CHAPTER I
INTRODUCTION

This chapter discusses the introduction of the research. which explains why the researcher conducts the research. This chapter consists of a background of the research, setting of the research, limitation of the research, formulation of the research, the purpose of the research and the definition of the key terms.

A.   Background of the Problem

There are four skills in English learning, they are listening, speaking, reading and writing. Those skills are important to be mastered without ignoring each other. Most people, mastering speaking skill is the most important aspect of learning foreign language, and success of mastering one language is measured of the ability to carry out the conversation. In addition, Burn and Joyce (1997:54-55) 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. In addition, Speaking is one of the important aspects in learning language, because speaking is the important tool for communication. Without speaking skill we can't understand the meaning of each other.

In Curriculum 2013 English is a compulsory subject especially in speaking skill, but in fact, there are many problems in the field. By conducting classroom observation and interview with the teacher and also the students, the researcher found some problems in teaching and learning process at the tenth grade SMKN 1 Tambusai Utara about speaking. There are many factors influence their speaking.

Firstly, the students low interest in learning English because some student considered that learning English is difficult lesson and difficult understand

espeacially in English pronounciation. Second, the students lack of vocabulary, they are less memorize to vocabulary and easy to forget and lazy to open a dictionary. Third, the students do not have more confidence to speak English because they are afraid when their speaking wrong and reproached by their friends. Fourth, the students rarely to practice in the classroom and then it makes them difficult to speak English well and then the students more easy to speak Indonesian cause when they speak English they must think about vocabulary, pronunciation and etc.

Atmosphere and environment are also important to students learning English, but in the field the condition not support the students to learn English such as when their teaching English no have media to support them like laboratory and the students practice English their friend no give feedback or the environment around the school not support them to practice English. In the school when their teaching and learning English subject, the teacher only used some method or technique to teaching English such as presentation and discussion, the teachers rarely to follow the rule of technique. This method makes students not interest, lazy, and bored when learning process. Furthermore, it not give students the opportunity to memorize their lessons more easily. Students need a media that can attract their attention and provide comfort in learning speaking. Arsyad (2002: I) states that media is something that used by someone or teacher to make easy on transferring the material or the subject to the student.

Media is one of the components of teaching by using media that relate to the subject that was given by the teacher. Media plays an essential role in English teaching and learning. It was not only made learning activities come easier and

effective, but also offered different situation which increased students' interest in the lesson. According to Daryanto (2010:87) the retention (absorption and memory) the students to the learning material can be increased significantly if the acquisition is initially greater information thought the sense of hearing and sense of sight. In the learning activity, media is divided in three kinds, those are; visual media, audio media and audiovisual media. Visual media is one media in which can be seen only, audio media is one media in which can ne heard only, while audiovisual media is a media which can be seen and heard at one unit. Therefore in this research the researcher applying audio visual or video YouTube as media.

YouTube video is one of audio visual media because we can watch the pictures and hear the sounds. According to Richards (1990:67) proved that by using YouTube everyone who learn to use English to be more capable of solving problems and become better communicator. Many ways more modern and more effective to improve the speaking English skill, one way in accordance with the technological development is learning speaking English through YouTube. Learning English by using YouTube will get a lot of benefits such as learning will be much more fun, learn the proper pronunciation of a word in a foreign language, by using YouTube video can be able to make the material more quickly understandable and be able to get a YouTube video with ease of learning the internet.

Based on the explanation above, the researcher should carry out the researcher entitled: ***"The effect of using youtube video on students' speaking skill at the tenth grade of SMKN 1 Tambusai Utara"*** to help the students improving their speaking skill.

B. Setting of the Problem

Based on the background of the problem above, the researcher determine problem students at tenth grade of SMKN 1 Tambusai Utara, The researcher found that problems in teaching English study in the school, the problem as follow is:

1. The students low interest and low motivation in learning English because some student considered that learning English is difficult lesson and difficult understand espeacially in English pronounciation.

2. The students lack of vocabulary, they are less memorize to vocabulary and easy to forget and lazy to open a dictionary. And the teacher always teaches English some method such as presentation and discussion without rarely to follow the rules.

3. The students do not have more confidence to speak English because they are afraid when their speaking wrong and reproached by their friends.

4. The students less motivation to can speak English well and than they no have a target to success in the English language, the students rarely to practice in the classroom because they more choice to use the Indonesian language.

5. The environment is the factors didn't supportive for learning English,both school environment and family environment,when the students practice English their friend no give feedback.

C. Limitation of the Problem

Based on the setting of the problem above, it will very important for the researcher to limit the problems. It meant that the researcher only want to focus of

the effect of YouTube video on students' speaking skill at the tenth grade of SMKN 1 Tambusai Utara.

D. Formulation of the Problem

Based on the limitations of the problems above, the formulation of the problem on the following question: "Is there any significant effect of using of youtube video on students' speaking skill at the tenth grade of SMKN 1 Tambusai Utara?

E. Purpose of the Research

Based on the formulation of the problem, the purpose of this research want to find out whether there is any significant effect of using youtube video in self introduction topic on students' speaking skill at the tenth grade of SMKN 1 Tambusai Utara.

F. Significance of the Research

The importance of the research can be classified into some parts as follows:

1. For the Students

   To give students motivation and help them with speaking skill and makes the students' speaking skill effectively.

2. For the English Teachers

   This research can give an additional contribution to English teachers to develop their learning strategy with teaching speaking skill use an attractive technique to the student and The research can improve the teacher' ability especially about the application youtube video on students' speaking skill.

3. For the Researcher

   From this research, the researcher can learn some ways to give motivation and making learning more interesting to improve students' speaking skills.

4. For the Other Researchers

   The findings of this research are expected to give valuable contribution and information on using video in the English teaching-learning process.

5. For the School

   The result of this research can be used as a method for improving students' speaking skills in the school. The result of this research can be functioned as information and reference for further researcher related to the field.

