THE EFFECTIVENESS OF YOUTUBE VIDEOS IN TEACHING SPEAKING OF THE TENTH GRADERS AT SMK PGRI 2 PONOROGO

THESIS

By

Aynun Zuhrufiyah Nur Aini

NIM. 210916027

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER

TRAINING

STATE INSTITUTE OF ISLAMIC STUDIES

PONOROGO

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ABSTRACT

Aini, Aynun Zuhrufiyah Nur .2021. *The Effectiveness of YouTube Videos in Teaching Speaking of the Tenth Graders at SMK PGRI 2 Ponorogo*. **A Thesis**, English Education Department, Tarbiyah Faculty, State Institute of Islamic Studies (IAIN) Ponorogo, Advisor. Fenty Andriani, M.Pd

Key Word: YouTube Based Videos, Recount Text, Speaking

Speaking is one of the most important and essential skills that must be practiced orally by the students. But, most of the students have a problem related to speaking skills. They had a low vocabulary mastery, lack of English practice in their daily activity, poor self-confidence, the lecturing method applied, and the textbook media used by the teacher.YouTube video is one of the to improve students' English speaking skills. YouTube video is an interesting media that gives the students better exposure toward the aspects of speaking skill.

The purpose of this research was to examine whether there was a significant difference in speaking recount text achievement between students who are taught by using YouTube videos and those who are not taught by using YouTube videos at the tenth graders of SMK PGRI 2 Ponorogo in the academic year 2019/2020.

The researcher applied a quantitative approach and used a quasi-experimental design. The researcher used two classes as experimental and control classes. The experimental class was taught by YouTube videos media and the control class was taught by using textbook media. The researcher used cluster random technique sampling to determine the sample. The population was 800 students of tenth graders at SMK PGRI 2 Ponorogo. The researcher took X TKJ 2 as the experimental class and X TPM 1 as the control class, both of them consisted of 34 students. The total sample in this research was 68 students. The data was collected procedures: giving the pre-test, applying the treatment, and giving a post-test. After getting the score of the test, the data was analyzed and processed by using the t-test formula in SPSS.

The result of this research showed Mean in the experimental class was 80,88. Whereas the post-test Mean score in the control class who were not taught by using YouTube videos was 52,21. It showed that the students who were taught by using YouTube videos media got a better score than the students who were taught by using textbook media. The significant standard 5 % the value of the t table was 1.996. Then the value of the t-test was 15.980. It indicated that t-test 15.980 > t 1.996table. Thus, Ha (Alternative Hypothesis) was accepted, and Ho (Null Hypothesis) was rejected. So, from the computation above it can be concluded that there was a significant difference in speaking recount text achievement between students who are taught by using YouTube videos and those who are not taught by using YouTube videos in tenth graders of SMK PGRI 2 Ponorogo. YouTube videos media is effective for teaching speaking especially recount text to tenth-grade students of SMK PGRI 2 Ponorogo in the academic year 2019/2020.
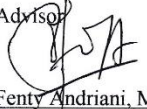
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|		
Name	:	Aynun Zuhrufiyah Nur Aini
Student Number	:	210916027
Faculty	:	Tarbiyah and Teacher Training
Department	:	English Education Department
Title	:	The Effectiveness of YouTube-Based Videos in Teaching Speaking of The Tenth Graders at SMK PGRI 2 Ponorogo

Has been approved by the advisor and recommended for approval and acceptance.

Advisor

Fenty Andriani, M.Pd
NIP.198702012018012001

Ponorogo,26th February 2021

Acknowledged by

Head of English Education Department of

Tarbiyah and Teachers Training Faculty

State Institute of Islamic Studies Ponorogo
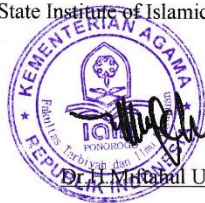
Dr. H. Mukhibail Ulum,M. Ag
NIP. 19740306 2003121001

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PENGESAHAN

Skripsi atas nama saudara :

Nama	:	**AYNUN ZUHRUFIYAH NUR AINI**
NIM	:	210916027
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul Skripsi	:	THE EFFECTIVENESS OF YOUTUBE VIDEOS IN TEACHING SPEAKING OF THE TENTH GRADERS AT SMK PGRI 2 PONOROGO

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Tanggal	:	12 Maret 2021

Ponorogo, 12 Maret 2021
Dekan Fakultas Tarbiyah dan Ilmu Keguruan,

Dr. AHMADI, M.Ag.
NIP 196512171997031003

Tim Penguji Skripsi :

1. Ketua Sidang : **NURUL KHASANAH, M.Pd**
2. Penguji I : **WIWIN WIDYAWATI, M.Hum**
3. Penguji II : **FENTY ANDRIANI, M.Pd**

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PENGESAHAN

Skripsi atas nama saudara :

Nama	:	**AYNUN ZUHRUFIYAH NUR AINI**
NIM	:	210916027
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul Skripsi	:	THE EFFECTIVENESS OF YOUTUBE VIDEOS IN TEACHING SPEAKING OF THE TENTH GRADERS AT SMK PGRI 2 PONOROGO

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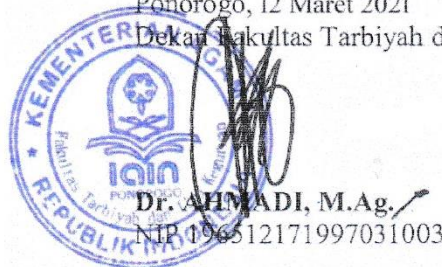
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Hari	:	Jumat
Tanggal	:	12 Maret 2021

Ponorogo, 12 Maret 2021
Dekan Fakultas Tarbiyah dan Ilmu Keguruan,

Dr. AHMADI, M.Ag.
NIP 196512171997031003

Tim Penguji Skripsi :

1. Ketua Sidang   : **NURUL KHASANAH, M.Pd**
2. Penguji I   : **WIWIN WIDYAWATI, M.Hum**
3. Penguji II   : **FENTY ANDRIANI, M.Pd**

v

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Yang bertandatangan di bawah ini:

Nama : Aynun Zuhrufiyah Nur Aini

Nim : 210916027

Fakultas : Tarbiyah

Program studi : Tadtris Bahasa Inggris

Judul Skripsi : The Effectiveness of YouTube Videos in Teaching Speaking of The Tenth Graders at SMK PGRI 2 Ponorogo

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Aynun Zuhrufiyah Nur Aini

NIM 210916027

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Nama	:	Aynun Zuhrufiyah Nur Aini
Nim	:	210916027
Fakultas	:	Tarbiyah
Program studi	:	Tadtris Bahasa Inggris
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Aynun Zuhrufiyah Nur Aini

NIM 210916027

CHAPTER I

INTRODUCTION

This chapter consists Background of the study, Identification of the Problems, Limitation of the Study, Formulation of the Study, Objective of the Study, Significance of the Study and Organization of thesis.

A. Background of The Study

Language is an important aspect in our daily life. Language is a fundamental aspect used by human to express everything, face to face communication, scientific inquiry, and many other purposes.[1] People can get insight and knowledge by using the language which is used in daily communication. English as an international language plays an essential role in connecting people. Today, English has been used in all international conferences. Mastering English is important for people who live in this information era and to propulsive their career move forward in business, technology, medicine or science. In Indonesia, English becomes the first foreign language learned by students. They learn English at school starting from kindergarten up to university.

There are four skills in English learning: listening, speaking, reading and writing. Those skills are important to be mastered without ignoring each other. Among those four skills, speaking plays a very essential role. Burn and Joyce state that one of the aims of most language programs is to develop spoken language skills and most programs aim to integrate both spoken and written language.[2] Speaking is one of the important aspects in learning language. Without speaking skill, people can't understand the meaning of each other. Chaney in Kayi states, "Speaking itself is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a

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[1] Elly van Gelderen, *History of the English language* (USA: John Benjamins, 2006), p. 20

[2] Keith Johnsons. *An Introduction to Foreign Language Learning and Teaching*. (Edinburg: Pearson Education, 2001), p. 124

variety of contexts[3]." Speaking is a productive skill; it consists of short, often fragmentary utterances, in a range of pronunciation by Brown and Yule.[4] Furthermore, Byrne states that speaking is a two-way process between speakers and listeners and it involves the productive skills of language and the receptive skills of understanding[5]. This is in line with Widdowson who said that the skill of speaking involves both receptive and productive participation. Receptive aspect of speaking is the skill which is conventionally referred to as listening. While productive aspect of speaking referred to as saying. Receptive and productive participation usually happen in conversation. In other words, speaking is interactive and requires the ability to cooperate in the management of speaking turns.

Therefore, speaking is a crucial part in learning foreign language that has to be mastered by students in order that they can communicate with others.[6] According to Burkart the goal of teaching speaking skill is communicative efficiency. Teaching speaking in senior high schools is not an easy task. To be able to speak English well, the students need to study the other sub-skills such as pronunciation, vocabulary, and grammar. Besides, motivation is very essential during the learning speaking process. If students are not aware of the importance of learning speaking, they would not give deep attention, and it will affect the learning process.

Moreover, practicing English regularly is needed to improve students' speaking ability and it needs high motivation of the students. English teachers play important roles to support and to help the students practice English. Teachers should be creative in creating appropriate and interesting activities to help their students improve their oral production. Besides, they also should consider the students' interest which determines whether the activities are appropriate or not.

[3]Kayi, Hayriye. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. Nevada: University of Nevada 1998,p 13

[4] Brown, G. and G. Yule. *Teaching the Spoken Language*. Cambridge: Cambridge University Press 1983, p26

[5] Byrne,Donn.*Teaching Oral English*.Singapore: Longman.1986.,p 12

[6] Widdowson, H.G. *Teaching Language as Communication*. Hong Kong: Oxford University Press. 1996,59

Teachers should be careful in selecting activities to teach speaking[7].Unfortunately, based on the research's observation conducted in SMK PGRI 2 Ponorogo, it was found that the students of class tenth had low achievement in speaking. There were some factors that caused students' difficulties in learning speaking: (1) low vocabulary mastery, (2) lack of English practice in their daily activity, (3) poor self-confidence, (4) the lecturing method applied by the teacher, (5) and the textbook media used by the teacher.

