

**AN UNDERGRADUATE THESIS**

**THE EFFECT OF VIDEO YOUTUBE TO ENHANCE STUDENT  
SPEAKING SKILL AT SECOND GRADE OF  
SENIOR HIGH SCHOOL 5 METRO**



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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1444 H/ 2022M**

**THE EFFECT OF VIDEO YOUTUBE TO ENHANCE STUDENT  
SPEAKING SKILL AT SECOND GRADE OF  
SENIOR HIGH SCHOOL 5 METRO**

Presented as a partial fulfillment of the requirements  
for Degree of Sarjana Pendidikan (S.Pd)  
In English Education Study Program

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STUDENT'S AT SECOND GRADE OF SENIOR HIGH SCHOLL 5 METRO

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*Assalamualaikum Wr.Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr.Wb.*

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**NOTIFICATION LETTER**

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To:  
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*Assalamu'alaikum Wr. Wb.*

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you.

*Wassalamu'alaikum Wr.Wb.*

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**RATIFICATION PAGE**

No. B-5740/111.28.1/0/PP.009/12/2022.

An Undergraduate thesis entitled: **THE EFFECT OF VIDEO YOUTUBE TO ENHANCE STUDENT SPEAKING SKILL AT SECOND GRADE OF SENIOR HIGH SCHOOL 5 METRO**. Written by: Nurhidayah Rahma Atika Student Number 1801072027, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, December 6<sup>th</sup>, 2022 at 13.30 - 15.30 p.m.

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**THE EFFECT OF VIDEO YOUTUBE TO ENHANCE STUDENT  
SPEAKING SKILL AT ELEVEN GRADE OF  
SENIOR HIGH SCHOOL 5 METRO**

**ABSTRACT**

**By:**

**NURHIDAYAH RAHMA ATIKA**

The purpose of this study was to find out the use of Youtube in improving students' speaking skills. The subject of this research is the eleventh grade students of senior high school. In this study, the authors used quantitative research.

This research consists of two classes, the first class is an experimental class which will be given treatment to watch YouTube videos as a learning medium to improve speaking skills. The second class is a control class that uses conventional techniques in learning and will be used as a comparison whether YouTube videos can help improve speaking skills

The results of this study indicate that students' speaking ability is one of the internal factors that must be understood by students, because the results of the data in this study indicate that using YouTube correctly and in context can help students' ability to speak English correctly, because YouTube has relationships that have quite an impact on the learning process.

**Keywords:** *Effectiveness, Problems, Video YouTube, Speaking, conversation*

**EFEK VIDEO YOUTUBE DALAM MENINGKATKAN KEMAMPUAN  
BERBICARA SISWA KELAS SEBELAS SEKOLAH MENENGAH ATAS  
NEGERI 5 METRO**

**ABSTRAK**

**Oleh:**

**NURHIDAYAH RAHMA ATIKA**

Tujuan dari penelitian ini adalah untuk mengetahui penggunaan Youtube dalam meningkatkan keterampilan berbicara siswa. Subyek penelitian ini adalah siswa kelas sebelas SMA. Dalam penelitian ini, penulis menggunakan penelitian kuantitatif.

Penelitian ini terdiri dari dua kelas, kelas pertama adalah experimental class yang akan diberikan treatment untuk menonton video youtube sebagai media pembelajaran untuk meningkatkan kemampuan berbicara. Kelas kedua adalah kelas control yang menggunakan conventional technique dalam pembelajaran dan akan dijadikan perbandingan apakah video youtube dapat membantu meningkatkan kemampuan berbicara

penelitian ini menunjukkan bahwa kemampuan berbicara siswa merupakan salah satu faktor internal yang harus dipahami oleh siswa, karena hasil data dalam penelitian ini menunjukkan bahwa penggunaan YouTube dengan benar dan sesuai konteks dapat membantu kemampuan siswa dalam berbicara bahasa Inggris dengan benar. , karena YouTube memiliki relasi yang cukup berdampak pada proses pembelajaran.

**Kata Kunci :** *Efektivitas, Masalah, Video YouTube, Berbicara, percakapan*



## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

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Department : English Education (TBI)

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, November 29<sup>th</sup> 2022  
The Researcher



**Nurhidayah Rahma Atika**  
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## ORISINALITAS PENELITIAN

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Nama : NURHIDAYAH RAHMA ATIKA

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 29 November 2022  
Yang Menyatakan,



**Nurhidayah Rahma Atika**  
NPM.1801071027

**MOTTO**

**وَقُولُوا لِلنَّاسِ**

**You should speak kindly to people;**

**Al-Baqarah:83**

## **DEDICATION PAGE**

*This undergraduate thesis would highly dedicated to:*

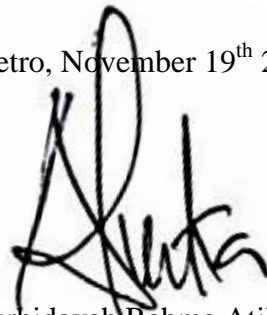
- 1. My Beloved Parents Mr. Syafiuddin and Mrs. Nuraini, My Father and Mother in law Mr. Munir and Mrs. Fitri, and My Husband Rivaldo Indra Zen who has been giving me support, spirit, motivation, and inspiration.*
- 2. My brother and my sister who never left my side and are very special My beloved sponsor Mrs. Leny Setyana, M.Pd forbring there for me throughout the entire doctorate program*
- 3. My beloved best friends in Kampung Ingris Lampung who always support me and help me every single time*
- 4. Last but not least, I want to thank me for all of my beloved clasmate of English education program 2018.*

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Praise thanks to Allah who has been giving His blessing and mercy to the researcher to complete a research entitled **”The effect of video youtube to enhance student speaking skill at second grade of Senior High Schoon 5 Metro”**. Recognizing this research plan would be impossible to complete without the assistance and support of a large number of people. In this wonderful opportunity, the researcher would like to express her deepest gratitude. First and primarily, the researcher would like to express her heartfelt gratitude to her adoring parents, who always support and beyond to help their daughter grow into a better person. Following that, the deepest gratitude would be extended to:

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2. Leny Setyana, M.Pd as my sponsor who always guiding me with patience in the process of writing this undergraduate thesis.
3. All my lectures in English Education Department who always enriching my insight.

Metro, November 19<sup>th</sup> 2022



Nurhidayah Rahma Atika  
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# CHAPTER I

## INTRODUCTION

### A. Background of Study

English is an international language that plays an important role in various aspects of life. Currently English becomes the main communication medium for people in various countries in the world. As the most widely used language in various countries in the world, English has been considered as the official language to be used internationally. In Indonesia, English is a foreign language that is taught both in formal and non-formal education. By English mastery, the community can increase knowledge and communicate more easily both in the surrounding environment and make more confident and many other benefits.

Furthermore, as one of the English language skills, speaking is one part of our daily life. Speaking is a verbal ability to communicate with fellow users of the same or different languages for certain purposes. In speaking there are elements and one of the elements is pronunciation. Pronunciation is a form of learning that is important to do in English. In contrast to Indonesian, English teaching has phonemes, word sounds, and pronunciation. Pronunciation is a way in which a language, word, or sound is pronounced. The scope of teaching pronunciation consists of three subjects, namely sound, rhythm, emphasis, and intonation.

Language is a set of rules that plays a very important role in human's life, such as in thinking, communication, ideas, and negotiating with others. Language is a tool that is used by humans to communicate ideas, feelings,

information, knowledge. Meanwhile, English as language that plays an important role as an international language of politics, commerce, industry and education. Many countries have declared English as an official language, and it has become a language of teaching and learning in higher education. In Indonesia, the use of English is very important. It is the first foreign language which is learned and taught as school from kindergarten to university. It becomes a duty for all of students in Indonesia to learn about English in spoken or written form. Basically, there are four skills in English that must be mastered by student namely listening, speaking, reading and writing. Speaking skill is one of the language skills.

Then, based on the writer's observation in second grade student's of Senior High School 5 Metro, there are many students who got score below 70 in their final semester test. However, there are also some students who had good scores and who had very good scores. Of course. It is not only the speaking skills which were tested, but pronunciation is the main aspects which are tested in final semester test.

The writer had an opportunity to teach the second grade at Senior High School 5 Metro, the researcher took two classes, one class has 25 students in class A for experimental class, and class B has 25 students for controlled class. Based on the researcher observation in Senior High School 5 metro, most of students have difficulties to be confident their speaking ability. In this case the English teacher needs to motivate students through new atmosphere that makes the student more interested in improving their speaking ability with the helped media example media YouTube like conversation or etc.

