 for the control class. For taking data the researcher gave the test, that was of multiple choice. The researcher also has given treatment On March, 15th 2021 and on March, 19th 2021 by using VOA Learning English YouTube Channel for experimental class. After the students saw the links of videos, they have to subscribe and screen shoot to prove that they have seen the videos. On March, 18th 2021 and on March, 24th 2021, the researcher gave a treatment by using conventional teaching in control class. Then, on March, 22th 2021 a post-test has given in control class by the researcher. On March, 25th 2021 the researcher gave a post-test in control class. Pre-test, post-test and treatment were given by online class both of experimental and control class.

So, the researcher has answered the hypothesis that VOA Learning English YouTube Channel is effective for teaching grammar at eight grade students of SMPN 4 Ponorogo in academic year 2020/2021. In this interpretation, the researcher compared of the result the data t-test with t-table. If t-test is higher

than t-table, it means Ho is rejected and Ha is accepted. It can be seen in the table 4.14 above, the table showed that there is difference coefficient of students taught by using VOA Learning English YouTube Channel and the students not being taught by using VOA Learning English YouTube Channel was 9.640.

There is two hypotheses of this research:

Ho : There is no significant score on students' grammar mastery who are taught by using VOA Learning English YouTube Channel in Teaching Grammar and who are not taught by using VOA Learning English YouTube Channel in Teaching Grammar at SMPN 4 Ponorogo.

Ha : There is significant score on students' grammar mastery who are taught by using VOA Learning English YouTube Channel in Teaching Grammar and who are not taught by using VOA Learning English YouTube Channel in Teaching Grammar at SMPN 4 Ponorogo.

From the calculation above, the result of this research shows that the t-test was 9.640 and t-table of df 60 = 2.000. That means the value of output t-test showed that was higher than the t-table (9.640>2.000). So that, Ho was rejected and Ha was accepted. That can be given the conclusion that "there was a significant difference students' score in students who are taught using VOA Learning English YouTube Channel and who are not taught using VOA Learning English YouTube Channel".

CHAPTER V

CLOSING

This chapter discusses the conclusion and recommendations of the research.

A. Conclusion

Based on the data of the findings and discussions, the researcher concluded that there was a significant in grammar score between the students who are taught by using VOA Learning English YouTube Channel and who are not taught by using VOA Learning English YouTube Channel at SMPN 4 Ponorogo in academic year 2020/2021. It has shown in the result of this research that the students who are taught by using VOA Learning English YouTube Channel got the better scores with the mean of post-test from experimental class (82.09677) is higher than control class (63.87097). Also, from the t-test calculated, it was found that the t-value is 9.640 and the t-table is 2.000 (9.640>2.000), it means that Ha is accepted. So that, we can give the conclusion by using VOA Learning English YouTube Channel has a significant impact on improving students' grammar mastery.

B. Recommendation

Based on the result above, the researcher gives some recommendation as follow:

1. For the English Teacher

   The teachers should be using innovative and creative media for teaching and learning English to the students. To make the students interested in the course and they don't feel bored. The presentation of the course should be creative, and innovative. When the process

of teaching, the teacher should give the motivation to increase students' confidence, comfortable and spirit in learning English.

2. For students

The researcher hopes that the students ask for the teacher if they have still don't understand the material. Also, the researcher hopes the students have a spirit in learning English by using media.

3. For readers

The writer hopes, the result of this research can make a reference or basic information. And also, the researcher hopes that the result of this research can give advantages to the reader, students, and the researcher herself.

4. Future researchers

The researcher who is interested in using media such as YouTube. They have to understand the steps. Also, the researcher has to be able to guide the students in using this media. In order to, this makes the students easier for learning English, especially on English Grammar.

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