According to Arsyad media is something that is easy used by teacher to transfer the material or the subject to the student. Therefore, Media is highly recommended used in teaching speaking. As media is one of the components of teaching, media plays an essential role in English teaching and learning.[8] It does not only make learning activities come easier and effective, but also offers different situation which increases students' interest in the lesson. In the learning activity, media is divided in three kinds, those are; visual media, audio media and audiovisual media. Visual media is media in which can be seen only. Audio media is media which can be heard only. Audiovisual media is a media which can be seen and heard at one unit. In this research, the researcher focused on audio visual or video YouTube as media.[9]

According to Taloko 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.[10] Previous studies showed that YouTube videos improved the students' speaking skill in the storytelling contest and many positive impact.

[7] Burkart. *The Goal of Teaching Speaking Skills is Communicative Efficiency*. 2004,1

[8] Brown, J W. 1977. *Technology, Media, and Methods*.United State of America: McGraw-Hill,23

[9] Arsyad, Azhar. *Media Pembelajaran*. Jakarta: Raja Grafindo Persada, 2002. P 2

[10] Johanes Leornardi Taloko, "Using Youtube for Teaching English Grammar (International Seminar of Physic and English Education, 2014)," Surabaya: Widya Mandala Press, 2014, p. 3-4

According to Harmer, YouTube videos make a particularly powerful contribution for both the content and the process of language learning; especially contribute to interest and motivation, a sense of the context of the language, and a specific reference point or stimulus.[11] The researcher has a belief that YouTube video is one of alternative media that can be used to improve students' speaking ability. They can share their idea in form of speaking to communicate.

Finally, the research entitled **"The Effectiveness of YouTube Videos in Teaching Speaking of the Tenth Graders at SMK PGRI 2 Ponorogo."** was conducted to improve the students' speaking ability.

B. Scope and The Limitation of the Study

Based on the background of the study above, the researcher has limited the study on the effectiveness of YouTube based videos in teaching speaking recount text at the tenth graders of SMK PGRI 2 Ponorogo. The experimental class was taught by videos on YouTube and the control class was taught by using text book.

C. Research Problem

Based on the limitation of the study above, the research problem has been formulated as follows: "Is there any significant difference in speaking achievement between the students who are taught by using   YouTube videos and those who are not taught by using YouTube videos at the tenth graders of SMK PGRI 2 Ponorogo?"

D. Research Objective

Concerning the research problem, this research objective is to find out is the significant difference in speaking recount text achievement between students who are taught by using

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[11] Harmer, Jeremy. *How to Teach English*. England Longman, 2007. p 282

YouTube videos and those who are not taught by using YouTube videos text at the tenth graders of SMK PGRI 2 Ponorogo.

E. Significances of The Study

The researcher expected to give theoretically and practically significances in English teaching and learning process:

1. **Theoretical Significance**

   This research is supposed to enrich knowledge and theory about the effectiveness of YouTube videos as a media in English teaching learning process.

2. **Empirical significance**

   The result of this research is intended for:

   a. The English Teacher

      By using YouTube video as media in teaching speaking, teachers can have many selection of media to teach speaking in modern era by using ICT (Information and Communication Technology) especially YouTube video.

   b. The students

      The result of the study can stimulate the students' motivation in learning and consequently they are interested in studying English.

   c. Future Research

      For the other researchers, this research can be used as a material reference if they want to investigate the same subject. So that ways, the researcher has tried to give the best contribution.

   d. The researcher

      This study is expected to give some knowledge to the researcher especially to enhance her knowledge toward teaching process especially in speaking recount text.

F. Organization of the study

In this organization of thesis, the researcher divided it into five chapters. The sequence of the chapter is as follows:

CHAPTER I   : INTRODUCTION

This chapter consists of: Background of the study, Identification of the Problems, Limitation of the Study, Formulation of the Study, Objective of the Study, Significance of the Study and organization of thesis.

CHAPTER II   : PREVIOUS RESEARCH FINDING, THEORETICAL BACKGROUND, THEORETICAL FRAMEWORK

This chapter consists of: previous research finding theoretical background, the theories and also discusses the conceptual frame work and hypothesis.

CHAPTER III : RESEARCH METHOD

This chapter presents the data that includes general data that is connected with research design, research location, data and source of data, the technique of data collection, data analysis, verification of data validities, and research procedure.

CHAPTER IV : RESEARCH FINDINGS

This chapter explains the result of research of findings and discussions which present the process of conducting the pre-test until the post-test. The researcher used SPSS 23 applications to calculate the students' score.

CHAPTER V   : CONCLUSION AND RECOMMENDATION

This chapter answers the research objective whether or not YouTube videos is effectiveness to improve students' speaking achievement of the tenth graders in SMK PGRI 2 Ponorogo.

CHAPTER II

PREVIOUS RESEARCH AND LITERATURE REVIEW

This chapter discusses previous related studies, literature review, conceptual framework, and hypothesis.

A. Previous Research Findings

To support this study, the writer appends some previous studies related to the variable of this thesis. The writer selects the previous research findings as follows:

The first research was "English song from YouTube towards students' Vocabulary Mastery at Seventh Grade in Ruhama Islamic Junior High School at South Tangerang academic Year 2014/2015." written by Rahmah Febria Afia

The method study of this study is quantitative by taking 60 students as the sample is 90 students of population. The sample students devided into 2 classes; 30 students for experimental class, 30 students for control class. Before giving treatment, the writer gave pre-test. Then the writer taught in the experimental class by the asking students to listen to English songs. After four meetings, the writter gave the post testto both classes. The scores of pre-testand post-test were collected from 20 multiple choice questions, then it was analyzed by using t test. The fining of this study shows that teaching vocabulary by using English songs from YouTube was effective. It is proved by by t count (4,10) which is higher than t table in degree significant 1% (2,39). It is considered that the Ho in this study is rejected and the Ha wich states that there is significant difference between students' vocabulary scores taught by using English song from YouTube and without by using English songs from YouTube is accepted. It means that the English songs from

YouTube are effective in improving students' vocabulary mastery.[12] The difference between lies on the previous study. This study used YouTube as a media, The previous study used song as media.

The second one is "Utilizing YouTube Videos Enhance Students' Speaking Skill (A class room Research at The XI Grade Students of SMK 3 Surakarta", Academic Year 2010/2011), written by Muhammad Sirul Muna. The result of this research was the students score in pre-test is 37.225, in Cycle 1 67.45, and the post –test 73.40 with KKM 65.00. the research find that the use of YouTube by some by techniques such as pause and play combined by some method such as drilling could improve students' speaking skill and situation on the class. The researcher expect that of YouTube Video could be used by the teacher as one of the media in the teaching learning process especially in teaching speaking.[13] This second previous study is different with this study in terms of the research design. The previous study used classroom action research and this study used quantitative research (Car).

B. Literature Review
1. Speaking
a. Definition of speaking

Many definitions about speaking have been proposed. Speaking derives from the word "Speak". According to Oxford dictionary "Speak" means say things; talk, be able to use a language, make a speech, express ideas, feelings.[14] Speaking is the verbal use of language to communicate with other.[15] In additional, Hughes explains that speaking in interactive and

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[12] Rahma Febria Afia"English song from YouTube towards students' Vocabulary Mastery at Seventh Grade in Ruhama Islamic Junior High School at South Tangerang academic Year 2014/2015."

[13] Muhammad Sirul Muna Utilizing Youtube Videos Enhance Students' Speaking Skill (A class room Research at The XI Grade Students of SMK 3 Surakarta, Academic Year 2010/2011)

[14] Martin H. Manser, (1995), Oxford Learner's Pocket Dictionary, New York: Oxford University Press, p.398

[15] Fulcher, G. (2003). Testing Language Second Language Speaking. Sydney: Longman. p.79

according to accomplish pragmatic goals through interactive discourse with other speaker of language.[16] Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.[17] According to Chaney, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.[18]

Speaking has often been dealt with in a similar way in language teaching. It is sometimes thought of as something which is covered sufficiently by virtue of being so bound up in the teaching of everything else. Paradoxically, although many learners feel that being able to communicate effectively through speech is their main priority, when speaking is the main aim of the lesson. Some learners can't quite see the point of doing something in the classroom that they could quite easily do over a coffee, and teachers can feel a sense of guilt because they have not taught something with a clear learning outcome that can be held up as justification for the lesson.[19] As we can see, there are many reasons why people speak to each other.

One primary use of language is to establish and maintain social relationship. We say "hello" to people when we meet them, exchange small talk about the weather, work, sport and family relationships. As part of this social use of language we also try to entertain each other by making jokes and telling anecdotes and stories. We may also share views and

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[16] Dewi Hughes. (2007). Public Speaking. Jakarta: Gramedia Widiasarana. p.57

[17] David Nunan, (2003), *Practical English Language Teaching*, (New York: McGraw-Hill Companies, Inc., p.48

[18] A.L. Chaney, (1998), *Teaching Oral Communication*, Boston: Allyn and Bacon, p.13

[19] Watkins, Peter. (2007). *Learning to Teach English*: *A Practical Introduction for New Teachers*. England: Viva Books Private Limited. p. 26

opinions on a variety of subjects. When we chat to friends there is no agenda of what we should cover. Those involved in the conversation can introduce a variety of subjects.[20]

Harmer defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time fo detailed planning. Therefore, the fluency is required to reach the goal of the conversation.[21]

Cameron states that speaking is also important to organize the discourse so that the interlocutor understands what the speaker says. Speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life.[22] Tarigan said that the main point of speaking is for communicating, so we have to convey the thinking and feeling effectively and the speaker must understand the meaning to be communicated in order to make other people understand with what they are talking about.[23]

Shortly, speaking is an activity that we always do in every time to communicate with other people and to make a good relationship in society. From the explanation above, the researcher concludes that speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some skills such as vocabulary, pronunciation, accuracy and fluency. Students need to master all of those elements. Speaking, especially in a foreign language, is a very necessary activity for all ages of learners because from this activity people can understand what others said who use a foreign language too.

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[20] Ibid. p.27

[21] Harmer, J. (2001). Practice of English Language Teaching. Edinburgh Gate: Longman. p. 269

[22] Cameron, Lynne. (2001). Teaching Languages to Young Learners. Cambridge: Cambridge University Press. p.41

[23] Tarigan, Henry Guntur.. *Berbicara sebagai suatu Ketrampilan berbahasa*. Bandung: Angkasa, 1981., p.15

b. The Basic Types of Speaking

According to Brown, types of speaking are; imitative, intensive, responsive, interactive, and extensive.[24]

The first type is imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence while this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

The second is intensive. It is frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements, intonation, stress, rhythm, juncture.