Furthermore, the researcher tries to offer a kind of variation of media YouTube to enhance the students speaking skills. The researcher assumes that the media like YouTube Conversation is the effective way to enhance speaking skills at Senior High School 5 Metro, because this school used sometimes used English in teaching process especially speaking. So the researcher assumes that students can be received the YouTube can enhance their speaking skill.

In addition, the researcher had conducted a pre-survey taken the teachers archive on January 6th, 2021 among the Second Grade Student's Senior High School 5 Metro. In the pre-survey research, the researcher got the data of the student speaking scores from the teacher. The score can be seen as follows:

**Table 1**  
The Data Of Experimental Class Students Speaking Ability  
Of The Second Grade Class A Student's  
At Senior High School 5 Metro In Academic Years 2021/2022.

No	Student Name	Final Score	Criteria
1	AP	65	Incomplete
2	AZ	65	Incomplete
3	AI	60	Incomplete
4	AM	40	Incomplete
5	AD	45	Incomplete
6	CL	45	Incomplete
7	DS	50	Incomplete
8	FK	75	Complete
9	HW	55	Incomplete
10	HA	65	Incomplete
11	IA	75	Complete
12	IZ	70	Ccomplete
13	LS	55	Incomplete
14	MB	50	Incomplete
15	ML	50	Incomplete
16	PK	75	Complete
17	RA	75	Complete

18	RM	45	Incomplete
19	SA	55	Incomplete
20	SA	40	Incomplete
21	SB	50	Incomplete
22	TB	65	Incomplete
23	TM	75	Complete
24	VD	55	Incomplete
25	ZA	65	Incomplete
Min Score		40	
Max Score		75	
Average		59	
Complete		5	
Incomplete		20	

**Table 2**  
The pre-survey experimental class result from the test score of The Second Grade Student's At Senior High School 5 Metro

No	Grade	Explanation	Frequency	Percentage
1.	$\geq 70$	Complete	5 students	20%
2.	$<70$	Incomplete	20 students	80%
Total			25 students	100%

Based on the result of pre-survey above, it knows that the number of student whose speaking belong to the complete is 20% in addition, the student who belong to incomplete is 80%. It means that the percentage of students in class A who have the speaking standard score is more than the number of students who are below the standard value. Therefore it can be concluded that the speaking of student in the Second Grade Student's At Senior High School 5 Metro is satisfactory.

**Table 3**  
 The Data Of Controlled Class Students Speaking Ability  
 Of The Second Grade Class B Student's  
 At Senior High School 5 Metro In Academic Years 2021/2022.

No	Student Name	Final Score	Criteria
1	AB	60	Incomplete
2	AF	55	Incomplete
3	BG	65	Incomplete
4	CH	50	Incomplete
5	DY	40	Incomplete
6	ES	45	Incomplete
7	FR	55	Incomplete
8	FW	55	Incomplete
9	GG	75	Complete
10	HW	55	Incomplete
11	KM	50	Incomplete
12	NV	45	Incomplete
13	NY	75	Complete
14	MK	55	Incomplete
15	MY	50	Incomplete
16	PA	60	Incomplete
17	PS	75	Complete
18	QAA	45	Incomplete
19	RD	65	Incomplete
20	RH	45	Incomplete
21	SW	40	Incomplete
22	SL	55	Incomplete
23	TC	75	Complete
24	WA	50	Incomplete
25	WD	55	Incomplete
Min Score		40	
Max Score		75	
Average		56	
Complete		4	
Incomplete		21	

**Table 4**  
The pre-survey controlled class result from the  
test score of The Second Grade Student's At Senior High School 5 Metro

No	Grade	Explanation	Frequency	Percentage
1.	$\geq 70$	Complete	4 students	16%
2.	$<70$	Incomplete	21 students	84%
Total			25 students	100%

Based on the result of pre-survey above, it knows that the number of student whose speaking belong to the complete is 16% in addition, the student who belong to incomplete is 84%. It means that the percentage of students who have the speaking standard score is more than the number of students who are below the standard value. Therefore it can be concluded that the speaking of student in the Second Grade Student's At Senior High School 5 Metro is satisfactory.

In addition, the researcher also implements the usage of Video YouTube to enhance speaking skills with the one of the content Video YouTube especially Video Conversation. The problem students face when speaking in English is that they tend to be shy and unsure of themselves so that they rarely communicate and practice speaking English, whereas the key of the language is to practice each day especially in daily activities and thereby make them accustomed to speaking English. Thus, it is hoped that in the study students can enhance the English skills by using Video YouTube as a medium to enhance speaking ability.

Based on all of the information above, the researcher would like to analysis of student's speaking skills by Video YouTube. In this case, the researcher would like to conduct a quantitative study. Therefore, the title of this research is "The

Effect of Video YouTube To Enhance Speaking Skill Student's At Second Grade Senior High School 5 Metro.

### **B. Problem Identification**

Based on the whole description of the problems contained in the background of the study, researchers identified the problems of this research are, as follows:

1. Students have limited English vocabulary mastery.
2. Students are not used to speaking with English
3. Students are not confident in their ability speaking English
4. The most students do not understand that YouTube video can help their speaking ability

### **C. Problem Limitation**

After identifying the problems, the researcher limited the problem of this research by focusing Speaking Skills with Video YouTube, this Video YouTube is like Conversation.

### **D. Formulation of the Problem**

The problem of this research is formulated as follows:

“is there any Significant effect of Video YouTube to enhance students speaking skills?”.

### **E. Objective and Benefit of the Study**

1. Objective of the Study

Based on the problem statement above, objective of the research is “To find out the effectiveness of using video YouTube in enhance students speaking skills”.

## 2. Benefit of the Study

Research has significant benefits not only for researchers but also for students, teachers and subsequent researcher as follows:

### a) For the student

This research is expected to contribute positively to students improving their confident especially speaking skills. This is due to the application of this research. Students can solve their speaking skills so, they can take efforts to improve their pronunciation skills. In addition, student’s sensitivity to reciting English can improve their ability as well.

### b) For the teacher

The researcher is expected to bring benefits to English teachers in the form of real information about the ability to recite the students of Senior High School Negeri 5 Metro, especially in speaking skills. By understanding the students speaking skills through this research the teacher can develop efforts to solve the student’s speaking skills by video YouTube and improve the student speaking skill.

## **F. Prior Research**

This research will be carried out by prior researchers which focuses on the real of research in the speaking skills. The first prior research by Dewi and



Muhammad.<sup>1</sup> The research method used by the first prior research is qualitative method. The purpose to find out the use of Video YouTube for student's speaking skill in Senior high school. Based on the analysis it was found that YouTube helped students to improve their speaking skill and increased their interest in studying English because students can use Video YouTube everywhere not only in the classroom.

This research and the first prior research have similarities and differences. The equation between this study and the first prior research listening skills in the language. Both of the studies have similarities in the topic of research that is in to enhance speaking skills by video Youtube. This research has a connection to qualitative research methods. While the difference between this study and the first prior research is in the difference in the study sample. The sample of this study is the second grade students of Senior High School Negeri 5 Metro, while the first prior research sample is the students of STAI Hubbul wathan Duri.

Furthermore, The second prior research is arranged by Diki.<sup>2</sup> The research method used by these prior research is a qualitative method. This research and the second prior research have similarities and differences. The equation between this study and the first prior research listening skills in the language. Both of the studies have similarities in the topic of research that is in research speaking skills in teaching speaking. This research has a connection to qualitative research methods. While the difference between this study and the first prior research lies in the difference in the study sample. The sample of this study is the second grade

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<sup>1</sup> Dewi Qomaria and M.Zaim, "*The Use of Video YouTube to Enhance Student's Speaking Skill in Senior High School 2021.*"

<sup>2</sup>Kristiani and Pradnyadewi, "*Effectiveness of YouTube as Learning Media in Improving Learners' Speaking Skills 2021.*"

students of Senior High School Negeri 5 Metro, while the second prior research sample is the second semester of university jambi.

After, The third prior research is arrange by Ahmad, Anwari, and Tyas.<sup>3</sup> The research method used by the second prior research is a qualitative method. This research and the third prior research have similarities and differences. The equation between this study and the first prior research listening skills in the language. Both of the studies have similarities in the topic of research that is in research speaking skills in teaching speaking. This research has a connection to qualitative research methods. While the difference between this study and the third prior research lies in the difference in the study sample. The sample of this study is the students of University of Kudus.

Furthermore, quantitative research is research that used numerical analysis. The objective of quantitative research is to develop and empty mathematical models, theories and hypotheses pertaining to phenomena. The greatest strength of quantitative research is that procedure quantifiable, reliable data that are usually generalizable to some large population.

Quantitative research methods were originally developed in the natural science to study natural phenomena. However examples of quantitative methods now well accepted in the social science and education.