G. Definition of the Key Terms

   To know about this research, the research use about some term, the researcher defines them as the following :

   1. Effectiveness

   Effectiveness is a measure of the strength of one variable's effect on another or the relationship between two or more variables (Richard, 2010: 190).

   2. YouTube videos

   According to Berk (2009) states that utilizing YouTube videos in an informative manner is illustrating a concept, presenting an alternative viewpoint, stimulating a learning activity, and motivating the students. As such, these videos may be used for inspiring or motivating students to learn so that students enjoy the materials. Consequently, they will get better achievement.

3. Speaking

Speaking is a speech production that becomes a part of our daily activities Thorburry (2005: 1). It means that speaking is the process of producing of sound and constructing meaning from someone to another one and can give information and state what they want.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses about review of related theory, which of review and related theories, Quoted and purposed from the expert's opinion review of the related finding the researcher quotes some findings related to studies. at last, the researcher results the conceptual framework about youtube videos in English learning.

A. Review of Related Theories

A.1. Speaking

A.1.1 Nature of Speaking

English has four skills such as listening, speaking, reading and writing. Speaking shows capability to use a language. Therefore good speaking is when someone have a good capability to use language. Thorburry (2005: 1) states that speaking is a speech production that becomes a part of our daily activities. It means that speaking is the process of producing sound and constructing meaning from someone to another one and can give information and state what they want. According to Chastian (in Sanusi 2010: 8) Speaking is a productive skill since it produces ideas, message or suggestion as a language learning to speak and need practice. As Pipit Rahayu (2019) state that Speaking is a communicative way to learn English because it always uses in communication. It can say that speaking is interaction from one people to another people to covey their idea or their fill and speaking need always to practice to make a good speaker and speaker need a listener to listen or feedback their message. Speaking is the ability to make use of words or language to express oneself in an ordinary voice. Bailey in Nunan

(2003). Speaking is a productive oral skill. It consists of producing systematic verbal utterances to convey meaning. It can say that the produced speech from the people have systematic verbal to communicate the other people and they must know the way to express their language.

Chaney (1998) Says that speaking a foreign language requires more than knowing its grammatical and semantic rules. When the learner learns speaking or talks to other people must have knowledge about grammatical or rule of the English language it is important to be a good speaker. Nunan (2005) say that speaking is the experiment and play utterances that are made to form word and phrases. Laratu (2004:6) states that speaking consists of knowledge and skill. Knowledge is what we know about something. It needs to be used in action in order to understand it. Skill is the ability to perform knowledge. Both knowledge and skill can be understood and memorized. However, only skill can be imitated and practiced. From the statement, the researcher can say speaking need more knowledge from the speaker and good skill to convey their desire.

Based on the expert opinion above the researcher conclude speaking is the natural language produced by a human to convey their desire. Since the researcher identified the problem of speaking skill through how fluence they speak. Knowing the importance of that speaking, the good method should be applied in teaching the target language to be a good speaker.

A.1.2 Type of speaking

Brown (2004: 141- 142) further states that there are some basic types of speaking as in the following taxonomy:

1. Imitative : It is someone people interested only what is labeled by "pronunciation''.she /he imitative a native speaker's pronunciation.

2. Intensive : The second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrase, lexical, or phonological,relationships. Examples of extensive assessment tasks include reading aloud, sentence and dialogue.

3. Responsive : Responsive include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small for talk, simple requests, and comments. This is a kind of short replies to teachers or students initiated questions or comments, giving instructions and directions, those replies are usually sufficient and meaningful.

4. Interactive : The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges and Multiple participants. Interaction can take the two form of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining a social relationship.

5. Extensive (monologue): Extensive oral production task includes speeches, oral representation, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

So, there is some basic type of speaking such as imitative, intensive, responsive, interactive, extensive. Imitative such as pronunciation, intensive as

grammatical, lexical. Responsive as interaction and test comprehension. Interactive as a transactional language. Extensive as an oral production task.

A.1.3   Components of Speaking

There are five kinds of components in speaking like vocabulary, grammar, pronunciation, fluency and content.

a. Vocabulary.

Hornby (1995:1331) states vocabulary is the total number of words in a language. Vocabulary is the list of words; it means that all words can be classified into vocabulary e.g.: noun, adverb, adjective, and etc. Vocabulary helps to learn the four basic skills of English, they are reading, speaking, writing, and listening. Without having large vocabulary, the people will be impossible to easy to study it. And without having many vocabularies it is impossible to make sentences in communication and express their feelings. In communication through language, vocabulary holds the most important role.

b. Grammar.

Grammar is essentially about the systems and patterns we use to select and combine word. In order to communicate we must share a common system, which is why people who speak different language cannot understand one another – they are using different systems. For people to communicate through language there must be common systems and grammar is one of the essentials systems. People must know about grammar in order to use language appropriately in social context (Burn and Helen : 1999). By using grammar well, someone will speak accurately. In the other hand, if someone talks or speaks by using grammatical errors, his/her ideas will not get across easily.

c. Pronunciation.

Pronunciation is the fact, which becomes overwhelmingly obvious to even the beginner in phonetics that we do not know what sounds we ourselves actually pronounce, until we have attained some elementary knowledge of phonetics" (Kenyon 1969:3), states that "a remarkable aspect of our readiness to criticize. In addition, Johnson (2001:16) states that pronunciation comes a surprise to many there are definite „rules" which given govern how we pronounce our native language. Pronunciation ability depends on the similarity between individual sounds and supra segmental like stress and tone in the first language and second languages, the ways in which these sounds combine with each other, called „phonotactic" grammatically and the relationship between the spelling and sound system.