The third are responsive. Interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow up questions.

The fourth one is interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants, interaction can take the two forms of transactional language.

The last is extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for

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[24] Brown, *The Basic Types of Speaking*. Cambridge: Cambridge University Press.1994 .,p. 141-142

extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech.

c. Aspects of Speaking

In presenting language, the speaker cannot speak as he likes. Speakers should considers to listener and some aspect of speaking.[25] The first is pronunciation, including the segmental feature vowels and consonants, the stress, and intonation patterns. Secondly is grammar as the result for forming words and making sentences. Grammar is not only about forming words to sentence, but grammar also tells that a word can be a sentence in certain situation.

Thirdly, vocabulary is the first modal for people to speak. Vocabulary mean all the words with meaning that all people know and use. Speaker need to use understandable words and pronounce them well.

The last is fluency, the easy and speed of the flow of speech. Indeed, the term fluency is not only talking about the speed of speech, but fluency also talk about the pause of speech. A fluent one not only talks quickly but also pause the speech appropriately.

Based on explanation above, it can be concluded that speaking skill consists of four aspects: pronunciation, grammar, vocabulary, and fluency. All of those aspects can improve students' speaking to be better and also the teacher is able to know the students' level of speaking through four aspect assessments.

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[25] Alfi Hafizoh, " The Implementation of Inside Outside Circle Technique to Improve Students ' Speaking Skill (a classroom Action Research at a 11 Grade of SMA Negeri 1 Bandar Batang in the Academic Year of 2014/2015)" (Phd. Thesis, UIN Walisongo,2014), 14-15

d. Teaching Speaking

Teaching is learning to be. Teaching is an exciting adventure in which both the teacher and the students participate. Learning means questioning and repositioning. Teachers should always work hard kindle a spark of intellectual curiosity to stimulate their interest and get them genuinely involved in the process of learning. Students are urged to actively participate in the class in several ways. Every students is asked to give a class proved to be beneficial not only as a learning endeavor, but also as an activity which enhances the student's self-confidence and helps them far beyond the scope of class.[26]Car says that teaching cannot be reduced into such skill. Academic teacher trainers greatly overplayed skills in professional educational circles. I agree to his opinion that teaching merely a skill.

In Webster's Collegiate Dictionary says that skill is the ability to use one's knowledge effectively and readily in execution or performance.[27] The word skill has two distinctive meanings; first, skill, generally refers to any kinds of activities. Second, skill that refers to teaching activity, but the skill here is different from others. Because the word skill, in the teaching activity, has certain characteristics, one must be able to manage the class well, creating good atmosphere, flexible in using technique or methods, develop, complex students' intellectual, moral, and normative, of life. Later on, teaching is a skill activity, but it is special skill that is different from others.[28] Teaching speaking is activities which are purposed to make students are able to speak in foreign language accurately communicatively, and bring the elements of speaking.

Teaching speaking to students in the target language is assumed a difficult task to do since teachers should invite students to get involved in speaking. One of the aims of teaching

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[26] Nadiah Ma'mun, Teaching English as a Foreign Language, (Semarang: Varos Mira Utama, 2013), p. 1.

[27] Webster's Collegiate Dictionary (2003) says that skill is the ability to use one's knowledge effectively and readily in execution or performance

[28] Ibid p 3-4

speaking is to improve students' speaking ability. A teacher should be aware of some following aspects:

a. Using techniques that should be intrinsically motivating.
b. Helping students to acquire language by letting them speak a lot and by providing information, feedback and encouragement.
c. Avoid talking about language.
d. Drawing on students' positive knowledge and helping them to be active.
e. Consciously maintaining control of exercises.

Lewis and Hill further give seven steps to teach speaking more enjoyable.[29] They were as followed:

a. Teacher should exploit opportunities for short spontaneous conversations.

Classroom conversation will be most effective if it arises naturally and spontaneously from the text, For example a remark made by a student or something which happens during the lesson. Teachers should try to create a natural conversation similar to one outside the classroom which happens and flows spontaneously and in which different people contribute in different ways.

b. The teacher must choose the interesting topic for the students

As soon as the topic turns to be boring for students, drop it immediately and find other topics that interest students since one of the purposes of speaking is to give students a chance to talk about something that interest them.

c. Teachers should encourage contributions without interfering

Natural conversation is a relaxed activity in which teachers often take a back seat and students have time to formulate their thought and to decide what they wish to say and how to say it.

d. Conversation does not to be about serious issues

Conversation about very banal topics like a film, news about a mutual friend, the fact, the bus late, can help students to talk a lot instead of the role of women, population or other topics which student do not care about.

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[29] Lewis and Hill further give seven steps to teach speaking more enjoyable

e. Provocative statements are often better than question.

A wrong tagged statement is more effective to stimulate students to involve in a natural and lively conversation.

f. Problem solving is often an excellent basis for conversation

Problem solving activities are arrange from simple puzzles to the kind of full-scale management training problems. The most important thing is by generating natural information gap teachers ensure that language use is a spontaneous, natural activity and more helpful for students to talk a lot.

g. Teacher should encourage active listening.

Teachers should always to teach kinds of responses which encourage students to expand the statements given. Byrne points out that oral communication is a process involving both speakers and listeners, as well as productive skills (of the speaker) and receptive skills (of those who are listening or understanding the speech). The speakers convey their ideas in an appropriate language and other ways which can make their massage understood-the ways which called communicative strategies[30].

Teaching speaking skill to the students should be based on the above recommendations. Besides, teaching speaking skill should also be oriented to enable students to speak in English in different situations and genres. Proposed four recommendations for teachers who are going to teach speaking skill. First, whatever the activity chosen, it should allow students to talk a lot. Teachers should select speaking activities that demand student to talk a lot. The activity should also be able to involve all

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[30] Byrne (1986) points out that oral communication is a process involving both speakers and listeners

the students in the activity. It does not only better students who dominate the class. Besides, that the activity should be able to motivate students to participate.[31]

2. Recount Text

a. The Definition of Recount Text

Recount text is a text telling the reader about story, an action, or activity. Its goal is to entertain or inform readers. To tell an event in the past time chronologically. The generic structure of recount text consists of (1) "orientation" telling who was involved, (2) "events" telling what happened, and in what sequence the story was told, (3) "reorientation" consisting of optional-closure of events/ending.[32] As told in the above essay, the story can be mapped in the in the as follows:[33]

Table 1 Generic Structure and Language Features of

Recount Text

No	Structure of text	Generic structure	Language Features
1.	Introductory	Orientation	Dominant Language Features : 1. Using Past Tense 2. Using action Verb 3. Using Adjective
2.	Body / Content	Events	
3.	Conclusion	Reorientation	

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[31] Lulut Widyaningrum, "The Effectiveness of Adaptive Pecha Kucha Technique on Students' Explaining Skill"...",p. 31-33.

[32] Dolar Yuwono, *A Guide To Genre-Based Writing For Indonesian Students: From Theory to Practice* (Yogyakarta: Magnum Pustaka Utama, 2016), 19.

[33] Dolar Yuwono , Writing From Practice to Theory: Getting Smart and Creative to Write (Yoyakarta: Magnum Pustaka Utama, 2016), 23-24.

3. **Media**

   a. **Definition of Media**

   Media in education is becoming more important in the process of teacher training. Besides, material from the media are excellent for developing the skills of reporting. Instructional media for the teaching-learning process provide of the tools to engage learners powerfully in the learning process. It greatly enhances the effectiveness of communications.

   b. **Video as a Teaching Media**

   Video is a digital recording of an images, such as a movie an animation.[34] Video also can referred to any electronic media format that employs "motion pictures" to present a message.[35] According to Gardner, video is superior tool that can be used to engage verbal (or linguistic), visual (or spatial), and musical (or rhythmic) intelligences. Moreover, video can also be used as a tool for engaging both hemispheres of the brain (the left logical or creative brain). It effectively stimulate the whole brain through dialogue, plot, visual, images, sound and relationship. [36]

   Video has long been used as media teaching in the classroom. Berks suggest that the use of video as a teaching tool is not view. According to him, there are four fundamental changes impacting the use of video as a teaching tool[37], they are:

   a. There is a wider variety of video formats available to instructors.
   b. There ease with technology can facilitate video application in the classroom has increased.
   c. The number of video techniques instructor can use has increased.

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[34] http://www.merriam-webster.com/dictonary/video, accessed at 1.00 PM at January 2018

[35] Robert Heinich,et al., *Instructional Media and Technologies of Learning Seventh* Edition (New Jersey: Parson Education, 2002), 192.

[36] Ernin M. Steffes and Philippe Duverger, "Edutaiment with Videos and its positive Effect on Long Term Memory, " *Journal of Advancement of Merketing Education*, 1 (Spring or March – June, 2012), 1.

[37] Ibid, 2.

d. The body of academic literature providing theoretical and empirical support of the use of video as an effective teaching tool has increased.

There are strengths of video as a teaching media in the difficult, such as: (1) video can present visual information that is difficult to convey in other ways; (2) not only videos allow students to 'travel' to different places, they permit travel through time is well; (3) video can be used to demonstrate specific manual skills or physical processes, either at normal speed, in slow motion, or speeded up to reveal relationships, principles, or practices; (4) video can be used to model positive behavior and to motivate students; (5) video can be provide messages about issues critical to the lives of learner, or to the topic under consideration; and (6) video can may help to promote learning in students with high visual orientation in their learning styles.[38]

c. **YouTube Video**

1) **Definition of YouTube Video**

YouTube is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement. YouTube is one of media in teaching language. It is very useful because it can make students more interested in studying. Sometimes, the students feel bored of the situation in English class so, the students need an entertainment and YouTube is one of the suitable media in modern era with apply ICT (Information Communication and Technology).[39]

YouTube is the biggest and popular site of online video in the world especially internet. Currently YouTube users spread across the world of all ages, from children to the level of adults. The users can upload videos, search, watch videos, and discuss about videos and also share video clips for free. Every day there are millions of people who

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[38] Ibid ,3

[39] Sudijono, Anas. 2003. *Pengantar Statistik Pendidikan.* Jakarta: PT. Raja Grafindo Persada. *http://www.Searchcio.techtarget.com/definition/YouTube*. October 15th, 2017, 34

access it. So, YouTube is potential to be used as a medium of learning English. Objectives utilizing YouTube as a medium of learning English is to create the conditions and the learning environment interesting, fun, and interactive. Instructional videos on YouTube can be used as an interactive learning in the classroom and for students themselves through online presentation or offline. Usage of YouTube as a medium of learning English can be used at any time without being limited if space and time with the computer or media presentation requirements connected with the internet. Therefore, students are expected to maximize YouTube as learning as much as possible.