Based on the explanation above , the researcher would like to continue the first prior research by conducting quantitative research method in the title The Usage Of Video YouTube To Enhance Speaking Skills At Second Grade Students Senior High School 5 Metro

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<sup>3</sup>Syafiq et al., *“Increasing Speaking Skill through Video YouTube as English Learning Material during Online Learning in Pandemic Covid-19 2021.”*

## CHAPTER II

### LITERATURE REVIEW

#### A. The Concept of Speaking

##### 1. The Definition of Speaking

Speaking is important to send information from speaker deliver message meaning to communicate. Speaking is one of the four language skills (reading, speaking, listening, writing). It means through learners can interact with speaking to connect with other how to express the main idea, opinion, reason, social development through speaking. Furthermore speaking has a purpose achievement goals for understanding in convey message from speaker. Activity speaking process is “productive skills”<sup>4</sup>, of writing and speaking beside that “receptive skills” one process receptive message from speaker by listening and also reading process. Speaking related with listening to accomplish or to communicate this one role of speaking.

Scott explains, Speaking is much a part of daily that we take it for granted.<sup>5</sup> Speaking is the most important language skill to develop be mastery in English in one of four language skills beside reading, listening , writing.

In other words, speaking is art of convey message of speaker in speaking used symbol verbal and non verbal in variety situation of context.

As we know there are many symbols of verbal communication, such as:

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<sup>4</sup>Marriam Bashir, *Factor Effecting Student's English Speaking Skills*, (Lahore : British Journal Publishing,2011), No./1 April 2011, p.38, Vol 1.

<sup>5</sup> Scott Thornbury, *How to Teach Speaking Harlow*, (United Kingdom : Pearson Education Limited, 2005), p. 1.

speech volume, speech speed, language , grammar, and vocabulary. Whereas, Non verbal communication includes of sounds, gestures, body movement, eye contact facial expression, pitch or tone of a voice, spatial distance, apparent behavior, posture, and dress of an individual.<sup>6</sup>

Speaking is one of element communication. Where communication is the output modality and learning is the input modality of language acquisition. Speaking also included in four skills to teach English in to student. Therefore, in formal environment between teachers and students have to always interact to make communication because, communication is part in daily interaction.

Burns and Joyce point out that speaking is defined as a interactive process of constructing meaning that involve producing. In receiving information, its form and meaning are dependent on the context in which it occurs, the participant and the purpose of speaking. It can be concluded that to make successful communication is the speakers should have any purpose of speaking and understand the meaning based on the context.<sup>7</sup> According to Nunan, the successful oral communication involves developing:

- a. The ability to articulate phonological feature of the language comprehensibly.
- b. Mastery stress, rhythm, intonation patterns.

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<sup>6</sup>Arifa Bunglowla. “*Non Verbal Communication: An Integral Part Of Teaching Learning Process*”. (Bandung: International Journal of Research in Advent Technology), No 2321-9637/08 March 2015, p. 371.

<sup>7</sup> Shiamaa Abd El Fattah Torky, “*The Effetiveness of a Task-Based Instrument Program in Developing The English Language Speaking Skils of Secondary Stage Students*”, (Cairo:Ain Shams University), No. 1/2006, p.30

- c. An acceptable and interpersonal skills.
- d. Transactional and interpersonal skills.
- e. Skills in taking short and long in spoken language turn.
- f. Skills in the management of interaction.
- g. Skills in negotiating meaning.
- h. Skills in knowing about the negotiating purposes for conversation.
- i. Using appropriate conversational formulae and filters.<sup>8</sup>

Based on criteria above to developing successful oral communication is the most important criteria to convey message in conversation about intonation clearly, understanding meaning, skill to management of interaction and the last must have purpose to convey message depend of the context.

## 2. Component of Speaking

### 1) Pronunciation

According to Sari, Pronunciation or more broadly, the sound of speech, can refer to many feature of speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation.<sup>9</sup> To made communication by interlocutor for us to produce word clearly, and can receiving message for understanding meaning with interlocutor.

### 2) Grammar

Grammar is consist morphology and syntax but have subdivided into two different but interrelated areas of study-

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<sup>8</sup>David Nunan, *Designing Task For Communicative Clasroom*, (New York: Cambridge University Press, 1989), p.32.

<sup>9</sup>Sari Luoma, *Assesing Speaking*, (New York :Cambridge University), 2004, p.11.

morphology and syntax. Morphology is the study of how words formed of smaller units (called morphemes) and Syntax is the study of the way in which phrases and sentences are structured out of words.<sup>10</sup> In other words grammar is rule in structure of sentence how to change form of words and using correct grammar to made meaning of the sentence.

### 3) Vocabulary

According Christopher, vocabulary means appropriated diction or the most important in speaking to convey thought, ideas, express which used in communication. In spoken language tend to be familiar and everyday.<sup>11</sup> In other word vocabulary used must be very familiar and used in everyday conversation in order understand in spoken language.

### 4) Fluency

Pollard explain that fluency is define as ability to communication in spoken language . fluency refers to express oral language freely without interruption.<sup>12</sup> In other word the teacher to help student allow to express themselves freely with interruption. In process teaching and learning the teacher does not immediately correct fluency at the time of student convey conversation whereas the idea being too much correction it will disturb flow in convey conversation.

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<sup>10</sup>Andrew Radford, *An Introduction to English Sentence Structure*, (New York : Cambridge University Press), 2009, p.1.

<sup>11</sup>Christopher Turk , *Effective Speaking Communicating in Speech*, (Francis: British Library), 2003, p .87.

<sup>12</sup>Lucy Pollard's , *Guide to Teaching English*, (London : University of London,2008), p.

### 5) Comprehension

Cohen point out that to participant fully understand in speak even where if miss understanding for catch information and entail risk.<sup>13</sup> In other word comprehension refer to ability in speaker to understand meaning of the sentence. what are they saying something to listener in convey something avoid miss understanding information. In addition to make easy the listener understand in catch information based on context of the meaning. There are five component of speaking that must to notice for student if they want to speak be better than before giving a lecture.

### 3. Classroom Speaking Activities

Teaching speaking should be concept communicative and interest. There are many type in classroom activity. States there are five classroom speaking classroom activities. They are Acting from a script, communication games, discussion, problem solving, and role play.<sup>14</sup>

#### 1) Acting from a Script

In this situation in speaking the teacher asks the student to perform a play based on their course book or their dialogues they have written themselves. In other word the teacher to help the student to go if the student was teacher directors

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<sup>13</sup> Louis Cohen, *Research Methods in Education*, (New York: The Taylor & Francis e-library 2005), p.53.

<sup>14</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Cambridge University, 2007) p.348-352

## 2) Communication Games

Communication games to make interest in process teaching classroom speaking activities for the student. Game is very appropriate in teaching technique english young learner. The collaboration communication games that is hope to help the student receive the material the thing which relevant topic. Games based activities can involve such as oral describing, predicting asking for feedback.

## 3) Discussion

Discussion is probably the most generally used activity oral activity classroom. A discussion make for various reason in the based relevant topic, opinion or the fact topic . its mean that the student to share ideas, reason or arrive at a conclusion how to try development reason with interlocutor it is essential that the purpose discussion point of the topic discussion set by the teacher, in this way prospect a discussion made student give try to speak up to give reason, to oppose the material topic discussion or give opinion the discussion point are relevant to this purpose in spoken language.

## 4) Problem Solving

Problem solving is done by getting the student to work in pairs or group. They share their problem, opinion the feeling, in this situation the teacher as the bridge or facilitator to communicate among the student. Then, the student give a question and answer with other in



classroom speaking activity. This communication will help the student to practice and expressing their main point in speaking.

#### 5) Simulation and Role Play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situation. Simulation and role play are popular activity in conversation or speaking group in which a group have to conversation or speaking group in which a group have to practice and try to carry out simulation as them or take the role of completely different character and express thought feelings as they doing the real world. Role play is an excellent way to stimulation real communication that is relevant to experiences outside the classroom.