Nowadays, all around the world, also students of all ages are learning to speak English. They realize that they require mastering in speaking skills as a target language even speaking English is not easy. In speaking English, the learners have to take rehearsal with the components of speaking, too, such from the explanation above, vocabulary, grammar and pronunciation. Bayle (2005:2) defines "speaking is an interactive process of constructive meaning that involve producing and receiving and processing information. It is spontaneous, open-ended, and involving, but it is not completely unpredictable." As stated above, in the process of expressing utterances, people use their mind to think and produce something in their brains, and then they deliver it. Of course when people talk each other, they produce and receive some utterances to get information. After

getting information that be hoped, their mind process it again and again and deliver it. That is all the cycles of sequences speaking.

d. Fluency

Fluency is able to speak a language easily and well. The features which give speech the qualities of being natural and normal, including native – like of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections. Fluency can be defined as the ability to speak fluently and accurately. Sign of fluency includes a reasonably fast speed of speaking and only. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

e. Comprehension

The last speaking element is comprehension. Comprehension means the understanding and the interpretation of what is said. It is about students' profiency in speaking on all professional and general topics without a big effort and smooth as good as the native speakers Arthur Hughes (2003).

In conclusion, pronunciation, grammar, vocabulary, fluency, and comprehension are the important and complementary components in the development of students' speaking skill. These elements support each other to gain the goal of speaking. Moreover, those elements will be the instrument or scoring rubric for the speaking test in this study. Each element has the scoring

scale to measure the learners' speaking skills. Then, the scores will be collected as the data of the research.

A.1.4 Roles of the Teacher in the Speaking Class

As with any other type of classroom procedure, the teacher needs to play a number of different roles during the speaking activities, have three particular relevance if the teacher trying to get students to speak fluently: Harmer (2007)

1. *Prompter*: students sometimes get lost can't think of what to say next, or in some other way lose the fluency we expert of them. We can leave them to struggle out of such situations on their own and indeed sometimes this may be the best option, however, we may be able to help them.

2. *Participant*: the teacher should be good animators when asking students to produce language.

3. *Feedback provider*: when students are in the middle of the speaking activity, overcorrection may inhibit them and take the communicativeness out of the activity, on the other hand, helpful and gentle correction may get students out of difficult understandings and hesitation. Everything depends upon our tact and the appropriacy of the feedback we give in a particular situation.

A.1.5. Classroom Speaking Activities

In speaking there are many kinds of the activities. Speaking is a productive skill. It involves putting the message together, communicating the message. In teaching and learning English we need to encourage the learners to practice both production and interaction. Production is related to the learners" ability to produce sound and practice to speak. Interaction is related to the learners to interact, to communicate or hold relationship with other people.

Speaking activities concentrate on getting learners to produce sound, phrases or grammatical structure from activities which are controlled by teacher. This activities to do until the learners have more freedom to choose the language that they used.

In control activities the teacher usually gives guided to do his/her instructions. The teacher makes their class effectively and having fun. There are many kinds of speaking activities that can be held by the teachers and learners:

a. Role Play

One way of getting students to speak is role-playing. Role play is excellent way in which to simulate, in the classroom, real communication that is relevant to experiences outside the classroom. Role play has appeal for students because it allows the students to be creative and to put themselves in another person"s place for a while.

In role-play activities, teacher gives information to the learners, Such as who they are and what they feel based on their character. They asked to act and speak like those characters. In the role-play activities, the students have to speak and act from their new character"s point of view (Harmer: 2007).

b. Games

Games may be defined as a form of play by certain rules or convention. The use of games must contribute language proficiency in some way by getting the learners to use language in the course of the game. Games can help the students study easily because games makes the learning fun. In the learning process, especially for young learners games will be effective. The young learner will be more concentrate learning if the subject that they have is fun and happier. They

will be happy to follow their class and not bored. In the games usually the learners are divided into groups to play the games. They are given games which has provided by the teacher. Firstly teacher gives the instruction how to play the games and asked the students to play the games, and then the students play the games based on rules that they had agreed. The teacher will guide the games.

c. Story telling

Story telling is universal function of language and one of the main ingredient of casual conversation (Thornburry:2005). Story telling can summarize a tale or story which they had heard from somebody or they may create the stories that they have to tell their classmate. Story telling help the learners express their ideas in the beginning, development, and ending, included the character a story has to have. Both of teacher and students can be included inside in the story telling. In the story telling the teacher can start the story

first and then ask the students to retell the story. The teacher can also ask the students directly to telling the story about something that they had read/heard or students" good experience.

d. Discussion

Discussion can be defined as talk or write about something. The example of discussion is debates. In the debates, the students can give a controversial statement and they decide whether they agree or disagree and why. In order to make the debates successful, the students make in groups.

e. Picture description

The other activity on speaking is picture description. The students are given one or some picture and then describe what about the picture. In this activity, the

students can be divided into groups and given different picture and then they have discussion about their story. And then each group describes the story to whole of class. Picture description also can be given to individual. Each of them describes the picture one by one.

A.2. Media

Media is instrument (KBBI. 2007). Media also can be mean medium. Medium can be defined as an intermediary or an introduction to the communication from the sender to the receiver (Heinichi et.al. 2002). Media is one of the communication components that is as a messenger of the communicator to the communicant (Criticos, 1996). By definition it can be said that the learning process is a process of communication.

Media is mediator which has wide purpose. But we restrict the educational media have used the media as a means of learning activities and material in teaching learning. According to Heinichi et.al (1982) suggest the media term as an intermediary that transmits information between the source and receiver. So, television, film, radio, photograph, video and the like is a medium of communication.

When the media was carrying a message or a message aimed instructional information or the intent of teaching the media is called a media of learning. Hamidjojo (1993) states impose limits as all forms of media intermediaries used by humans to communicate or spread ideas or opinion it is up to the intended recipient. Based on the previous theory that has been described by some experts before, the researcher concluded that the media is a tool that will help teachers in delivering, transmitting and giving an exact definition.