2) **YouTube video in Education**

The availability of educational technologies and self-produced videos placed on YouTube has made teaching more exciting. Furthermore, these videos could be accessed at any time of the day and from a place to suit the students. Apart from that, YouTube is also used to illustrate theoretical content, involve students, and inspire innovative teaching methods.[40]

YouTube is also used as a supplementary material with EFL students in Taiwan. Kelsen conducted a survey on 69 sophomore students and found that they rated the use of YouTube to study English favorably with regard to it being interesting, relevant, and beneficial. The results showed that the YouTube tutorial methodology had a significant positive effect on perceived student learning. It is evident that YouTube videos brought about positive effects on teaching and learning. The attractiveness of videos in teaching comes from the combination of images and sounds. As such it will be able to generate an influential medium that can be used by teachers to help explain concepts while, that can be used by teachers to help explain concepts while at the same time able to instruct

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[40] Atkinson et, al. *In Assessing of YouTube Video ,YouTube video in Education* 2007, 14

students with content that provides multiple senses.[41] These would certainly assist teachers in making the explanation of abstract concepts and processes easy through the use of visualization that can be provided by videos.

YouTube videos can be supported by interactive activities in an attempt to stimulate teaching speaking. The interest to assess the effectiveness of using YouTube videos has been prompted given the abundance of such materials from the various sites in the Internet.[42]

3) **YouTube videos as a learning media**
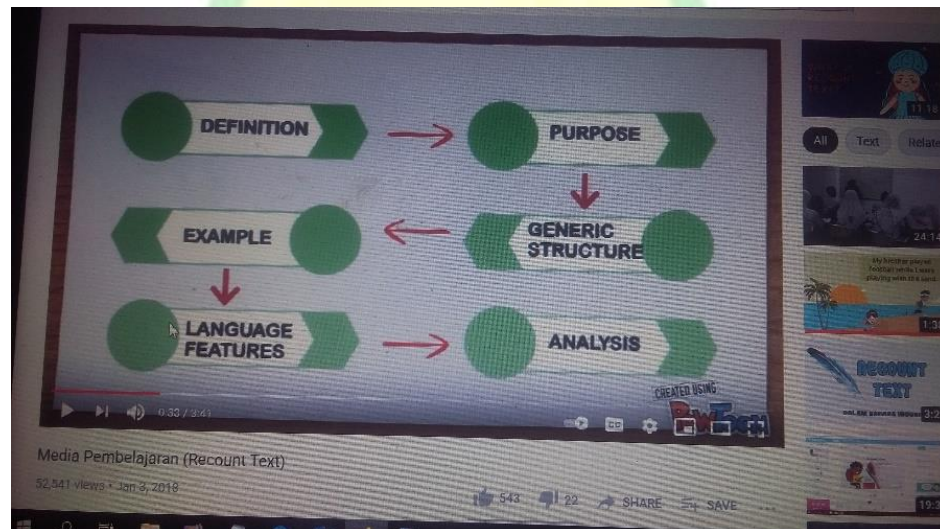
Figurate 2.1 Recount text YouTube videos

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[41] ibid.,15

[42] Ibid.,16
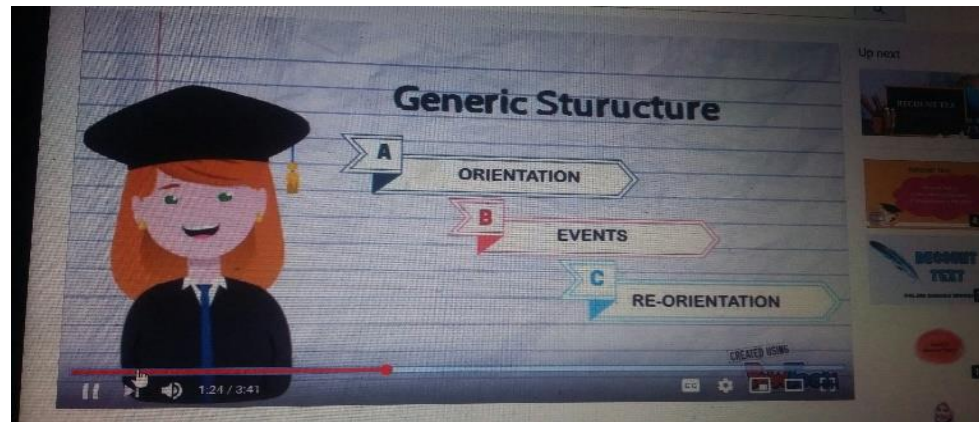
Figurate 2.2 Recount text YouTube videos
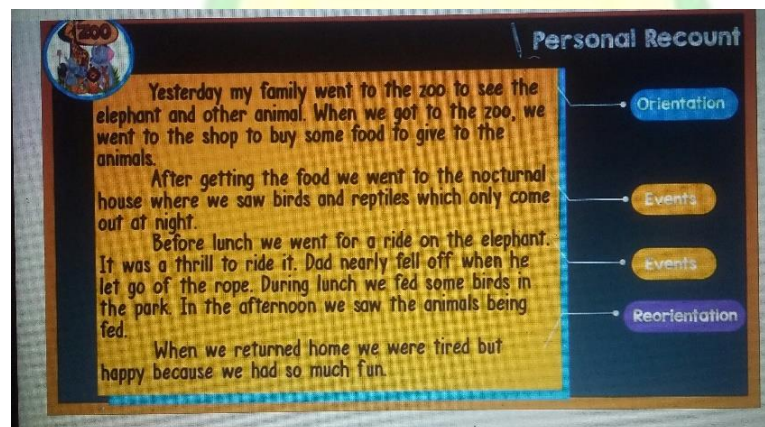
Figurate 2.3 Recount text YouTube videos

4) Steps to Use YouTube in Teaching Learning Process

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

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

   c) Introduce the YouTube video briefly to reinforce purpose

   d) Play the YouTube video on LCD

   e) Stop the YouTube video at any scene to highlight a point or replay YouTube video for specific in-class exercise

   f) Set a time for reflection on what was scene

g) Assign an active learning activity to interact on specific question of issues or concepts in YouTube video.[43]

C. Conceptual Framework

The theoretical framework is a concept in this thesis about how theorist can be related to the factors which are identified as important problem. This research has two variables, independent and dependent. X and Y as symbols are used to distinguish between two variables, symbol X is used for independent and Y is used to dependent, such as:

X: YouTube Videos

Y: Speaking on Recount Text

The researcher assumed that the tenth graders students speaking ability of SMK PGRI 2 Ponorogo could be better after being taught by using YouTube videos.

D. Hypothesis

Hypothesis in this research can be stated based on the theoretical analysis and theoretical framework. The hypothesis is:

Alternative Hypothesis (Ha) : There is a significant difference in speaking achievement between students who are taught by using YouTube Videos and those who are not taught by using YouTube Videos.

Null Hypothesis (H0) : There is no significant difference in speaking achievement between students who are taught by using YouTube Videos and those who are not taught by using YouTube Videos.

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[43] Berk, R.A." Multimedia Teaching with Video Clips: TV, Movies, YouTube, and MTv in College Classroom," (International Journal of Technology in Teaching And Learning, 5 (1). 2009, 06.

CHAPTER III

RESEARCH METHODS

The existence of the research method has a goal to guide the researcher to work systematically. The research methodology covers a set of research activities conducted by researcher. It involves research design, population, sample, research instrument, data collection technique, and data analysis technique

A. Research Design

There are various design of research. In this study, the researcher used quantitative approach. Quantitative research is explaining phenomena by collecting numerical data that are analyse using a mathematically based method in the particular statistic.[44] It means that to analyse the data, the researcher used statistical calculation.

In this research, the researcher applied experimental research. Experimental is a scientific in which an investigator manipulates and controls one or more independent variable for variation concomitant to the manipulation of independent variables.[45] According to cook and Campbell, experimental research is all experimental involve at least a treatment, an outcome measure, units of assignment , and some and some comparison from which change can be interfered with and hopefully attribute to treatment.[46]

For this research, the researcher used quasi-experimental research. With the following procedure. Firstly, the researcher defined the accessible population of the research (all tenth grade students of SMK PGRI 2 Ponorogo). Secondly, she selected two classes out of all the existing classes

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[44] Daniel Mujis, *Doing Quantitative Research in Education with SPPSS* (London: Sage Publication Ltd,2004),1
[45] Ibid, 26.
[46] Dale T. Griffe*, An Introduction to Second Language Research Methods: Design and Data* (America, 2012), 71

which were equivalent level tenth TKJ 2 and TPM 1 class. Thirdly, she randomly selected one of classes into the experimental group and other one into the control group (tenth TKJ 2 as the experimental and tenth TPM 1 as the control class). Fourthly, she given the treatment (YouTube videos media) for TKJ 2; Meanwhile, and TPM 1 used textbook as a media in learning speaking recount text. Fifthly, she assessed the result of the treatments of both groups. The last, she calculated the difference between the average score of the tenth TKJ 2 and tenth TPM 1 class.

The researcher employed quasi experimental research with one group as an experimental class and one group as a control class. The research was designed as follows:[47]

Table 3.1

Table 2 Design of the study

Sample Group	Pre-test	Treatment	Post-test
X TKJ 2	**O1**	**X**	**O2**
X TPM 1	**O1**	**-**	**O2**

Note:
O 1 = pre-test
O2 = post-test
TKJ2 = Experimental sample
TPM 1 = Controlling sample

In the experimental class, the researcher taught the students by using YouTube videos. The learning process was done in a set of the learning process involved in this study pre-test, first treatment and post-test. In the control class, the researcher taught the students by using textbook media and lecturing method.