#### 4. The Measurement of Speaking Performance

Based on the Weir Cyril J. There are some indicators that be supposes to measure the speaking performance:<sup>15</sup>

**Table 5**  
Indicators of Speaking Measurement

Aspect	Category	Indicators
Fluency	4	Generally natural delivery, only occasional halting when searching for appropriate word/expressions.
	3	The student hesitates and repeats himself at times but can generally maintain a flow of speech.
	2	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
	1	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4	Occasional errors of pronunciation in

<sup>15</sup>Weir Cyril J. *Language Testing and Validation*, (London: Palgrave Macmillan, 2005) P.195-196

		few inconsistencies of rhythm, intonation and pronunciations
	3	Rhythm intonation and pronunciation require more careful lightning, some errors of pronunciation which may occasionally lead to incomprehension.
	2	Comprehensions suffers due to frequent errors in rhythm, intonation and pronunciations.
	1	Words are unintelligible.
Vocabulary	4	Effective use of vocabulary of the task with little in appreciated.
	3	For the most part, effective use of vocabulary for the task of some examples in appreciated.
	2	Limited use of vocabulary with frequent in appreciated.
	1	Inappropriate and inadequate vocabulary.
Grammatical Accuracy	4	Very few grammatical errors.
	3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2	Speech is broken comprehension sentences.
	1	Unable to construct comprehensible sentences.
Interactional Strategies	4	Interacts effectively ad readily participates and follows the discussion.
	3	Use of interactive strategies is generally adequate but at times experience some difficulties in maintaining interaction consistently.
	2	Use of ineffective. Can seldom develop an interaction.
	1	Understanding and interaction minimal.

## **B. The Concept of Video YouTube**

### **1. The Nature of Video YouTube**

YouTube is considered by the researchers as an alternative strategy to enhance students speaking skill. After watching YouTube-based videos, it is expected that students can get the ideas to speak from the real environment of the speaker in order that students will have an opportunity to do imitative, intensive, responsive, intensive, interactive and extensive speaking performance. Students can also get new vocabulary and the examples of pronunciation that give them the opportunity to do the improvement. Speaking skill will be better if it is supported by the real environment or authentic material as the students' schemata. The implementation of this strategy includes the pre-task based phase, the task cycle, and language focus phase. This strategy is expected to help the students solve the problems and improve the students 'speaking achievement.<sup>16</sup>

### **2. The Features of Video YouTube**

One of the Internet services that contain information around the world is YouTube. YouTube was founded by Chad Hurley, Steve Chen, and Jawed Karim. YouTube also provides a video that helps to enhance the English teaching and learning process. According to Tarunpatel, YouTube contains an enormous amount of video contents, some of which are highly exploitable in the classroom.<sup>17</sup> In addition, Heriyanto also stated

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<sup>16</sup>June, S., Yaacob, A., & Kheng, YK. (2014) *Assessing the Use of YouTube Videos and Interactives as a Critical Thinking Stimulator for Tertiary Students: An Action Research*. International Education Studies; Vol. 7, No. 8; 2014.

<sup>17</sup>Tarunpatel. (2009). *YouTube for ELT*. Retrieved from

that YouTube videos are limited in lengths; this makes them suitable for the constricted classroom's time. It means that YouTube can be one of the teaching media that can be used in the classroom.<sup>18</sup>

For some experts, careful use of videos for teaching in the classroom should be taken into account in order to create a good teaching atmosphere since videos if not treated appropriately or provided with a partially bad condition may have harmful effects as follows:<sup>19</sup>

1. Teacher solely use video as their teaching material but fail to integrate it with an interesting way of teaching or exciting method, so that students will only perceive a video as a tool, and not helping them improve their English ability, and the consider that using videos is just the same as other common learning activities .
2. Teachers fail to provide a good quality video for learning, and it causes lack of effectiveness. For instance, when a video has a subtitle and it is blurred, students will get distracted to understand the message sent from the video.
3. Teachers do not consider the length of the video. The duration of the video should also be taken into consideration since students usually dislike a long video which has a very small message conveyed to them.
4. Teachers with limited ability to use computer and technical tools are unable to provide a satisfying service in screening a video. Therefore, in order to avoid such a technical problem in the classroom while

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<http://www.teachingenglish.org.uk/blogs/tarunpatel/Youtube-elt> on September 04, 2018.

<sup>18</sup> Heriyanto, D. (2015). *The effectiveness of using YouTube for vocabulary mastery*. IJEE, 6(1), 1-12

<sup>19</sup> Harmer, J. (2007). *The practice of English language teaching (3rd Edition)*. New York: Longman Ltd

screening the video, teachers must possess a good ability in using computer. The mentioned potential problem above can actually be tackled by ensuring that a teacher has a sufficient preparation. All in all, using a video should be more beneficial as long as teachers are able to positive.

### **C. Paradigm**

YouTube is one of the media which can be used to enhance and to improve the students speaking skills. By applying this media, hopefully the students can be improved or can be enhance their speaking ability. Because many students face some difficulties in learning speaking. One of appropite media YouTube, as the result the students can more interested to learning speaking so the students will be confident to speak English totally.

### **D. Hypothesis**

A hypothesis is a powerful tool in scientific inquiry. It enables the researcher to relate theory to observation to theory. The use of hypothesis has united experience and reason to produce a powerful tool for seeking truth.

A hypothesis is a tentative explanation for certain behavior, phenomena, or events, that have occurred or will occur

Hypothesis as following:

1. Ha (Alternative Hypothesis) states that there is significant effect of using Video YouTube to Enhance Students Speaking Skills..
2. Ho (Null Hypothesis) states that there is no significant effect of using Video YouTube to Enhance Students Speaking Skills.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This study is intended for a hypothesis about the effect of video YouTube to enhance speaking skills. It means that the research is different from other professional activities. Research is based on existing and relevant theory and conducted intensive and controlled in its execution. So, the design of the research should be suitable for the research position. Therefore, a researcher has to follow the research design if a researcher wants to succeed in doing research.

Furthermore, the writer will use quantitative research, quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations.

In this research, the researcher was conducted in a pre-experimental class and control class design using quantitative approach with One-Group Pretest-Posttest design, experimental research is to enable the researcher estimate the effect of an experimental treatment. Experimental research can be done in the field, in the laboratory and in the classroom. In this study, the researcher will be done in the classroom with the sample has been obtained from a population.

**Table 6**

Table of One Group Pretest-Posttest design:

Y1	X	Y2
Pretest	Treatment (Independent variable)	Post test (Dependent variable)

The procedure of Experimental research that uses one group pretest-posttest design:

1. Administering a pretest with a purpose of measuring speaking ability of the Eleventh grade of Senior High School Negeri 5 Metro.
2. Applying the experimental treatment teaching speaking by using inquiry method of the Eleventh grade of Senior High School Negeri 5 Metro.
3. Administering a post-test with a purpose of measuring speaking ability of the Eleventh grade of Senior High School Negeri 5 Metro.

Difference attribute to application of the experimental treatment is determined by comparing the pretest-posttest of speaking achievement. In this study, the researcher wants to know the effect of using video YouTube to enhance speaking skills by experimental research. The effectiveness will be known after knowing the significant difference score between the students who are taught before and after using video YouTube.

#### **B. The Operational Definition of Variable**

An Operational definition is a definition based on the characteristic of the thing that would be defined. Meanwhile, a variable known as the data that

we are collecting from these units is known. Variables are any characteristics of the unit we are interested in and want to collect.<sup>20</sup>

Based on the quotation above, the operational definitions of the variable would be explained as followed:

### **1. Independent Variable (X)**

The independent variable which is a stimulus variable to see this effect of the dependent variable. It is that factor which is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon. The independent variable of this research is Video YouTube<sup>21</sup>.

### **2. Dependent Variable (Y)**

The dependent variable is the response of the independent variable or output. It is an observed aspect of the behavior of an organism that has been stimulated. The dependent variable is the factor that is observed and measured to determine the effect of the independent variables. The dependent variable of this research is Speaking Skills<sup>22</sup>.

## **C. Population, Sample, and Sampling Technique**

### **1. Population**

According to Creswell, a population is a group of individuals who have the same characteristic. The population in this research is the students in the second grade Senior High School 5 Metro<sup>23</sup>.

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<sup>20</sup>Daniel Muijs, *Doing Quantitative Research In Education With SPSS* (London: Sage Publications, 2004), 8.

<sup>21</sup>Yoges Khumar Singh, *Fundamental Of Research Methodology.*, 63.

<sup>22</sup>*Ibid.*

<sup>23</sup>Jhon W. Creswell, *Educational Research.*, 142.



The population of this research is second grade Senior High School 5 Metro.

**Table 7**  
**The Population of second Grade of SMAN 5 Metro**  
**Academic Year 2021/2022**

No	Class	Gender		Total
		Male	Female	
1.	XI A	9	16	25
2.	XI B	8	17	25
<b>Total of Students</b>				<b>50</b>

## 2. Sample

Geoffrey defined Sample is a subset of the population. In this research, the researcher was going to take two classes as a population. First class is experimental class and the second class is controlled class. The sample of this research is second grade Senior High School 5 Metro, so this sample two classes, the first class is experimental class the second class is controlled class and each class has 25 students<sup>24</sup>.

## 3. Sampling Technique

The Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In other words, the sample was the experimental group that would be observed in the research that represents the population<sup>25</sup>.