Based on the description of some restrictions on the media following the above mentioned general of the characteristics contained in the media:

a. Media education has a physical sense that today is known as the hardware that is something that the object can be seen and heard or touched by the sense.

b. Media education has a non-physical sense, known as a software that is the content of the message contained in the hardware which is the content to be conveyed to the students.

c. Educational media can be used in bulk (Ex. TV, radio), large groups and small group (Ex. Film, slide, video, OHP) or individual (Ex. Module, computer, radio tape/cassette, video recorder), etc.

A.3. Youtube Video

A.3.1 The Concept Of Youtube

YouTube, created in February 2005, is a website to share videos where its users are able to upload, view, and share video clips. A year later, Google Inc. bought YouTube and it is now operating as a subsidiary of Google. YouTube "uses Adobe Flash Video technology to display a wide variety of user-generated video content" (Balcikanli 2011). As Terantino (2011) stated in his research on Emerging Technologies, YouTube is used for variety of purposes. Most people use YouTube for entertainment purpose, while for other users, YouTube is a site where they get to learn something new through how-to-do videos. There are users who use YouTube to advertise a company or product. Majority of these purposes are not educationally relevant. However, for ELS learners, YouTube provides them with access to authentic material of the target language across the globe.

Therefore, the educational value of YouTube will be explored in this research, focusing on independent English language learning.

Based on Ghasemi, Hashemi, and Bardine (2011), there are two types of videos in YouTube, pertaining to language learning. The first type is videos created by language teachers who explain a certain grammar point or some lesson on the language, while the second type of video includes those videos created by native speakers of the target language. In addition, Ghasemi, Hashemi, and Bardine (2011) also identified categories of videos featured on YouTube:

1) Autos and Vehicles

2) Comedy

3) Education

4) Entertainment

5) Film & Animation

6) Gaming

7) How-to & Style

8) Music

9) News & Politics

10) Non-profit & Activism

11) People and Vlogs

12) Pet & Animals

13) Science & Technology

14) Sports

15) Travel & Events

A.3.2 YouTube video in Education

(Atkinson et al. 2007) in Assessing of YouTube Video (2014) states access to computers and the Internet is no longer a major issue of concerns even so for those from lower income group. The use of videos has become so rampant that they are even available through mobile devices. In fact the use of film and videos to complement teachings has been widely promoted back in the 1950s (Marchionini, 2003). The availability of educational technologies and self-

produced videos placed on YouTube also had 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 (Agazio & Buckley, 2009).

YouTube is also used as a supplementary material with EFL students in Taiwan. Kelsen (2009) 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 (Fralinger & Owens, 2009). 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 at the same time able to instruct students with content that provides multiple senses. 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 (Chee, 1995; Casey, 1996).

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.

A.3.3 The Effect of YouTube Video

By applying video from YouTube the teacher can improve their teaching and encourage students to be active in learning English. It is supported by the advantages of using YouTube. Sempleski and Tomalin (1990: 3) state that the introduction of a moving picture component as a language teaching aid is crucial as diction to the teacher‶s resourchers.

First of all, through motivation. Children and adults feel their interest quicken when language is experienced in a lively way through television and video. This combination of moving pictures and sound can present language more comprehensively than any other teaching medium. And more realistically too. In addition, video can take students into the lives and experiences of others.

Second, through communication. Teachers have observed how a video sequence used in class makes students more ready to communicate in the target language. In the video, it contains many communication activities which encourage students to find out things from each other on the basis of the video itself.

Third, through non-verbal aspects of communication. The American psychologist, Robert Merabian, has estimated that as much as 80 percent of our communication is nonverbal. Our gestures, expression, posture, dress, and surroundings are as eloquent as what we actually say. Video allows us to see this in action and to freeze any moment to study the non-verbal communication in detail.

Finally, through cross-cultural comparison. Observing the differences in cultural behavior is not only suitable training for operating successfully in an alien community. It is also a rich resource for communication in the language classroom.

As far as language learning is concerned, YouTube is an unlimited resource for language learning (Alimemaj, 2009). Here are some benefits of using YouTube in language learning.

a. We can listen to all kinds of spoken language (formal, informal, colloquial, slang) and all genres (songs, debates, talks, poems).

b. We can learn a lot of vocabulary in context, which, without doubt, will help learners to memorize more easily.

c. It can be particularly valuable to cater to learner''s need for real world language use and their interest in exploring the world.

d. It does increase the knowledge of the language by repetition.

e. We find various material to improve listening and understanding.

f. We are exposed to music, commercial comedy, different styles and genres of the language.

g. It helps a lot to develop independent language skills.

It is line with Paulsen (in Alimemaj, 2009) who states that the effective use of online materials may provide positive spin-offs for learners, much the same as if they were immersed in the language and culture while studying abroad. Two important reasons cited for such positive performance are authenticity and motivation. Authenticity is generally used to describe material that genuine exists

in the real world outside of language classrooms. Meanwhile, motivation is one of the key elements determining success in learning a second language.

A.3.4 Using YouTube videos in Teaching and Learning

Trevino (2010) says that video integration in classrooms has become a popular and affective way for students to learn. Dealing with education, YouTube has energized the teaching and learning process, where teachers can get many authentic sources of their teaching. The material presented will be more interesting and enjoyable if the teacher uses the display of YouTube.

The use of YouTube in the teaching and learning process is considered to be effective enhancing students' achievement. Burke (2009) stated that YouTube is a popular online video sharing website for both education and non-education communication. In line with this statement, YouTube can be used as a tool or source of teaching. Palko (2009) says that YouTube is frequently overlooked as a resource for the lecture theatre and tutorial room. However, it has potential to attract students, to provide them a connection between abstract literary theory and a visual.YouTube,one contains enormous amounts of video contents, some of which are highly exploitable in the classroom (Tarunpatel, 2009). YouTube features videos in several categories. Some of them are comedy, autos and vehicles, entertainment, sports,style, education, film and animation, games, science and technology, travel and events, news and politics, people and blogs, as well as pets and animals. Moreover, Tarunpatel (2009) explains about YouTube features in English Language Teaching (ELT), namely English Language Learning, English Language Teaching Tips, English Language Course, English

Language Comedy, English Language Tutorial, English Language History, English Language Commercials and many more. Key benefits of using YouTube for ELT are teachers get free video contents, teachers can reproduce authentic language in the classroom and comprehensible input is also offered through videos and students will get more learning opportunities such as the more time and ways we are presented with information, the more likely we will learn it.