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[47] William R. Shadish, et, al. "Experimental and Quasi- Experimental Design of Generalized Causal Inference", 2002, p. 136

B. Population and Sample

1. Population

Before conducting the observation, the researcher needed to determine the population. According to Latief, population is the whole member of real of people, events, or object that the researcher wants to generalize the result of the research.[48] The population of this research was all of the tenth grade students of SMK PGRI 2 Ponorogo academic year 2019/2020. The total number of the tenth grade students of SMK PGRI 2 Ponorogo is 800 students and divided into 24 classes.

Table 3 Tenth Grade Students of SMK PGRI 2 Ponorogo

Tenth Grade Students of SMK PGRI 2 Ponorogo

No	Class	Total Students
1	TAB 1	32
2	TAB 2	33
3	TAB 3	37
4	TAB 4	32
5	TAB 5	31
6	TKR 1	35
7	TKR 2	36
8	TKR 3	37
9	TKR 4	37
10	TKR 5	36
11	TKR 6	37
12	TKR 7	36
13	TPM 1	34
14	TPM 2	34
15	TPM 3	34
16	TPM 4	34

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[48] Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction*, (Malang: University of Malang Press, 2013),181

17	TPM 5	34
18	TBSM 1	34
19	TBSM 2	34
20	TBO 1	28
21	TBO 2	27
22	TKJ 1	34
23	TKJ 2	34
24	RPL	27
	Total	800

2. **Sample**

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 is drawn. [49] In this research the sample were two classes, the tenth TJK 2 class, and the tenth TPM 1 class. The tenth TKJ 2 class was an experimental class and the tenth TPM 1 class was a control class. The tenth TKJ 2 class consist of 34 students and tenth TPM 1 class consist of 34 students. There were 68 students of SMK PGRI 2 Ponorogo taken as the sample in this research.

In this research, the researcher used randomization as a technique sampling. Randomization is a technique of sampling in which each individual of the population has an equal chance or probability of selection of the individuals for constituting a sample. [50]

The sampling technique applied in this research was cluster random sampling. Cluster random sampling or sample area (group) is ideal when it is impossible or impractical to

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[49] Ibid, 181

[50] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic* (New Dehli : New Age Internasional, 2006),84

compile a list of the element composing the population.[51] The researcher chose this sampling technique because cluster random sampling was easier and manageable than the other techniques. There were steps of randomizing sample like preparing of pieces of papers, writing the class code on papered, rolling the paper well, putting the rolled papers in the box, shaking in several times, and taking two rolled paper to be the sample.

C. Research Instruments

An instrument is a tool used by the researcher in collecting the data in order that he or she works easily; the result is better, accurate, complete, and systemic so that the data are easy to be processed.

1. Test

In this research, the instrument of data collection was test. The data in this research was the result of the test from oral test. The assessment of the speaking test was adapted from the rubric for speaking. An analysis rubric provides information in four categories. They were grammar, vocabulary, pronunciation, and fluency. Before the instrument used in this research, the researcher tested and the second was a reliability test.

a. Validity Test

To calculate the validity, the researcher used SPPS program or use the formula as follows:

$$r_{xy} = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{(N\Sigma x^2 - (\Sigma x)^2(N\Sigma y^2 - (\Sigma y)^2)}}$$

Note:

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[51] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluation Quantitative Research*, 148

r_{xy} = Koefisien korelasi antara variabel X dan variabel Y

Σxy = Jumlah perkalian antara variabel x dan Y

$\sum x^2$ = Jumlah dari kuadrat nilai X

$\sum y^2$ = Jumlah dari kuadrat nilai Y

$(\sum x)^2$ = Jumlah nilai X kemudian dikuadratkan

$(\sum y)^2$ = Jumlah nilai Y kemudian dikuadratkan

In this research, the researcher used SPSS to measure the validity and the researcher used the formula of Product-Moment Karl-Pearson. The analysis was to find out the with r table with a 5 % significance table for product moment that used DF or DB was n-r. It means 34-2 = 32 and the index of the table is 0, 3388. If the value of r x, y is lower than the r table it means that the item is invalid.

To test the validity and reliability of the item, the researcher took 34 samples and gave 1 question to retell the story by using their own sentences with the speaking scoring rubric: Pronunciation, Grammar, Vocabulary, and Fluency. So the researcher calculated the validity test from scoring rubrics of speaking. The result of all item was valid. The calculation of validity as follows:

Table 4 Recapitulation Test Item of Validity

Item	r calculated	r table	Explanation
Pronounciation	0,625	0,3388	Valid
Grammar	0,603	0,3388	Valid
Vocabulary	0,519	0,3388	Valid
Fluency	0,481	0,3388	Valid

To find the value of r table with a sample size of 34 respondents and significance = 0.05, with df = n - 2 = 34 - 2 = 32 is 0.3388. The value is said to be valid, if r count > r table and r is positive.

All variables, namely pronunciation, grammar, vocabulary and fluency, have a calculated r value greater than r table, meaning that all statement items in the discount variable are valid.

From the above table it can concluded that all of items were valid. Pronunciation got the higher score than r table $0,625 > 0, 338$ = valid, Grammar got $0,603 > 0,338$ = valid, Vocabulary got $0,519 > 0,338$ = valid, and also Fluency $0,481 > 0,338$ = valid.

b. **Reliability Test**

Reliability is defined as the extent to which the result can be considered consistent or stable. It means if the test is tested to different students in two different time, it gave the table result or similar result. The researcher used the formula Cronbach Alpha coefficient to check the reliability of the test.

$$r_{11} = \left(\frac{n}{n-1}\right)\left(1 - \frac{\sum \sigma_t^2}{\sigma_t^2}\right)$$

Note:

r 11 = reliabilitas yang dicari

n = Jumlah item pertanyaan yang di uji

$\sum \sigma t2$ = Jumlah varians skor tiap-tiap item

$\sigma t2$ = vrians total

Table 5 Reliability Test

Case Processing Summary			
		N	%
Cases	Valid	34	100.0
	Excluded[a]	0	.0
	Total	34	100.0
a. List wise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
.755	4

Table 6 Test Item Reliability

r- alpha	r-table	Explanation
0,755	0, 338	Reliable

The sample in reliability test is X TKJ 1 (n), n = 34 and significance of the table in 5 % was 0,338. Based on the calculation, the reliability of the of students' instruments were 0, 755. It means the r count > r table = 0,755 > 0,338 so the test was reliable.

2. **Table Scoring Rubric of speaking**

Table 7 Analytical Oral

Assessment by Caroline T. Lins[52]

Aspect	Score	Criteria
Pronunciation	1	Pronunciation problems so severe as to make speech virtually unintelligible

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[52] Caroline T. Linse and Nunan, *Practical English Language Teaching*, p. 149

	2	Very hard to understand because of pronunciations problems. Must frequently repeat in order to make him or herself understood
	3	Pronunciation problems necessitate concentrations on the part of listeners and occasionally lead to misunderstanding
	4	Always intelligible, although the listeners are conscious of a definite accent and occasional inappropriate intonation patterns
	5	Pronunciation and intonation approximate that of a native speakers
Grammar	1	Error in grammar and word order so severe as to make speech virtually unintelligible
	2	Grammar and word order errors make comprehension difficult. Must often rephrase and or restrict him/herself to basic pattern
	3	Make frequent errors of grammar and word order that occasionally obscured meaning
	4	Occasionally makes grammatical and or word orders errors that do not obscure meaning
	5	Grammar and word order approximate that of a native speaker
Vocabulary	1	Vocabulary limitation so extreme so extreme as to make conversation virtually impossible
	2	Misuse of words and very limited vocabulary, comprehension quite difficult

	3	Students frequently uses wrong words, conversation somewhat limited because of inadequate vocabulary
	4	Students occasionally uses inappropriate term and or must rephrase ideas because of lexical inadequacies
	5	Use of vocabulary and idioms approximate that of the native speaker
Fluency	1	Speech so halting and fragmentary as to make conversation virtually impossible
	2	Usually hesitantly, often forced into silence by language limitations.
	3	Speech in everyday conversation and classroom discussion generally fluently disrupted by the student's search for the correct manner expression
	4	Speech in everyday conversation and classroom discussion generally fluent with occasional lapses while the students searches for the correct manner of expression
	5	Speech in everyday conversation and classroom discussion fluent and effortless Approximating that of a native speaker

D. Data Collection Technique

The use of the right technique in collection data is important to take the objective data.

a. **Conducting Pre-Test**

In this research, test is primary data. Test used in measuring a person's ability, knowledge, or performance in a given domain[53]. 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.[54]

The technique of data collection in this research was giving tests. The researcher used two tests namely a pre-test and post-test. Pre-test was given for both the experimental group and control group before the teaching-learning process. Data in this research was the result of the test, the data was taken from the English speaking test. Then researcher analysed the best result to know the significant difference in students' speaking ability.

b. **Conducting Treatment**

In this research, the researcher used non-equivalent (pre-test and post-test). This design used two groups of participants from the same population. The first group is TKJ 2 as experimental group and the second group is TPM 1 as 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 TKJ 2 as experimental group gave treatment used YouTube videos especially recount text. It means that the students were taught by using YouTube video and the second group is TPM 1 as control group used lecturing learning used textbook. The researcher took 68 students as sample, class X TKJ 2 as experimental class consisted of

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[53] H. Douglas Brown, Language Assessment, (San Fracisco: Longman Ltd), 3

[54] H. Douglas Brown, Language Assessment: Principles and Classroom Practice, (New York: Pearson Education, 2004), 33

34 students and X TPM 1 as control class consisted of 30 students. In the experimental class, the researcher used YouTube video in teaching speaking recount text. Meanwhile, the control class was taught by using lecturing method and textbooks as the media in teaching speaking recount text. The purpose of giving treatment is to find out the significane of using not the use of YouTube videos in teaching speaking recount compared to using book media

c. **Conducting Post-Test**

After the treatment was given the students were given the task of making recount text and retell in front of the class one by one and explaining the generic structure of recount text and finally scoring rubric of speaking: grammar, pronunciation, vocabulary and fluency.

d. **Documentation**

Document is an instrument for measuring the quantitative data. Documentary is a type of technique to get the data about thing or variables which are book, notes, and transcript[55]. In this research, the researcher used documentation to support the data about students, and the profile of the school.

E. **The Technique of Data Analysis**

After collecting the data by giving a pre-test and a post-test to the students, then the researcher analysed the data. The result of pre-test and post-test were analysed by using the t test. Before using the t test. The data was analysed by using normality and homogeneity test.