The researcher used the experimental study to detect the extent of variations on another factor based on the value.

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<sup>24</sup> Geoffrey Marczyk, et al, *Essentials of Research Design and Methodology*, (USA: Library of Congress, 2005), p. 18

<sup>25</sup>*Ibid.*

## **D. Data Collection Method**

### **1. Pre Test**

A pre test is administrated to the sample before doing the treatment. The pre-test is given to the experimental and control group. The student come to the front of class to be given speaking test by the researcher. The purpose of the pre-test to know the effect of applying Media YouTube on the students achievement in experimental class and there is no applying Media YouTube in control class.

### **2. Treatment**

The treatment is given experimental class and control class. Experimental class is thought by YouTube Conversation and control class by Conventional or without YouTube.

### **3. Post-test**

After the treatment is done and pre-test is given to the students. The post-test is given after the treatment is completed which is done two meetings. This test is meant to find out the differences in mean scores of both the control and experimental group, it is used to know the effect of YouTube on experimental group.

### **4. Documentation**

The next instrument that would be using data is documentation. The researcher would be using the documentation to got detail information as follows:

- a. The historical background of Senior High School 5 Metro.
- b. Organization Structure of Senior High School 5 Metro

- c. The Facilities of Senior High School 5 Metro.
- d. Location Sketch of Senior High School 5 Metro.
- e. The Population of students Senior High School 5 Metro.
- f. The Profile of Senior High School 5 Metro.

### **E. Research Instrument**

In a research in order to the research data have high enough quality, therefore the instrument that was used must meet requirements as good instrument. Instrument is one of the significant steps in conducting this research. The instrument in this study is a test. The main instrument use of this study is speaking test. The researcher subjected both pre-test and post-test as follows :

#### **a. Pre-Test**

Pre-Test refers to a measure or test given to the subject prior to the experimental treatment. The researcher came to the class, explained the material about the valuable experience on holiday and told them what they had to do. Then, the researcher asked the students to conducting short conversation of pair work, based on the topic have been learn (valuable experience based on holiday with friends) before they were taught by using YouTube video in front of class orally

#### **• Assessment Activity**

<b>Language Function</b>	<b>Activity</b>	<b>Individual/pair /Group</b>	<b>Type of rating scale/Rubrics</b>
Expression	Role-Play (Make a short conversation with their friends about your self and another)	Pairwork	Analytic oral language scoring rubric

b. Treatment

After conducting a pre-test, the researcher gave the treatment to the students. The treatment here means instructional media refers to audio visual and related materials that served instructional function for education treating or as an example in speaking learning. The teacher did treatment two times, for the first the treatment which used here video conversation in YouTube. The teacher setting up the projector in the classroom along with video that will be the topic of learning, the video of the holiday. The teacher subsequently introduced as a first step instructional speaking. Then the teacher play a video to the students and in the video contains a short conversation between two people who tell her holidays and in the video show you how to pronunciation in English along with intonation and expression when talking with others.

After showing the video to the students, the teacher provide feedback to the students and give opportunities to asked question about what the students just watched. If the students have started to respond actively to the learning material then the teacher divided class into a pair work. There the teacher asked the students to discuss with his friends to make a short conversation about the valuable experience on holiday with family and there students can express their idea in accordance with a video was aired.

The second day treatment was the same with on first day treatment but in the second day treatment each pair work must finish and each pair

work can be performed in front of class. When a pair work perform, other students must write information that they get from the other pair work appear. And the teacher give feedback on grammar and pronunciation that they hear during the conversation process. When the conversation finish the students can ask to the teacher about all topics if they do not understand. Every students pay attention, listen and take notes to the teacher explanation.

c. Post Test

Post-test provide to measure on some attributes or characteristics that someone assesses for participant after a treatment. Posttest was given after giving treatment in experimental research study or after teaching speaking by YouTube video. The posttest have done to get speaking score of students after doing treatment. In this research posttest will be 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.

• **Assessment Activity**

<b>Language Function</b>	<b>Activity</b>	<b>Individual/pair/Group</b>	<b>Type of rating scale/Rubrics</b>
Expression	Role-Play (Make a short conversation with their friends about congratulations and compliment)	Pairwork	Analytic oral language scoring rubric

**F. The Technique Of Data Analysis**

In this study, the researcher used a quantitative data analysis technique using statistical method. This technique used to find the significant difference

on the students' speaking ability before and after being taught using YouTube video (pretest and posttest).

The first data (pre-test) is the score of students' speaking before taught using YouTube video and the data result (post-test) of speaking skill was data of average score of speaking skill using YouTube video. To get the achievement of speaking skill test, the writer gives the student a test after the students get treatment by using YouTube video. If the post test of speaking skill score test higher than pre-test, it means teaching speaking using YouTube video is effective.

The test was conducted by a short monologue about a valuable experience. To know the significant differences of the speaking ability before and after taught using YouTube video, the researcher in this research uses paired sample Ttest at SPSS 16.0 for windows.

## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

#### **A. Research Result**

##### **1. The Historical Background Of SMA Negeri 5 Metro.**

SMA Negeri 5 Metro is one of the public high schools in the province of Lampung, Indonesia. Similar to high school in general in Indonesia, the education period at SMA N 5 Metro is taken within three academic years, starting from class X to class XII. In 2007, this school used the previous education unit level curriculum with KBK. However, starting in 2016 it was replaced by using a new curriculum, namely Kurikulum 2013.

SMA N 5 Metro is located on Jl. Wolter Monginsidi, Ex. Hadimulyo Timur, Kec. Central Metro, Metro Lampung City, postal code 34111. Geographical location latitude -5 longitude 105 (5°00'00."S 105°00'00.0"E).

SMAN 5 Metro is an A-accredited school in Metro City, Lampung. Led by Mr. Suparni as the principal of SMAN 5 Metro, SMAN 5 Metro who is affectionately called smanfive is increasingly advanced and qualified, both from teachers and students.

Education at SMAN 5 Metro is increasing over time. Currently, SMA N 5 uses the 2013 curriculum (K13), which previously used KTSP. With the new curriculum that has been running for several years, it is hoped that it will have a good impact on students and teachers as educational staff.

Educational staff are human resources who play an important role in the process of implementing services and learning. These educators help to achieve the school's vision and mission.

As for the condition of the teachers and employees of SMAN 5 Metro, based on the data we got, the current number of SMA N 5 teachers are 61 teachers, and the number of students are 322 male students, 438 female students, and 24 study groups.

Based on the data we got, the infrastructure at SMAN 5 Metro is completed. There are classrooms, library room, laboratory rooms, practice rooms, leadership rooms, teacher rooms, worship rooms, UKS room, toilet rooms, warehouse rooms, circulation room, TU room, play/sports room, counseling room, student council room, room building.

1. Class Room

**Table 8**  
**The Classroom Condition of SMAN 5 Metro**

CONDITION	TOTAL
TOTAL	24
Good	19
Lightly Damaged	5
Moderately Damaged	0
Heavily Damaged	0

2. Laboratory

**Table 9**  
**The Laboratory Condition of SMAN 5 Metro**

Laboratory	Condition				Total
	Good	Lightly Damaged	Moderately Damaged	Heavily Damaged	
Total	4	0	0	0	4
IPA	3	0	0	0	3
Bahasa	0	0	0	0	0
IPS	0	0	0	0	0
Komputer	1	0	0	0	1

3. Library

**Table 10**  
**The Library Condition of SMAN 5 Metro**

CONDITION	TOTAL
TOTAL	1
Good	0
Lightly Damaged	1
Moderately Damaged	0



## 4. Sanitation

**Table 11**  
**The Sanitation Condition of SMAN 5 Metro**

Sanitation	Condition				Total
	Good	Lightly Damaged	Moderately Damaged	Heavily Damaged	
Total	10	0	0	0	10
Teacher	3	0	0	0	3
Student	7	0	0	0	7

**B. Description of Data**

In this section, the researcher presents the student's speaking achievement before and after taught by using Video YouTube as a media. The subject of the research were 25 students of the eleventh grade of SMA Negeri 5 Metro. The purpose of the researcher is to know the effect of using Video YouTube to enhance speaking ability for eleventh grade of SMA Negeri 5 Metro.