A.3.5 The Techniques of Using YouTube Video in the Classroom

When using video in classroom, there are some techniques that can be used by the teacher for its implementation. The following are some practical techniques for video implementation in classroom as suggested by ÇAKIR (2006) and Rice (in Sari, 2012).

a. *Active viewing*. It is necessary for students to take an active part on the video since this technique needs them to focuses their attention on the main idea of the video. Before playing the video, the teacher should write some key questions on the board related to the video, so the students get an overview about the content of the video. The students may take a note during watching the video and after that they should answer the questions orally. For detail comprehension, the students can be given a cue sheet or viewing guide then let them watch and listen for specific information needed.

b. *Freeze Framing and Prediction*. It means stopping the video at certain point so it shows certain picture on the screen by pressing pause button. Then the students are asked to predict about what action the character at the frozen picture on the screen will probably do, how is his/her feeling, and what will probably happen, or

any other questions related to the picture. Freeze framing fires the imagination of the students by leading them predicting and deducing further information about the characters.

c. *Silent viewing*. It means that the video is playing with the sound off and is only using the moving picture. One way of doing this technique is the students are asked to observe the behavior of the character and to use their deduction. Then pause the video at certain point to stop the moving picture on the screen and get students to guess what is happening and what the characters might be saying or ask students what has happened up to that point. After that, the video segment is replayed with the sound on, so that the students can compare their deduction with what actually happens in the video.

d. *Sound on and vision off activity*. This technique is used by removing the visual element of the video so that the students only can hear the dialogue but are unable to see the action. Then the students can be asked to guess the setting, action, characters, etc. From the soundtrack.

e. *Repetition and role-play*. When there are some difficult language points in the video unit, a repetition can be a necessary way for communicative production exercises. Through this technique, the teacher replays difficult point of the video and asks the students to do repetition individually or in chorus. After the students have clear understanding about that difficult point they can be asked to act out the scene as much of the original version as they can remember before asking them to improvise the scene to fit their views of the situation and the characters they are playing.

f. *Jigsaw viewing*. To implement this technique, the teacher can instruct half of the students to go out of the classroom for few minutes and the rest are watching the video with sound off. Then the students switch places and the second group watch the video with the pictures off. Finally, they come back to share their ideas about what the video is about.

A.3.6 The Procedure in Teaching Speaking Using Youtube Video

The English Language Teaching process has been energized with the emergence of new Internet technologies and now the Web 2.0 tools. Also using videos for language teaching has been of the most effective ways to achieve success in the classroom.

YouTube now contains enormous amount of video content, some of which is highly exploitable in the classroom. YouTube features videos in several categories. Some of them are: (a) Auto & Vehicle"s, (b) Comedy, (c) Education, (d) Entertainment, (e) Film & Animation, (f) Gaming, (g) How to & Style, (h) Music, (i) Music, (j) News & Politics, (k) Nonprofits & Activism, (l) People & Blogs, (m) Pets & Animals, (n) Science & Technology, (o) Sports, (p) Travel & Event.

Based on the explain above,the videos use in this research are include into education category. They present YouTube video while related to Self Introduction topic. One example is that video about self introduction the students is about the personal identity and the expression to self introduction. Both of the topic is to find out whether there is any significant effect of using youtube video on students' speaking skill at the tenth grade of SMKN 1 Tambusai Utara

B. Review of Related Finding

There are other several previous studies about research. Firstly, Dwi Heriyanto (2015) entitled " The Effectiveness of Using Youtube for Vocabulary Mastery on students at SMK Maárif 1 of Kebumen", this research used Youtube in teaching vocabulary, the researcher concluded that the use youtube The results clearly show that YouTube offered statistically significant effects on the students' vocabulary acquisition. The findings of the study indicate that the participants positively viewed the use of YouTube in their lessons. The findings also exposed significant improvement in the students" vocabulary achievement. The implications of the findings are discussed within the context of foreign language learning and teaching.

Secondly, wael abdulrahman almurashi (2016) entitled "the effective use of youtube videos for teaching english language in classrooms as supplementary material at taibah university in alula", This study concluded that YouTube could be a good material to incorporate English lessons and can also help with understanding the lesson. It found that the use of YouTube can play a vital role in helping pupils understand their English lessons, improve their performance, and advance their understanding of English.

Thirdly, Diki Riswandi (2016) entitled "Use of YouTube-Based Videos to Improve Students' Speaking Skill seventh-grade students of one of Junior High Schools in Surakarta", The finding showed that there was an improvement in the students' speaking skill. Some aspects which are improved included students' fluency, vocabulary, pronunciation, grammar, and content. To conclude the