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[55] H. Douglas Brown, Language Assessment: Principles and Classroom Practice, (New York: Pearson Education, 2004), 33

1. **Normality test**

    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 normally 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 statistic 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 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 hypothesis of data:

    Ho: data is not normally distributed

    Ha: data is normally distributed

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 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. Then click continue – OK

3. Hypothesis test

Analysis data is processing the data obtained by using formulas or rules that are applicable to the research or design approach taken. The researcher used t test to analyse the data. It was used compare the students speaking ability that divided into two groups. The first was students who were taught by using YouTube videos media and the second group was students who were taught YouTube videos media.

After testing of normality and homogeneity, the researcher continued to analyse 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. Ho : if t $_{test}$ < t $_{table}$ in significant degree 5%, there is no significant score on students' speaking on recount text who are taught by using YouTube videos and who are not taught by using YouTube channel at SMK PGRI 2 Ponorogo in academic year 2019/2020.

b. Ha : if t $_{test}$ > t $_{table}$ in significant degree 5%, there is significant score on students' speaking on recount text who are taught by using YouTube videos media and who are not taught by using YouTube channel at SMK PGRI 2 Ponorogo in academic year 2019/2020.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher discusses data description, analysis of the data, discussion, and interpretation.

A. Time of Research

This research was conducted on 11th March- 21th July 2020.

The schedule of the experiment and control class can be seen in table:

Table 8 Research Schedule

Date	Activities
March 23th 2020	Pre-test
March 31th 2020	treatment 1 lesson (control class)
April 6th 2020	treatment 2 lesson (control class)
April 13th 2020	Post-test

B. Data Description

In this research, the researcher used quasi-experimental as the research design. It means that the researcher took 2 groups as samples, one class as experimental group, and one class as a control group. They were taught by using different treatments to find out the effectiveness of YouTube videos in teaching speaking recount text. The population that was used in this research was the tenth-graders students of SMK PGRI 2 Ponorogo academic year 2019/2020. The researcher took 68 students as sample, class X TKJ 2 as experimental class consisted of 34 students and X TPM 1 as control class consisted of 30 students. In the experimental class, the researcher used of YouTube video in teaching

speaking recount text. Meanwhile, the control class was taught by using lecturing method and textbooks as the media in teaching speaking recount text.

1. **Students' Speaking Score in Experimental Class**
   a) **The result of pre-test in experimental class (X TKJ 2)**

   The table below showed the score of the students who were taught by using YouTube video media in teaching speaking recount text.

Table 9 Pre-test Score of Experimental Class

No	Name	Pronunciation	Grammar	Vocabulary	Fluency	Score
1	LH	15	15	20	15	65
2	MR	10	15	10	15	50
3	MS	20	15	20	10	65
4	MCY	20	10	15	20	65
5	MFH	20	20	10	15	55
6	MAI	20	10	15	20	65
7	MFN	20	15	20	15	70
8	MHZ	20	10	20	10	60
9	MKAR	20	10	20	15	65
10	MNF	20	20	15	10	55
11	NSK	15	20	20	10	65
12	NIA	10	15	10	10	45
13	NDW	10	10	15	15	50
14	NM	20	20	20	15	75
15	NHH	15	20	20	10	65
16	PN	15	15	15	10	55
17	RARR	20	10	15	15	60
18	RA	15	20	20	25	75
19	RAN	20	10	20	10	60
20	RDS	10	20	20	15	65

21	RTM	15	10	15	10	50
22	RP	20	10	20	15	55
23	RNY	15	20	15	10	60
24	RI	15	15	15	15	60
25	RRP	20	10	15	20	65
26	RAK	10	20	15	20	65
27	RR	10	20	20	10	60
28	SBP	25	20	15	20	75
29	TPS	15	10	20	15	60
30	VFH	20	15	20	15	70
31	WP	10	15	15	10	50
32	YF	10	10	10	10	40
33	YSA	10	5	10	10	35
34	ASK	10	10	20	15	55

The following frequency summarized the result of the experimental class pre-test. The highest score was 75 and the lowest was 35.

Table 4.3

Table 10 Frequencies of Pre-test Score in Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	1	2.9	2.9	2.9
	40	2	5.9	5.9	8.8
	50	4	11.8	11.8	20.6
	55	1	2.9	2.9	23.5
	60	14	41.2	41.2	64.7
	65	3	8.8	8.8	73.5
	70	6	17.6	17.6	91.2
	80	3	8.8	8.8	100.0
	Total	34	100.0	100.0	

From the above table, it could be seen that only one students who got 35, 1 student got 40, 2 students got students 50, 4 students got 55, 1 student got 60, 14 students got 65, 3 students got 70, 6 students got the highest score 80, 3 students.
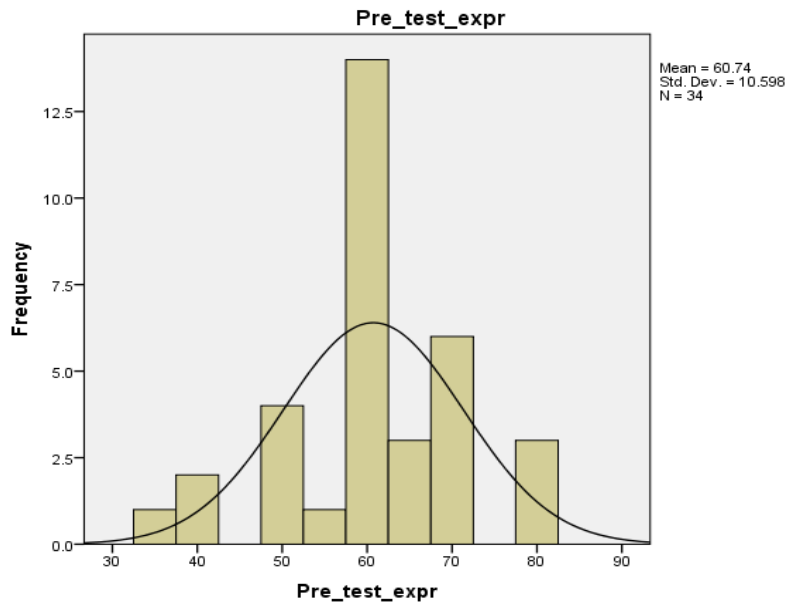
4.1 Histogram of Pre-test in Experimental Class (TKJ 2)

Based on the above histogram could be summarized that in the experimental class got Mean = 60, 74 and Standard Deviation = 10, 598. To determine the category of the students was good, medium, or low, the researcher grouped scores used standard as follows:

1. More than M+1. (60,74 + 10, 59 = 71,33) was categorized into high
2. Between M+1. SD until M – 1. SD was categorized medium
3. Less than M-1.SD (60,74 – 10,59 =50,15) was categorized into low

Thus it could be seen that the highest score was 71, 33. The scores between 50, 15 – 71, 33 was categorized into medium, meanwhile the scores which categorized low was 50, 15. It could mean that students got the highest score 80, and the lowest score got 35.The above histogram could be summarized that in the experimental class got Mean = 60, 74 was categorized medium

a. **The result of Students' Speaking Skill of Post-test in Experimental class (X TKJ 2)**

The table below showed a post-test score of students who were taught by using YouTube video:

Table 11 Post-test Score of Experimental Class

No	Name	Pronunciation	Grammar	Vocabulary	Fluency	Score
1	LH	20	25	20	20	85
2	MR	20	20	20	25	85
3	MS	20	20	25	20	85
4	MCYA	20	20	20	20	80
5	MFH	20	25	20	20	85
6	MAI	20	20	20	20	80
7	MFN	25	15	25	25	90
8	MHZ	25	15	20	20	75
9	MKA	25	25	25	15	90
10	MNF	25	20	20	20	85
11	NSK	15	10	25	20	80
12	NIA	20	20	25	15	75
13	NDW	25	15	25	25	90
14	NM	25	25	25	15	90
15	NHH	20	20	20	20	80
16	PN	20	25	25	10	80
17	RARR	20	20	20	20	80
18	RA	25	15	25	25	90
19	RAN	10	20	25	25	80
20	RDS	25	15	20	20	75
21	RTM	20	20	25	20	85
22	RP	20	15	20	15	70
23	RNY	20	10	20	20	70
24	RI	25	20	20	20	85

25	RRP	25	15	20	20	75
26	RAK	20	20	25	20	85
27	RR	20	20	20	20	80
28	SBP	15	25	25	25	90
29	TPS	20	20	20	10	70
30	VFH	15	25	25	25	90
31	WP	20	20	20	20	80
32	YF	15	15	15	15	60
33	YSA	10	20	15	20	65
34	ASK	25	15	20	25	85

From table 4.4, it could be concluded that the highest students' score was 90 and lowest was 60. In post-test, students got better score after being treatment by using a YouTube video on recount text media in teaching-learning process.

Table 12 Frequencies of Post-test Score in Experimental Class

Post_tes_expr

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	2.9	2.9	2.9
	65	1	2.9	2.9	5.9
	70	3	8.8	8.8	14.7
	75	4	11.8	11.8	26.5
	80	9	26.5	26.5	52.9
	85	9	26.5	26.5	79.4
	90	7	20.6	20.6	100.0

	Total	34	100.0	100.0	

From the above table, there was seven students got the highest score of 90. Meanwhile, only one student got the lowest score of 60.
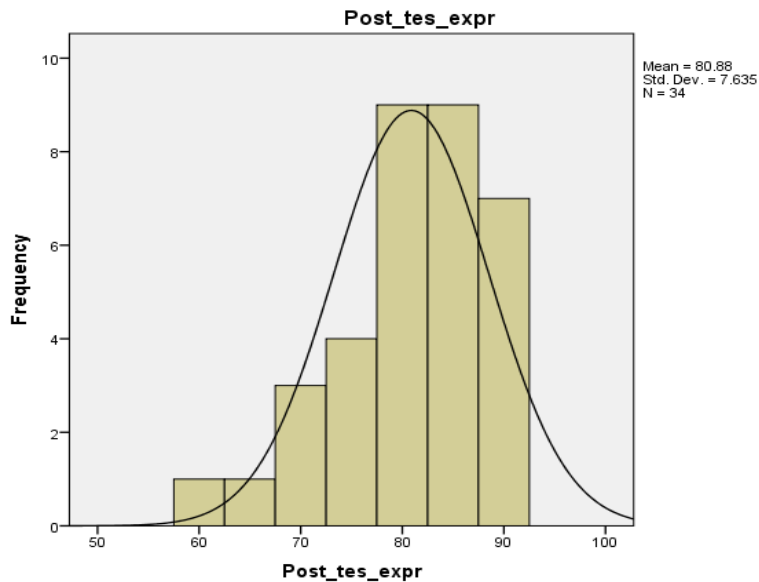
4.2 Histogram of Post- test in the Experimental Class

The above histogram could be summarized that the result of the post-test in the experimental class got Mean 80, 88 and 7,635 for standard Deviation. To determine the category of the students was high, medium, or low, the researcher grouped scores used standard as follows:

1. More than M + 1. SD (80,88 + 7,635 =88,51) was categorized into high
2. Between M + 1.SD until M – 1. SD was categorized medium
3. Less than M – 1. SD (80,88 – 7, 635 =73,24) was categorized into low

Thus it could be seen that the highest score was 88,51. The scores between 73,24 – 88,51 was categorized into medium, meanwhile the scores which categorized low was 73,24. It could mean that students got the highest score of 90, and the lowest score got of 60..The above histogram could be summarized that in the experimental class got Mean = 80, 88 was categorized into high.