The pre-test in this experimental group was given by asking students to perform short dialogue about the giving information about yourself and another in front of the class. There were 25 students as subject. This test was to know the students speaking skill achievement before students got treatment. The data of the students's achievement before taught by Video YouTube can be seen on the table below as follows<sup>26</sup>

**Table 12**  
**Standard Performance PCI Rating Scale**

Score	Criteria
81 – 100	Excellent
61 – 80	Good
41 – 60	Fair
0 – 40	Poor

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<sup>26</sup> Haris, David. 1974. *Testing English as a Second Language*. New York: Mc. Graw. Hill Book Company

**Table 13**  
**The score of Pre-test and Post-test**  
**(Experimental Class XI. A of SMA Negeri 5 Metro)**

<b>NO.</b>	<b>NAME</b>	<b>Pretest Score</b>	<b>Post test Score</b>	<b>Gain</b>
1	<b>AP</b>	70	75	5
2	<b>AZ</b>	70	80	10
3	<b>AI</b>	85	80	-5
4	<b>AM</b>	50	65	15
5	<b>AD</b>	65	75	10
6	<b>CL</b>	40	50	10
7	<b>DS</b>	45	55	10
8	<b>FK</b>	80	85	5
9	<b>HW</b>	75	80	5
10	<b>HA</b>	65	80	15
11	<b>IA</b>	55	65	10
12	<b>IZ</b>	80	85	5
13	<b>LS</b>	60	65	5
14	<b>MB</b>	50	60	10
15	<b>ML</b>	75	85	10
16	<b>PK</b>	70	80	10
17	<b>RA</b>	75	85	10
18	<b>RM</b>	40	60	20
19	<b>SA</b>	70	85	15
20	<b>SA</b>	50	70	20
21	<b>SB</b>	70	80	10
22	<b>TB</b>	70	85	15
23	<b>TM</b>	70	80	16
24	<b>VD</b>	55	65	10
25	<b>ZA</b>	50	65	15
<b>SUM</b>		1580	1845	
<b>Average</b>		63.2	73.8	

NO.	NAME	Pretest Score	Post test Score	Gain
<b>Max score</b>		85	85	
<b>Min Score</b>		40	50	

**Table 14**  
**Descriptive Of Pre Test Experimental Class**

N Valid	25
Missing	0
Average	63.2
Median	70
Mode	50.00a
Std. Deviation	1.12129E1

Based on the table above, it can be seen that consist of 25 students it shown that average score 62.3, is means that the median of 25 students are got 70. Based on the criteria of student score 70 is good score. The median score is 70 and the mode are 50.00a. The mode is simply that value which has the highest frequency. It means that the most frequent score are 50 and 70 indicated that many students got good score.

**Table 15**  
**Frequency Distribution of Pre-test (Experimental Class)**

Score	Frequency	Percent	Valid Percent	Cumulative Percent
0-40	2	8%	8%	8%
41-60	7	28%	28%	28%
61-80	15	60%	60%	60%
81-100	1	4%	4%	4%
Total	25	100%	100%	100%

Based on the table above it can be seen that 2 students got score 40, it means that the ability of students speaking skill of second grade of Senior High School Negeri 5 Metro is poor. The students got score 41-60 are 7 students. It means that fair has enough ability in speaking skill. Then the students got score 61-80 are 15 students. It means they have good skill and it is good. And 1 students got score 81-100, means that they are excellent.

**Table 16**  
**Descriptive of Post-test (Experimental Class)**

N Valid	25
Missing	0
Average	73.8
Median	80
Mode	60.00a
Std. Deviation	8.55740

The post-test in experimental class was given by asking the students to perform in a dialogue about the holiday with family in front of the class and based on the video YouTube as a teaching media in speaking skill. There were 25 students as subject of research. It was done after treatment process by giving video YouTube. This test was intended to know the students speaking ability using video YouTube.

Based on the table above, it can be seen that there are 25 the students. It shown that the average score 73.8. It means that the median of 25 students are got score is 80 means that the students got good score and can mastery speaking skill well. The median score is 80. In this case the modes core is 70. It means that the most frequent score is 70 so there are many students got good score.

**Table 17**  
**Frequency Distribution of Post-test (Experiment Class)**

Score	Frequency	Percent	Valid Percent	Cumulative Percent
0-40	0	0%	0%	0%
41-60	4	16%	16%	16%
61-80	14	56%	56%	56%
81-100	7	28%	28%	28%
Total	25	100%	100%	100%

Based on the table above, it can be seen that there was 0 student got score 40 which is a low score and that is poor. The students got score 41-60 were 4 students and that fair. That there were 14 students got score 61-80, it means that good. The students got score 81-100 were 7 students, it is a perfect score and that is excellent, although the score not reach maximum score but the ability is good in mastery speaking skill. Therefore, there are differences of data presentation between before and after taught by using video YouTube in speaking ability. From the data above that the score after taught by using video YouTube better and higher than taught before using video YouTube

**Table 18**  
**The Score of Pre-test and Post Test (Controlled Class)**  
**(Controlled Class - XI. B of SMA Negeri 5 Metro)**

NO.	NAME	Pretest Score	Posttest Score	Gain Score
1	AB	50	55	5
2	AF	60	65	5
3	BG	55	55	0
4	CH	60	65	5
5	DY	60	60	0
6	ES	65	60	-5
7	FR	70	75	5
8	FW	60	60	0
9	GG	50	55	5
10	HW	60	65	5
11	KM	65	60	-5

12	NV	60	60	0
13	NY	60	70	5
14	MK	50	60	10
15	MY	50	60	10
16	PA	55	55	0
17	PS	70	75	5
18	QAA	70	75	5
19	RD	60	60	0
20	RH	60	65	5
21	SW	70	65	-5
22	SL	55	60	5
23	TC	50	50	0
24	WA	65	70	5
25	WD	70	75	5
<b>SUM</b>		1500	1575	
<b>Average Score</b>		60	63	
<b>Max score</b>		70	85	
<b>Min score</b>		50	50	

**Table 19**  
**Descriptive Statistic of Pre-test (Controlled Class)**

N Valid	25
Missing	0
Average	60
Median	60
Mode	50.00a
Std. Deviation	1.12129E1

Based on the table above, it can be seen that consist of 25 students it shown that average score 60, is means that the median of 25 students are got 60. Based on the criteria of student score 60 is fair score. The median score is 60 and the mode are 50. The mode is simply that value which has the highest frequency. It means that the most frequent score are 50 indicated that many students got fair score.

**Table 20**  
**Frequency Distribution of Pre-test (Controlled Class)**

Score	Frequency	Percent	Valid Percent	Cumulative Percent
0-40	0	0%	0%	80%
41-60	16	64%	64%	64%
61-80	9	36%	36%	36%
81-100	0	0%	0%	0%
Total	25	100%	100%	100%

Based on the table above it can be seen that 0 students got score 40, it means that the ability of students speaking skill of second grade of Senior High School Negeri 5 Metro is nothing criteria. The students got score 41-60 are 16 students. It means that fair has enough ability in speaking skill. Then the students got score 61-80 are 9 students. It means they have good skill and it is good. And 0 students got score 81-100, means that they are nothing criteria

**Table 21**  
**Descriptive of Post-test (Controlled Class)**

N Valid	25
Missing	0
Average	63
Median	60
Mode	60.00a
Std. Deviation	8.55740

The post-test in experimental class was given by asking the students to perform in a dialogue about the holiday with family in front of the class and based on the video YouTube as a teaching media in speaking skill. There were 25 students as subject of research. It was done after treatment process by

giving video YouTube. This test was intended to know the students speaking ability using video YouTube.

Based on the table above, it can be seen that there are 25 the students. It shown that the average score 63. It means that the average of 25 students are got score is 63 means that the students got good score and can mastery speaking skill well. The median score is 60. In this case the modescore is 70. It means that the most frequent score is 70 so there are many students got fair score.

**Table 22**  
**Frequency Distribution of Post-test (Controlled Class)**

Score	Frequency	Percent	Valid Percent	Cumulative Percent
0-40	0	0%	0%	0%
41-60	14	56%	56%	56%
61-80	11	44%	44%	44%
81-100	0	0%	0%	0%
Total	25	100%	100%	100%

Based on the table above, it can be seen that there was 0 student got score 40 which is a low score and that is poor. The students got score 41-60 were 14 students and that fair. That there were 11 students got score 61-80, it means that good. The students got score 81-100 were 0 students, it is a perfect score and that is excellent, although the score not reach maximum score but the ability is good in mastery speaking skill. Therefore, there are differences of data presentation between before and after taught by using video YouTube in speaking ability. From the data above that the score after taught by using video YouTube better and higher than taught before using video YouTube.