article, the result of the research and some activities in teaching and learning activities that can help improve students' speaking skill are reviewed.
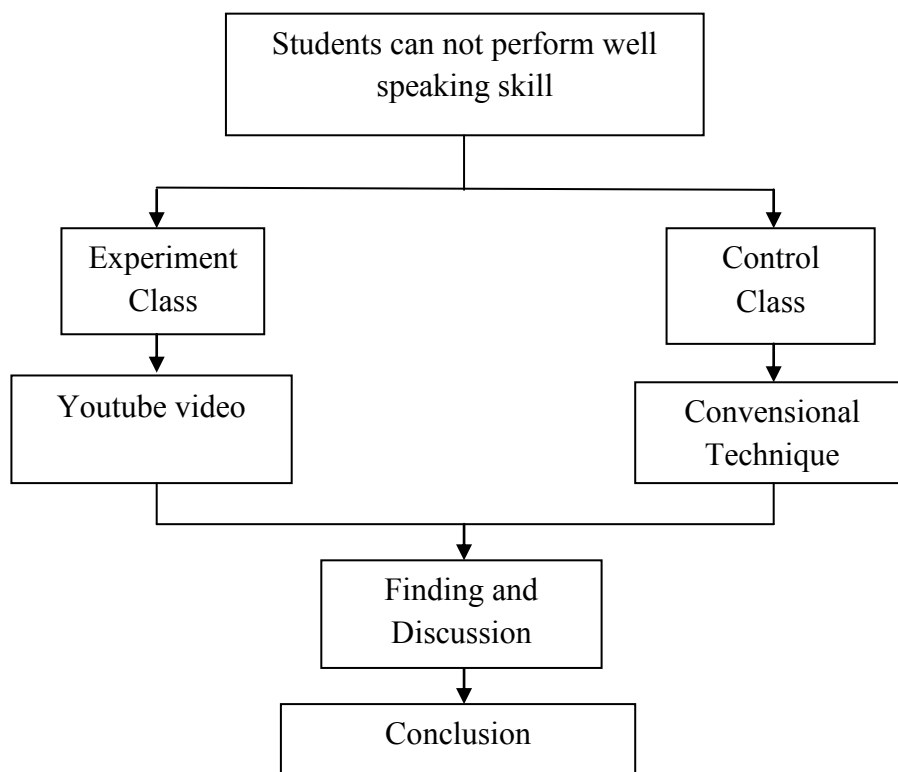
Fourtly, Arum Mustikawati (2013) entitled "the effectiveness of using video in teaching speaking for the eighth grade students of SMPN 1 Manisrenggo", The results of the research show that there is a significant difference in the speaking ability between the students who were taught by video and those 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). Therefore, the hypothesis of this study is accepted. It means that the video technique significantly improves the students' speaking ability in the English teaching at SMP N 1 Manisrenggo.

Fifthly, Lidia Puspa Ayu (2016) entitled "YouTube Videos in Teaching Listening skill", The findings showed that YouTube enables teachers to create activity attempting an improvement on students' listening ability as well as helping them identifying vocabulary, contraction, speed, and tempo of speech Mayoral et al.

Based on the research related finding above to reinforce the result of the effect of using Youtube video, the researcher have different research. In this research, the researcher wants to find out the students' speaking skill using Youtube videos. The researcher to find out the Youtube videos is effective or not to be used .

C. Conceptual Framefork

Conceptual framework is a scheme of research was conducted by the researcher. For this research, the researcher wants to find out the effect of Youtube videos on students' speaking skill. It means that the concept of this research is there was used of convensional technique and the used Youtube videos as a treatment in teaching speaking. The scheme of conceptual framework was shown by the following figure:

```
              ┌─────────────────────────────┐
              │  Students can not perform well│
              │        speaking skill        │
              └─────────────────────────────┘
                 │                      │
                 ▼                      ▼
        ┌──────────────┐        ┌──────────────┐
        │  Experiment  │        │   Control    │
        │    Class     │        │    Class     │
        └──────────────┘        └──────────────┘
                 │                      │
                 ▼                      ▼
        ┌──────────────┐        ┌──────────────┐
        │ Youtube video│        │ Convensional │
        │              │        │  Technique   │
        └──────────────┘        └──────────────┘
                 │                      │
                 └──────────┬───────────┘
                            ▼
                    ┌──────────────┐
                    │ Finding and  │
                    │  Discussion  │
                    └──────────────┘
                            │
                            ▼
                    ┌──────────────┐
                    │  Conclusion  │
                    └──────────────┘
```

Conceptual framework is the concept that the researcher use to the research. A conceptual framework is an analytical tool with several variations and contexts. for this research, the researcher wants to find out the effect of using youtube video on students speaking skills. It means that the concept of this research is use of conventional techniques and the use of Youtube videos as a treatment in teaching speaking.

D.   Hypothesis

Hypothesis is focus which predict an answer o the research question. The hypotesis which is still a temporary answer will then be verified numerically. (Sugiono 2017: 31). A well work up hypothesis is half the answer to the research question. hypothesis is not a true assumpsion about the result of the research and still in that position until the valid data is being collected. Based on the explanation above, the hypothesis of this study can be forward as follow:

1. Alternative hypothesis (Ha): There is any significant effect of Using Youtube Video on student's speaking skill at the tenth grade of SMKN 1 Tambusai Utara.

2. Null Hypothesis (H0): There is no any significant effect of Using Youtube Video on student's speaking skill at the tenth grade of SMKN 1 Tambusai Utara.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher discusses about the research design, setting of the research, populations and sample, instrumentation of the research, technique in collecting the data, procedure of the research, technique of analyzing the data, The complete explanation can be read on the following this chapter.

A.   Research Design

The type of this research is an experimental research. It means this research aimed to see effect of the research variable and measure hypothesis Eripuddin and Evi kasyulita (2019). The researcher used quasi-experiment pretest-posttest control as the design of the research to see the effect of using youtube video on student' speaking skill. Wiersma and Jurs (2009:187) stated that, "a quasi-experiment is n approximation of a true experiment that uses groups that have not been formed randomly. Moreover, Batdal Niati (2014) state that quasi-experimental research is a research that aimed to investigate cause and effect of the research variable, observes effect of treatments, and measure hypothesis. The researcher determines to select two intacts group. The first group given a treatment, called experimental group and the other group not be give a treatment, called control group . Then, both of two groups would be given pretest to know the beginning condition that is there any differences between control group and experimental group.