2. **Students' Speaking Score in Control Class**
   a) **The result of Pre-test in control class (X TPM 1)**

   The table below showed pre -test score students who were not taught by using YouTube videos.

   Table 13 pre-test Scores of Control Class

No	Name	Pronunciation	Grammar	vocabulary	Fluency	Score
1	AHT	15	10	20	15	60
2	AFFN	10	15	10	15	50
3	AN	20	15	20	10	65
4	ARP	15	10	10	20	65
5	ABA	10	10	15	20	55
6	FDC	15	15	20	15	65
7	AFH	10	15	10	15	50
8	ABIB	20	20	10	10	60
9	ATS	20	5	20	20	65
10	ADS	10	10	20	15	55
11	AAS	15	20	10	20	65
12	ARDS	15	10	10	10	45
13	ARR	10	10	15	15	50
14	ASN	20	10	20	15	65
15	ARS	15	20	20	10	65
16	AH	15	10	10	20	55
17	AYSS	20	20	20	20	60
18	ADS	10	20	20	5	55
19	AIH	10	10	10	10	40
20	ADF	10	10	15	10	45
21	AH	20	10	10	10	50
22	AFI	15	10	20	10	55

23	AM	5	10	10	5	30
24	ARSB	10	10	10	10	40
25	AWR	20	20	10	10	60
26	AYP	15	20	10	10	55
27	AP	10	10	10	10	40
28	AP	10	10	15	20	55
29	AS	15	15	10	10	50
30	AD	10	10	10	15	45
31	AGNR	15	10	10	10	45
32	AN	10	10	10	10	30
33	ALP	10	10	10	10	40
34	ARS	5	10	10	10	35

The following frequency summarized the result of the Control class pre-test. The highest score was 65 and the lowest was 30.

Table 14 Frequencies of Pre-test Score in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	2	5.9	5.9	5.9
	35	1	2.9	2.9	8.8
	40	4	11.8	11.8	20.6
	45	4	11.8	11.8	32.4
	50	5	14.7	14.7	47.1
	55	7	20.6	20.6	67.6
	60	4	11.8	11.8	79.4
	65	7	20.6	20.6	100.0
	Total	34	100.0	100.0	

From the above table 65 was highest score and 30 was the lowest score in the control class.

Pre_test_contrl

Mean = 51.91
Std. Dev. = 10.373
N = 34
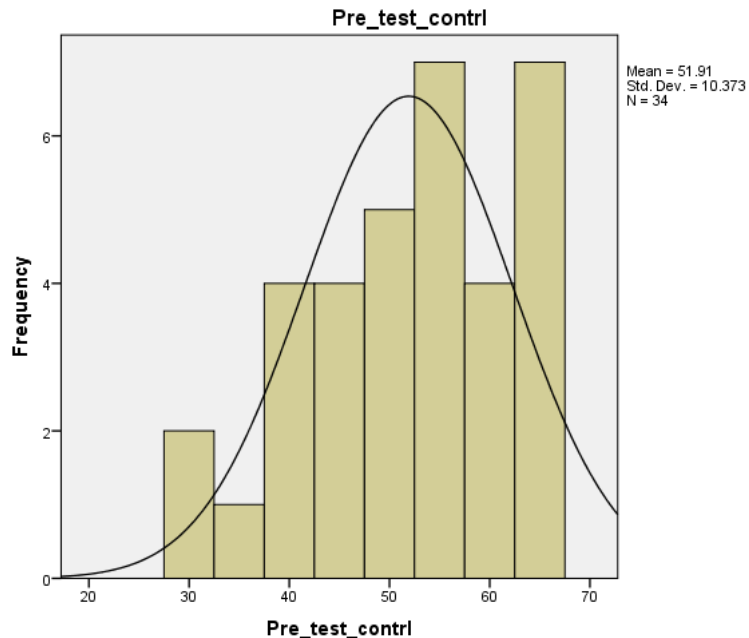
4.3 histogram of Pre-test in Control Class (X TPM 1)

From the above histogram frequency, the mean score of control class was 51,91 and Standard Deviation was 10,373. To determine the category of the students determine the category of the students was high, medium or low, the researcher grouped scores used standard as follows:

1. More than M + 1. SD (51,91 + 10,373 = 62,28) was categorized into high

2. Between M + 1. SD until M- 1. SD was categorized medium

3. Less than M- 1. SD (51,91 – 10,373 = 41,53) was categorized into low

Thus it could be seen that the highest score was 62,28. The scores between 41– 62 was categorized to medium, meanwhile the scores which categorized low was 41,53. It could mean that students got the highest score of 65, and the lowest score got of 30.The

above histogram could be summarized that in the control class got Mean = 51,91 was categorized into medium.

b) **The result of Post-test in control class (X TPM 1)**

The table below showed post-test score students who were not taught by using YouTube videos.

Table 15 Post-test Score of Control Class

No	Name	Pronunciation	Grammar	vocabulary	Fluency	Score
1	AHT	15	15	20	15	65
2	AFFN	10	15	10	15	50
3	AN	15	10	15	10	50
4	ARP	15	15	10	20	60
5	ABA	5	15	15	10	45
6	FDC	10	25	15	5	55
7	AFH	10	15	5	10	40
8	ABIB	20	20	10	10	60
9	ATS	10	20	10	15	55
10	ADS	15	5	20	10	50
11	AAS	10	10	5	10	35
12	ARD	15	5	10	10	40
13	ARR	10	10	15	15	50
14	ASN	20	20	10	15	65
15	ARS	15	15	15	10	55
16	AH	15	15	10	15	55
17	AYSS	10	10	10	10	40
18	ADS	15	20	20	10	55
19	AIH	10	20	10	20	60
20	ADF	10	20	15	10	55
21	AH	10	10	10	15	45

22	AFI	20	10	10	15	55
23	AM	15	15	20	10	60
24	ARSB	10	10	15	10	45
25	AWR	10	20	10	15	55
26	AYP	10	10	10	15	45
27	AP	15	15	15	25	60
28	AP	15	20	15	15	65
29	AS	15	10	15	15	55
30	AD	15	10	10	10	45
31	AGN	15	15	10	10	50
32	AN	10	15	10	15	50
33	ALP	20	10	10	15	55
34	ARS	15	10	15	10	50

The following frequency summarized the post-test scores of control class. Only three

Table 16 Frequencies of Post-test Score in Control Class

Post_test_contrl					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	1	2.9	2.9	2.9
	40	3	8.8	8.8	11.8
	45	5	14.7	14.7	26.5
	50	7	20.6	20.6	47.1
	55	10	29.4	29.4	76.5
	60	5	14.7	14.7	91.2
	65	3	8.8	8.8	100.0
	Total	34	100.0	100.0	

From the above there was only one students who got the lowest score 35, three students got highest score 65.
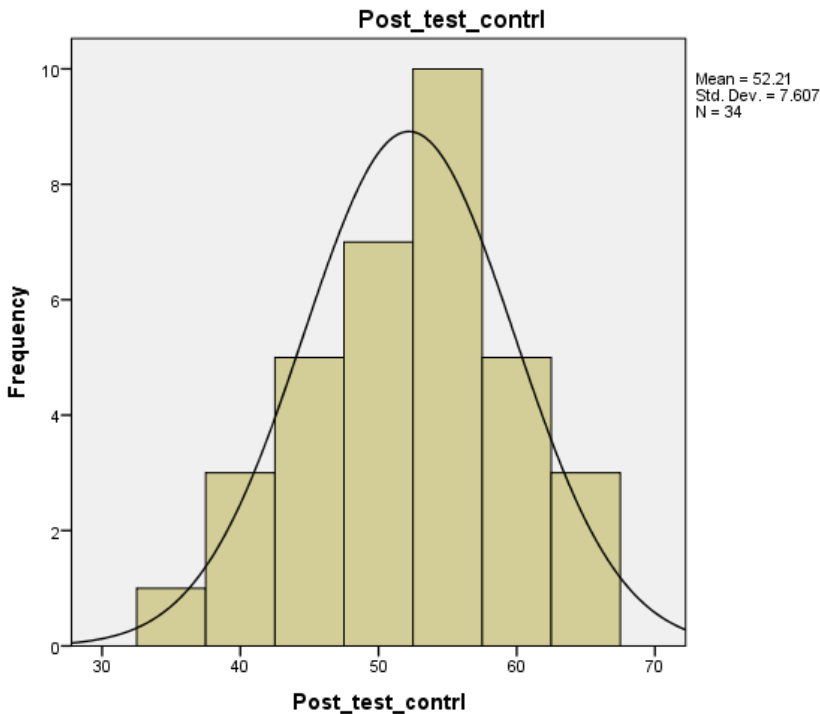
4.4 Histogram of Post -test in Control Class (X TPM 1)

From the histogram 4.4, the result of mean score 52,21 and Standard Deviation 7,607. To determine the category of the students as follows:

1. More than M + 1. SD (52, 21 + 7, 607 = 59, 81) was categorized into high

2. Between M + 1. SD until M – 1.SD was categorized medium

3. Less than M- 1. SD (52,21 – 7, 607 = 44,60) was categorized into low

Thus it could be seen that the highest score was 59,81. The scores between 44 –59 was categorized into medium, meanwhile the scores which categories low was 44,60. The highest score is 65, and the lowest score is 30. The above histogram could be summarized that in the control class got Mean = 51,91 was categorized into medium.