**Table 23**  
**The result of pre test and post test students (Experimental Class)**  
**(Experimental Class - XI. A of SMA Negeri 5 Metro)**

No.	Students Initial	The Score of Pre Test (X)	The Score Of Post test (Y)	X <sup>2</sup>	Y <sup>2</sup>	XY
1	AP	70	75	4900	5625	5250
2	AZ	70	80	4900	6400	5600
3	AI	80	85	6400	7225	6800
4	AM	50	65	2500	4225	3250
5	AD	65	75	4225	5625	4875
6	CL	40	50	1600	2500	2000
7	DS	45	55	2025	3025	2475
8	FK	80	85	6400	7225	6800
9	HW	75	80	5625	6400	6000
10	HA	65	80	4225	6400	5200
11	IA	55	65	3025	4225	3575
12	IZ	80	85	6400	7225	6800
13	LS	60	65	3600	4225	3900
14	MB	50	60	2500	3600	3000
15	ML	75	85	5625	7225	6375
16	PK	70	80	4900	6400	5600
17	RA	75	85	5625	7225	6375
18	RM	40	60	1600	3600	2400
19	SA	70	85	4900	7225	5950
20	SA	50	70	2500	4900	3500
21	SB	70	80	4900	6400	5600
22	TB	70	85	4900	7225	5950
23	TM	70	80	4900	6400	5600
24	VD	55	65	3025	4225	3575
25	ZA	50	65	2500	4225	3250
TOTAL		1580	1845	103700	138975	119700

**Table 24**  
**The result of post test and post test students in Controlled Class**  
**(Controlled Class - XI. B of SMA Negeri 5 Metro)**

No.	Students Initial	The Score of Pre Test (X)	The Score Of Post test (Y)	X <sup>2</sup>	Y <sup>2</sup>	XY
1	AB	50	55	2500	3025	2750
2	AF	60	65	3600	4225	3900
3	BG	55	55	3025	3025	3025
4	CH	60	65	3600	4225	3900
5	DY	60	60	3600	3600	3600
6	ES	65	60	4225	3600	3900
7	FR	70	75	4900	5625	5250
8	FW	60	60	3600	3600	3600
9	GG	50	55	2500	3025	2750
10	HW	60	65	3600	4225	3900
11	KM	65	60	4225	3600	3900
12	NV	60	60	3600	3600	3600
13	NY	60	70	3600	4900	4200
14	MK	50	60	2500	3600	3000
15	MY	50	60	2500	3600	3000
16	PA	55	55	3025	3025	3025
17	PS	70	75	4900	5625	5250
18	QAA	70	75	4900	5625	5250
19	RD	60	60	3600	3600	3600
20	RH	60	65	3600	4225	3900
21	SW	70	65	4900	4225	4550
22	SL	55	60	3025	3600	3300
23	TC	50	50	2500	2500	2500
24	WA	65	70	4225	4900	4550
25	WD	70	75	4900	5625	5250
TOTAL		1500	1575	91150	100425	95450

Putting the data above into the formula of Statistically Effect Size, as follows:

$$R_{xy} = \frac{n\sum Y_1 Y_2 - \sum Y_1 \sum Y_2}{[n\sum y_1^2 - (\sum Y_1)^2][n\sum y_2^2 - (\sum Y_2)^2]}$$

Note:

$R_{xy}$  = Statistical Effect Size

$Y_1$  = The value of Post test experimental class

$Y_2$  = The Value of Post test controlled class

$\sum y_1^2$  = The Value of Post Test experimental class and controlled class

$(\sum y_1)^2$  = The Value of Post Test experimental class and controlled class

So,

$$R_y = \frac{25.119700 - (1845)(1575)}{[25.239400 - (1845)^2][25.239400 - (1575)^2]}$$

$$R_y = \frac{2992500 - 2905875}{[5985000 - 3404025][5985000 - 2480625]}$$

$$R_y = \frac{86625}{[2580975]3504375]}$$

$$R_y = \frac{86625}{\sqrt{9044704}}$$

$$R_y = \frac{86625}{3007.44}$$

$$R_y = 0.880$$

Based on the calculation above the researcher obtained  $R_y$  0.880. It is a effect Size ( $r$ ) as the result of the counting by using Statistical Effect Size above,  $R_y$  it means that  $R_{\text{observed}}$ .

## C. Interpretation

### 1. Interpretation of “ $r_{\text{observed}}$ ”

**Table 25**  
**The table of Interpretation to the Grade of  $r_{\text{observed}}$**

Values of “ $r_{\text{observed}}$ ”	Interpretation
0.800–1.000	High
0.600–0.800	Fair
0.400–0.600	Quite Low
0.200–0.400	Low
0.000–0.200	Very Low

Based on the calculation of the test result data using Statistical Effect Size above, the result of calculation can be interpreted, the critical value of  $r_{\text{observed}}$  between the student speaking skills and YouTube was 0.880. Therefore, it can be inferred that there is a High.

### 2. Statistical Significance

After  $H_a$  above was formulated, the writer consulted  $r_{\text{observed}}$  to  $r_{\text{table}}$ , as follows:

- a. if  $r_{\text{observed}}$  is higher than  $r_{\text{table}}$ , Alternative Hypothesis ( $H_a$ ) is accepted.
- b. if  $r_{\text{observed}}$  is lower than  $r_{\text{table}}$ , Alternative Hypothesis ( $H_a$ ) is rejected and Null Hypothesis ( $H_0$ ) is accepted.

To know the critical value of Statistical Effect Size ( $r_{\text{table}}$ ), the writer firstly counted  $df$ ,  $df$  is degree of freedom. Below is this formula:

$$df = N - 1$$

Note:

$df$  = degree of freedom

$N$  = data

So,

$df=N-1$

$df=50-1$

$df=49$

**Table 26**  
**The Table Of ( $t_{table}$ )**  
**Statitital Effect Size**

N	Significant Level		N	Significant Level		N	Significant Level	
	5%	1%		5%	1%		5%	1%
3	0.997	0.999	26	0.388	0.496	55	0.266	0.34
4	0.950	0.990	27	0.381	0.487	60	0.254	0.33
5	0.878	0.959	28	0.374	0.478	65	0.244	0.31
			29	0.367	0.470	70	0.235	0.30
6	0.811	0.917	30	0.361	0.463	75	0.227	0.29
7	0.754	0.874						
8	0.707	0.834	31	0.355	0.456	80	0.220	0.28
9	0.666	0.798	32	0.349	0.449	85	0.213	0.27
10	0.632	0.765	33	0.344	0.442	90	0.207	0.27
			34	0.339	0.436	95	0.202	0.26
11	0.602	0.735	35	0.334	0.430	100	0.195	0.25
12	0.576	0.708						
13	0.553	0.684	36	0.329	0.424	125	0.176	0.23
14	0.532	0.661	37	0.325	0.418	150	0.159	0.21
15	0.514	0.641	38	0.320	0.413	175	0.148	0.19
			39	0.316	0.408	200	0.138	0.18
16	0.497	0.623	40	0.312	0.403	300	0.113	0.14
17	0.482	0.606						
18	0.468	0.590	41	0.308	0.398	400	0.098	
19	0.456	0.575	42	0.304	0.393	500	0.088	0.12
20	0.444	0.561	43	0.401	0.389			0.11
			44	0.297	0.384	600	0.080	0.10
21	0.433	0.549	45	0.294	0.380	700	0.074	0.09
22	0.423	0.537						
23	0.413	0.526	46	0.291	0.376	800	0.070	0.09
24	0.494	0.515	47	0.288	0.372	900	0.065	0.08
25	0.396	0.505	48	0.284	0.368			
			<b>49</b>	<b>0.281</b>	<b>0.364</b>	<b>100</b>	<b>0.062</b>	<b>0.08</b>
			50	0.279	0.361			

#### D. Hypothesis Testing

The hypothesis testing of this study is as follow:

- a. If the significant level is bigger than T-table (0.05%), the alternative hypothesis.

(Ha) is accepted and null hypothesis (Ho) is rejected. It means that there is different score to the students before being taught by using video YouTube and after being taught by video YouTube. The different is significant.

- b. If the significant level is less than 0.05, the null

(Ho) is accepted and alternative hypothesis (Ha) is rejected. It means that nothing different score to the students before being taught by using video YouTube and after taught by using video YouTube. There is not significant. The researcher analyze the data by using SPSS statistic16.0 to know whether the significant level is bigger or smaller than T-table.

#### E. Discussion

In this research, there are 25 students in experimental class and 25 students in control class. Therefore, the degree freedom (df) is  $(25 + 25) - 1 = 49$  which means the data which were free to vary is 49. By the degree of freedom of 49 and the degree of significance of 5% ( 0.281) and 1% ( 0.364 ).

The result of the statistic calculation indicate that the value of the  $r_{\text{observe}} = 0.880$  and by the value of degree freedom of 49 on the significance of 5% is 0.281. Comparing  $r_{\text{observe}} = 0.880$  with each values of the degree of significance or  $t_{\text{table}} = 0.281$ , the researcher found that  $r_{\text{observe}} = 0.880$  is higher than the  $t_{\text{table}} = 0.281$ . Therefore, the null hypothesis (Ho) is rejected and the

alternative hypothesis ( $H_a$ ) is accepted.