To conducted this research, the researcher was took two classes of the tenth grade students of SMKN 1 Tambusai Utara as experimental and control classes to

see the effect of YouTube video by comparing the gained pretest and posttest scores of the two classes. The effect could be see from the improvement of students' scores of experimental class in posttest after they were given a treatment and from the computation of the gained scores of both classes. The experimental class was gave the technique by using YouTube video but the control class not gave treatment by using YouTube video.

The researcher design could be show as following :

Table.1 Quasi-experimental Research Design

Group	Y1	X	Y2
Experimental Class	Pre-test	Youtube Video	Post-test
Controll Class	Pre-test	-	Post-test

This research consisted of two variables, They are Independent variable (variable X) and Dependent variable (variable Y). Independent variable is variable that influences or those of change the dependent variable. Creswell (2012: 116) states "An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable". Dependent variable is variable that was affected or that be the result because of the existence of the independent variable. Creswell (2012:115) states "A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable.

1. The independent variables (X) in this research was using youtube videos as media.

2. The dependent variable (Y) was Students' speaking skill in Self

introduction.

B.   Setting of the research

This research was conducted at SMKN 1 Tambusai Utara that is located at Tuanku Tambusai Street, Tambusai Utara sub District, Rokan Hulu Regency in March 2020.

C.   Population and Sample

a. Population

According to Sugiyono (2015: 117) Population is not only people, but also all of the quantity of object or subject that will be learning, but also involve the whole of characteristics of the subject or object. The population in this research was the tenth grade students of SMKN 1 Tambusai Utara. There was seven classes of Tenth Grade. The population of this research are 149 students that consist of seven class.

Table.2 Population Of The Research

No	Class	The Number Of The Student		Total Population
		Male	Female	
1	X APHP	6	17	23
2	X TKJ A	17	7	24
3	X TKJ B	15	6	21
4	X TBSM A	11	13	24
5	X TBSM B	10	9	19
6	X AKUNTANSI A	3	15	18
	X	7	13	20

7	AKUNTANSI B			
	TOTAL	69	80	1 4 9

b. Sample

According to Sugiyono (2015: 118), the sample is some part of the total and characteristic that is has of the population. From the seven classes of the population, the researcher choosed two class, X Akuntansi A as the experiment class with total seven students and X Akuntansi B as control class with total seven student. Technique sampling in this research is cluster random sampling. (Sugiyono,2011,p. 121) stated that cluster technique is used to take sample if the object that will be research. To decide which one the population that specified, Furthermore, the researcher choose experimental and controll class by using lottery.

Table. 3 The Sample of Tenth Grade of SMK Negeri 1 Tambusai Utara

No	Class	Male	Female	Total
1	X Akutansi A	0	7	7
2	X Akutansi B	1	6	7

D.   Instrumentation of the Research

Instrument of the research was a tools which be used by the researcher in collecting data. The instrument that was used in this research is test. Test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned (Ary, 2010:210) the researcher applies

pretest and posttest.

1. Test

Test use as the instrument in this research. The researcher give the oral test in pre-test and post-test. Pre-test was given to the students to measure their speaking skill before the treatment while the post-test was given to the students to measure their speaking skill after getting the treatment. The test that was given to the students both in experimental and control class is the same. The topic of pretest and post-test is about "Self introduction". Both of pre-test and post-test are conducted in duration 1-3 minutes video.

After conducting a pre-test, the researcher gave the treatment to the students. The treatment here means instruction media refers to audiovisual and related materials that served instructional function for education treating or as an example in speaking learning. The teacher did treatment three times, for the first the treatment which used here video YouTube. The teacher setting up of Whatsapp group along with video that was the topic of learning, the video was expression personal identity. The teacher subsequently introduced as a first step instructional speaking. Second, the topic was how to introducing the personal identity, Third, the teacher play a video to the students and in the video contains of self inroduction and in the video show how to pronunciation in English along with intonation and expression when talking.

After teaching speaking by YouTube video. The posttest have done to get speaking score of students. In this research posttest was given to the student after

they had been taught by YouTube video in speaking learning. The score was based on the analytic oral language scoring rubric.

In determining the score, furthermore, the writer use oral rating scale proposed by David P. Harris (1969-83). The scoring rubric of the test provided a measure of quality of performance on the basis of some criteria: pronunciation, grammatical,vocabulary, fluency and comprehension. Score are reported in the range of 1 until 5. The researcher analyzed the students' speaking skill by using the marking rules below ; (to more clear see appendix).

Table.4 Five Components of Grading Speaking Scale

N	ASPECTS	MINIMUM SCORE	MAXIMUM SCORE
1	Pronunciation	1	5
2	Grammar	1	5
3	Vocabulary	1	5

| 4 | Fluency | 1 | 5 |
| 5 | Comprehension | 1 | 5 |

E. Procedure of the Research

E.1. The Procedure of the Research for Control Group.

For control group, The researcher did not give the treatment, their teach by using conventional method and follow by giving pre-test and post-test.The procedures of collecting data are chronologically perform as follow:

1.Pre test

The pretest was administered at the first day of the first meeting. This test apply to measure the students' speaking skill. The researcher gave pre-test to control group. Pre-test to know the previous students' speaking skill. The researcher gave students some topic about "Self-introduction" for pre-test. The last researcher recorded and scored by raters. The topic same with experimental group in pre-test.

2.No treatment

There was no treatment in control group. Students learn in convensional teaching. In other word, in control group no teach by youtube videos in speaking. In the classroom, the teacher only teach and presented the material about expression personal identity text. Then the students were given some exercises in oral such as reading loudly in front of the class. The teacher did not ask the

students to memorize.

3.Post-test

The post-test was conducted in the last meeting to measure students' speaking skill after getting the treatment. The researcher give an oral test again. Similar with the pre-test, the students both in experimental and control class are the topic used is about "Self Introduction". The last researcher give score them. The students' score are based on five elements: pronounciation, fluency, vocabulary, grammar and comprehension.