3.The Summary of Calculation in the Experimental and Control Class

The calculation of mean, median, Standard Deviation, variance, range, minimum, and maximum was as follows:

Table 17 The Result of Mean, Median, Standard Deviation,

Classes	Pre-test Experimental Class	Post-test Experimental Class	Pre-test Control Class	Post-test Control class
N Valid	34	34	34	34
Missing	0	0	0	0
Mean	60.74	80,88	51,91	52.21
Median	60.00	70.00	45.00	50.00
Std. Deviation	10.598	7.635	10.373	7.607
Variance	79.4	92,5	79.4	91.2
Range	40	35	40	40
Minimum	35	50	30	35
Maximum	80	90	65	65

Based on the above table, the result of the data analysis showed that the Mean score of the students' speaking skills who were taught by using YouTube video on recount text media was 80,88. It was higher than the result of the Meajjn score of students who were taught by using lecturing method and textbooks media which got 52,21. So, it was concluded that the post-test of students who were taught by using a YouTube video on recount text was better than students who were not taught by using YouTube video on recount text.

C.Data Analysis

Before testing the hypothesis, the data served the assumption of normality and homogeneity. Therefore normality and homogeneity were presented below:

1. **Normality**

A normality test is used to know whether the data come to the distribution or not. There are many ways to conduct a normality test; Kolmogorov- Smirnov, Lilieforsc, and Chi-Square.[56]

Table 18 Normality Test of Experimental and Control

Tests of Normality

Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Control	.149	34	.054	.948	34	.108
experimental	.136	34	.110	.957	34	.196

a. Lilliefors Significance Correction

In this study, normality testing used the Kolmogorov-Smirnov test.

Hypothesis:

a. H0: The sample comes from a population that is normally distributed

b. H1: The sample does not come from a normally distributed population

Decision-making:

a. If the significance> α, then the sample comes from a population that is normally distributed.

b. If the significance <α, then the sample does not come from a normally distributed population.

In the test of normality obtained for the control class the significance value of p = 0.054, so that p> α and for the experimental class the significance value of p = 0.110, so the value of p> α. Thus the sample comes from a population that is normally distributed.

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[56] Retno Widyaningrum,Statistika (Yogyakarta:Pustaka Felichia,2004),205

2. **Homogeneity**

The homogeneity test used to know whether the data come from the homogeneous variance or not. To calculate the data, the research used the SPSS Statistic with Levene Statistic.

Table 19 The Result of the Homogeneity Test

Test of Homogeneity of Variances			
Kelompok			
Levene Statistic	df1	df2	Sig.
.604	1	66	.440

The basis or guidelines for determining whether a sample is homogeneous or not are:

a. If the value is significance or sig. < 0.05, it is said that the variance of two or more data population groups is not the same (homogeneous)

b. If the value is significance or sig. > 0.05, it is said that the variance of two or more data population groups is the same (homogeneous)

Based on the Test of homogeneity of variance table, it is known that the significance value (sig.) Of the learning outcomes variable is 0.440. Because the sig. > 0.440, it can be concluded that the variance of learning outcome data is the same or homogeneous. The researcher concluded that the data was homogeneously distributed because the sig. value of the data was more than 0,05 (0,440 > 0,05).

3. **T-test**

The researcher calculated the t $_{test}$ by using SPSS to find out whether there was significant difference or not. Before calculating t $_{test}$, the data should have normal distribution and homogeneity. The post-test of the control and experimental group were normally

distributed and homogeneous. The researcher conducted the result of t $_{test}$ by using SPSS program below:

Table 20 The Result of T-test Calculation

			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
	Equal variances assumed	.604	.440	-15.980	66	.000	-28.235	1.767	-31.763	-24.707
	Equal variances not assumed			-15.980	65.113	.000	-28.235	1.767	-31.764	-24.707

From the table above, it could be seen that the value of the t test was -15.980 , the degree of freedom (df) was 66, which refers to the total of sample each group minus 1 (N-2) 68 -2 = 66. The value of significance (2 tailed) 5% of df =66 . To interpret the data above, the researcher formulated the test of hypothesis below:

Hypothesis

H0: there is no difference in the average student learning outcomes between class X TPM 1 and Class X TKJ 2

H1: there is a difference in the average student learning outcomes between class X TPM 1 and Class X TKJ 2

The basis of decision making on the Independent Sample T test :

Decision-making

a. If the significance value (sig.) > 0.05 then H0 is accepted and H1 is rejected, it means that there is no difference in the average student learning outcomes between class X TPM 1 and Class X TKJ 2

b. If the significance value (sig.) < 0.05 then H0 is rejected and H1 is accepted, it means that there is a difference in the average student learning outcomes between class X TPM 1 and Class X TKJ 2.

Based on the results of the table independent sample t test, it is known that the significance value of levane's test for equality of variances is 0.440> 0.05, it means that the data variance between class X TPM 1 and Class X TKJ 2 is homogeneous or the same, so that the interpretation of the independent sample t output The test above is guided by the value contained in the equal variances assumed line.

Based on the independent sample t test output table in the equal variances assumed section, the sig value is known. (2-tailed) of 0.000 <0.05, it can be concluded that H0 is rejected and H1 is accepted. Thus it can be concluded that there is a significant difference (real) between the average student learning outcomes in class X TPM 1 and Class X TKJ 2.

The significance value calculated 0.000 is smaller than 0.05 (0.000 < 0.05). From the explanation above, it could be concluded that YouTube video was an effective media of teaching speaking especially recount text to tenth-graders students of SMK PGRI 2 Ponorogo in academic year 2019/2020. T count is negative, not an error but, but the value of t is due to

Comparing t count with t table in the Independent Sample T test;

a. Ho : if t $_{test}$ < t $_{table}$ in significant degree 5%, there is no significant score on students' speaking on recount text who are taught by using YouTube videos and who are not taught by using YouTube channel at SMK PGRI 2 Ponorogo in academic year 2019/2020.

b. Ha : if t $_{test}$ > t $_{table}$ in significant degree 5%, there is significant score on students' speaking on recount text who are taught by using YouTube videos media and who are not taught by using YouTube channel at SMK PGRI 2 Ponorogo in academic year 2019/2020.

It is known that the t value is 15,980, then look for the t table by referring to the formula (a / 2); df equals (0.05 / 2); 66 equals 0.025; 66. Amounting to 1,996.Thus the t value is 15.980 > t table

1.996, so based on the basis of decision making through comparison with the t value with the t table it can be concluded that Ho is rejected and Ha is accepted, which means that there is a difference in the average score of the TKJ 2 and TPM 1 class students. From the explanation above, it could be concluded that YouTube video was an effective media of teaching speaking especially recount text to tenth-graders students of SMK PGRI 2 Ponorogo in academic year 2019/2020

D. Discussions and Interpretation

This research was conducted to find out the effectiveness of teaching strategy, especially in speaking skill. It has been discussed that YouTube videos media is one of the effectiveness media which can applied in teaching-learning process. The discussion of this research discussed that the use of YouTube videos was effective for teaching speaking recount text.

Related to the computation data in table 4.14, the different coefficient of students who were taught by using YouTube videos and students not taught by using YouTube videos was 15.980. The result was used to find out whether there was a significant coefficient or not.

The t_{test} got 15,980 from the computation above would be compared to the T-table with the condition i the t value is 15.980 > t table 1.996 it means than Ha was accepted. It indicated that there was a significant difference between two variables. Meanwhile, if t_{test} > t_{table} it means that Ha was refused. It indicated that there was no significant difference between the two variables.

The results of the research show that there is a significant difference in the speaking ability between the students who were taught by video and those who were taught by using the textbook-based technique. The significance value calculated 0.000 is smaller than 0.05 (P-value = 0.000 < 0.05). The t value is 15.980 > t table 1.996, so based on the basis of decision making through comparison with the t value with the t table it can be concluded that Ho is rejected and Ha is accepted.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter contains of the whole thesis and also recommendation from the writer

A. Conclusion

The effectiveness of video YouTube media in speaking in recount text material makes students better understand the material in learning in the classroom and further improves speaking skills and increases vocabulary in speaking in English.

This thesis is motivated by the fact that there are many students still have problems in speaking which are mostly caused by the lack of ideas they have about vocabulary, pronunciation, and grammar. The use of conventional teaching media that makes the students being bored also has become the main reason of their problem in speaking. Tackling those problems, using YouTube video is a promising solution to improve students' English speaking skill. YouTube video is an interesting media which gives the students better exposure toward the aspects of speaking skill.

Based on the data calculation of research of the tenth graders students in SMK PGRI 2 Ponorogo, it was concluded the data analysis showed that the Mean score of the students' speaking skills who were taught by using YouTube video on recount text media was 80,88. It was higher than the result of the Mean score of students who were taught by using lecturing method and textbooks media which got 52,21. So, it was concluded that the post-test of students who were taught by using a YouTube video on recount text was better than students who were not taught by using YouTube video on recount text. The conclusion from the result of the statistical in the fourth chapter showed that the value. The significance value calculated 0.000 is smaller than 0.05 ($0.000 < 0.05$).

The results of the research show that there is a significant difference in the speaking ability between the students who were taught by video and those who were taught by using the textbook-based technique. The significance value calculated 0.000 is smaller than 0.05 (P-value = 0.000 < 0.05)..The t value is 15.980 > t table 1.996, so based on the basis of decision making through comparison with the t value with the t table it can be concluded that Ho is rejected and Ha is accepted. From the explanation above, it could be concluded that YouTube video was an effective media of teaching speaking especially recount text to tenth-graders students of SMK PGRI 2 Ponorogo in academic year 2019/2020.

B. Recommendation

Based on the result of this research, the researcher feels necessary to give recommendations as follows:

1. For the English teacher

By using YouTube video as media in teaching speaking, teachers can have many selection of media to teach speaking in modern era by using ICT (Information and Communication Technology) especially YouTube video.

a. The students

The result of the study can stimulate the students' motivation in learning and consequently they are interested in studying English.

b. Future Research

For the other researchers, this research can be used as a material reference if they want to investigate the same subject.

c. The researcher

This study is expected to give some knowledge to the researcher especially to enhance her knowledge toward teaching process especially in speaking recount text.

d. For readers

This thesis is expected to be a good reference which can help the readers to add more knowledge or conduct the next research.

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