Table.5 Teacher Activities in the Control Class

No	Activities	Control class
1	Pre-activities	Greeting the student
		Praying
		Attendant list
		Deliver learning objectives
		Stimulation about the topic
2	While activities	presented the material about expression personal identity text .
		The teacher gave examples a conversation introductions.
3	The result (post-test)	The researcher gave an oral test. Similar with the pre-test, the topic use is about "Self

introduction".

E.2. The Procedure of the Research for Experimental Group.

For experimental group, The researcher gave the treatment, their taught by using Youtube Videos. The procedures of collecting data are chronologically perform as follow:

a.Pre-test

The pre-test was conducted in the first meeting to measure students' speaking skill before treatment. The researcher gave an oral test. The students both in experimental and control class were topic about 'Self introduction".

b.Treatment

After given pre-test, the researcher do the treatment using youtube videos on student' speaking skill. In the classroom, the researcher teach the students about how to introducing the personal identity. Then the students are teach of some important ways to introduction their self and the planning by using youtube video. The procedure treatment in the experimental class is:

a)Meeting 1

Gave stimulation for the students with some question related with the material. The teacher started the teaching and learning process. The teacher presented the material about greeting and expression personal identity text. The teacher gave clear explanation and intruction of what should they do to make and express in personal identity text (name,born,age,address and family member and etc). Furthermore, the teacher explained to student how to take a score from the performance with are aspects.

b)Meeting 2 - 3

In this meeting the students learn by Youtube Videos about how to introducing the personal identity with the link that researcher shared in whatsapp group. the students pay attention when the material showed. Before showed the material the teacher gave the questions about the material, for example: name, born,address,hobies,etc and the student answer the questions when the material showed. If the students not answer the questions yet, the teacher gave repetitation the video maximum in 1-3 times. After the students can answer the questions, they try to performance in their own language.

c)Meeting 4

The last meeting in treatment. The resercher asked students to make a video the topic was same with pretest was about Self introduction. The teacher use scoring speaking test to know the result of the study.

c. Pos-test

The post-test was conducted in the last meeting to measure students' speaking skill after getting the treatment. The purpose of given post-test is to find out the effect on students speaking skill after using Youtube Video. The researcher gave an oral test again. Similar with the pre-test, the students both in experimental and control the topic used is about "Self introduction". The last gave score them by raters. The students' score are based on five elements: pronounciation, fluency, vocabulary, grammar and comprehension.

Table. 6 Teacher Activities In The Experiment Class

N o	Meeting	Topic	Teaching process
1.	1st	"Greeting"	Treatment
2.	2nd	"Expression Personal identity"	Treatment
3.	3th	"Comprehend Personal Identity"	Treatment
4.	4th	"Self Introduction"	Post-test

F. Technique of Colleting the Data

According to Widoyoko (2012: 33), to collect the data, the researcher could use many methods, there were questioner, interview, observation, and test. In this research, the data was collected through pre-test and post-test by giving the students oral test. The steps in collecting the data as follows; Firstly, the researcher give a treatment using Youtube video about Self introduction in the experiment class and in the control class there is no any treatment given in teaching speaking.

Secondly, The pre-test was given at the beginning of the meeting before the treatment. While, the post-test was given to the students after four-time treatments are done. Furthermore, the score of the pre-test and post-test from experimental class was compared with the control class. Then, those two scores was used as numerical data to measure the effect of using Youtube Video on students' speaking skill. Lastly, the data was score by the raters and then the data was

analyzed by the researcher. The students' score are based on five elements: Pronounciation, Grammar, Vocabulary, fluency and Comprehension.

G. Technique of Analyzing the Data

The collected data were analyzed to know the effect of using YouTube video to students' speaking skill. The researcher divided the test result into two groups, they are the test result from the experimental group and the test result of the control group. The scores of the speaking test of both groups were analyzed using t-test formula with SPSS program. The T-test technique used test the difference significance of two means from 2 distributions. Thus the used t-test to differentiate whether the students' result of speaking who were without by used YouTube video and those who were by using YouTube video was different significantly or not. There are:

a. Analysis of inferential statistics

Inferential statistical analysis was used to test the hypothesis by using t-test. Before testing the hypothesis, the first researcher performed the basics of analysis as follows:

1. Normality test

Normality test was performed to determine whether the data from the two groups of samples got normal distribution by using SPSS while the test criteria are:

If the significant value was. > 0.05 then the data was normally distributed. If the significant value was. <0.05 then the data were not normally distributed.

2. Homogeneity test

Homogeneity test was performed to determine whether the data obtained are homogeneous or not. Homogeneity test using SPSS Program while the test criteria are:

If the significant value was. > 0.05 then the data Homogenous distributed. If the significant value was <0.05 then the data were not Homogenous distributed.

3. Hypothesis testing

   Hypothesis testing was very important in the research also known as t- test. The hypothesis testing in this research is used compare means independent t-test by using SPSS Program. It based on the final score or posttest. The test conducted to observe the improvement both of experimental and controlled group. This is the formula and hypothesis criteria of T-test :

   If the significant value was. > 0.05 then H_0 data was accepted. If the significant value was. <0.05 then H_0 data was not accepted.

$$t_{hitung} = \frac{\overline{X_1} - \overline{X_2}}{sgab\sqrt{\dfrac{n_1}{n_1} + \dfrac{n_2}{n_2}}} \longrightarrow S_{gab}\sqrt{\dfrac{(n_1-1)s_12 + (n_2-1)s_22}{n_1 + n_2 - 2}}$$

   Explanation :

   T   : Value of T

   $\overline{X}_1$: The average data of the control class

   $\overline{X}_2$: The average data of the experiment class

   n_1 : The number of sample measurements in the control class

n_2 : The number of sample measurements in the experiment class

$s_1{}^2$: Control class data

$S_2{}^2$: Experiment class data