This means that there is positive effect of Video YouTube to enhance Speaking skills students at second grade of senior high school 5 metro.

In conclusion, as the statistical data shows that alternative hypothesis was accepted by showing that the  $t_{\text{observe}}$  was higher than the  $t_{\text{table}}$ . It can be assumed that video youtube can give significant effect of students' speaking skill because the score of students' speaking after being taught by watch video youtube is higher than before the researcher gave the treatments.

Furthermore, this research supported the previous research that video youtube is an effective way to teach speaking skill of the second grade students at senior high school 5 Metro.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of data analysis, some conclusion are drawn as follow:

1. The students speaking ability before being taught by applying video YouTube is generally enough. It can be seen from the mean of total score of students is only 60. The students' speaking ability after being taught by applying video YouTube is better than before. It is shown from the mean score of students' speaking achievement is 73.8.
2. There is any significant differences score of the students's achievement in speaking ability before and after being taught by applying video YouTube. It can be concluded based on the result of data analysis. It was found that the statistical test by using siatisticaeffect size shown that robserved is 0,880 ang rtable is 0.281. It means that T-test was upper than T-table with degree freedom (df) 49 and the level significance 0.00. The conclusion is the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis is accepted.

#### B. Suggestion

The finding of the research scores how that there is significance difference on the students' score before and after being taught video YouTube. Some suggestion are addressed to the students, teachers and future reseacher, as follow:



1. For the students

By video YouTube as media, the students improve their achievement in speaking ability. The students are suggested to follow up the speaking ability in their study. The students would be active in classroom because video YouTube help the students to be active in learning English. It is hoped that the students can increase and improve their speaking ability.

2. For the Teacher

It is suggested that the English teacher, especially in Junior High School to apply ICT (*Information Communication Technology*) especially video YouTube in teaching English. In addition, The teacher must make teaching and learning process become more interesting, fun and enjoyable in order to the students will get interest, enjoyable and confidence to perform in front of the class in teaching speaking, So the student will not get bored and sleepy.

3. For the future researcher

This research is not perfect yet. It is suggested to conduct further research on similar area by video YouTube in difference area of teaching. This research is important because it will give knowledge to the other researchers and to know the benefit of using video YouTube in teaching English. The research is hoped can be a reference to other researchers to conduct further research related about The Effectiveness of Video Youtube to Enhance Student's Speaking Skill.

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# **APPENDICES**

## Lesson Plan

School name	SMA Negeri 5 Metro
Subjects	English
Class/Semester	XI/ Odd
Time Allocation	2 x 45 minutes
Learning Topics	Holiday
Meeting to	1

### 1. Competency Standards

1. Live and practice the teachings of the religion they adhere to
2. Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and pro-active and showing attitudes as part of the solution to various problems in interacting effectively with the social and natural environment and in placing oneself as a reflection of the nation in world association.
3. Understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science, technology, art, culture, and humanities with insights into humanity, nationality, statehood, and civilization regarding the causes of phenomena and events, and apply procedural knowledge in a specific field of study according to their talents and interests to solve problems.
4. Processing, reasoning, and presenting in the realm of concrete and abstract realms related to development from what he learns at school independently, acts effectively and creatively, and is able to use methods according to scientific rules.

## 2. Basic Competencies

- 1.1. Grateful for the opportunity to learn English as the language of international communication which is embodied in the spirit of learning.
- 2.1. Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.
- 2.2. Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.
- 2.3. Demonstrate responsible, caring, cooperative, and peace-loving behavior in carrying out functional communication.
- 3.1 Analyze the social function, text structure, and linguistic elements in the expressions of giving suggestions and offers, as well as their responses, according to the context of their use.
- 3.2 Analyze the social function, text structure, and linguistic elements to express and ask about opinions and thoughts, according to the context of their use.
- 3.3 Analyze the social function, text structure, and linguistic elements in the expressions of hope and extended prayers, as well as their responses, according to the context of their use.
- 3.4 Analyzing the social function, text structure, and linguistic elements of the official invitation text, according to the context of its use.
- 3.5 Analyzing the social function, text structure, and linguistic elements

- of the text of personal letters, according to the context of their use.
- 3.6 Analyzing the social function, text structure, and linguistic elements of procedural text in the form of manuals and tips, according to the context of their use.
  - 3.7 Analyzing social functions, text structures, and linguistic elements to state and inquire about actions/activities/events without the need to mention the perpetrators in scientific texts, according to the context of their use.
  - 3.8 Analyzing social functions, text structure, and linguistic elements to state and ask about suppositions if a condition/event/event occurs in the future, according to the context of its use.
  - 3.9 Analyzing the structure of the text and linguistic elements to carry out the social function of factual report text by stating and asking about factual scientific texts about people, animals, objects, natural and social phenomena and events, simply according to the context of learning in other lessons in Class XI.
  - 3.10 Analyzing the social function, text structure, and linguistic elements of the analytical exposition text on topics that are hotly discussed in general, according to the context of their use.
  - 3.11 Analyzing the social function, text structure, and linguistic features of short and simple biographical texts about famous figures, according to the context of their use.
  - 3.12 Mention social functions and linguistic elements in songs.

- 4.1 Compose spoken and written texts to state, ask, and respond to expressions of giving suggestions and offers, taking into account social functions, text structure, and linguistic elements that are correct and in context.
- 4.2 Compose spoken and written texts to express and respond to expressions of expressing opinions and thoughts, taking into account social functions, text structures, and linguistic elements that are correct and in context.
- 4.3 Compose spoken and written texts to pronounce and respond to expressions of hope and extended prayers, taking into account social functions, text structure, and linguistic elements that are correct and in context.
- 4.4 Capturing the meaning of the official invitation text.
- 4.5 Edit official invitations by paying attention to social functions, text structures, and linguistic elements that are correct and in context.
- 4.6 Compose the written text of an official invitation, taking into account social functions, text structure, and linguistic elements that are correct and in context.
- 4.7 Capturing the meaning of the text of a personal letter.
- 4.8 Compose the text of a personal letter, taking into account the correct and contextual social function, text structure, and linguistic elements.



- 4.9 Capture the meaning of procedural text, spoken and written, in the form of manuals and tips.
- 4.10 Edit procedural texts in the form of manuals and tips, taking into account social functions, text structures, and linguistic elements that are correct and in context.
- 4.11 Compose spoken and written texts, to state and inquire about actions/activities/events without the need to mention the perpetrators in scientific texts, taking into account social functions, text structure, and linguistic elements that are correct and in context.
- 4.12 Compose spoken and written texts to state and ask about assumptions if a situation/event/event occurs in the future, taking into account social functions, text structure, and linguistic elements that are correct and in context.
- 4.13 Capturing meaning in factual scientific texts (factual reports), spoken and written, simple, about people, animals, objects, natural and social phenomena and events, related to other subjects in Class XI.
- 4.14 Capturing the meaning in the analytical exposition text on topics that are hotly discussed in general.
- 4.15 Capturing the meaning of short and simple biographical texts about famous figures.
- 4.16 Capturing the message in the song.

### 3. Indicators of Competence Achievement

- Understand the meaning of the existing YouTube videos given by the teacher with a predetermined topic
- Performing various speech acts in interpersonal/transactional spoken discourse: based on the topic that has been given in the YouTube video Cultural Values and National Character
- Religious, honest, tolerant, disciplined, hard working, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, friendly, love of peace, love to read, care for the environment, care for the social, responsible, independent

#### Character:

- Confidence (steadfastness, optimism).
- Task oriented (motivated, persevering, determined, energetic).
- Risk taker (likes challenges, able to lead)
- Future orientation (have a perspective for the future)

### 4. Learning Objectives

- Students can understand well the contents of the context on YouTube videos
- Students can follow the pronunciation in English correctly
- Data students add new vocabulary insights from YouTube videos
- Students can identify the expressions used in YouTube videos

**At the last of learning students can:**

1. Can understand and conclude the meaning in YouTube videos
2. Make conversations with partners according to the topics in the YouTube video
3. Performing various speech acts in interpersonal/transactional spoken discourse according to the topics in the YouTube video
4. Can add new vocabulary after watching YouTube videos
5. Main Material

The teacher will provide a YouTube video as a learning medium with the theme 'holiday' to students. After that, watching the video that has been given to students, it is hoped that they will be able to make conversations with their partners according to the theme of the YouTube video.

6. Learning Methods/Techniques:

Scientific Approach Technique

7. Learning Strategy

Roleplay: Students are expected to find their respective partners to make conversations according to the given YouTube video. They are expected to be able to play roles like the videos they have watched with the aim that they can practice speaking skills and also be able to speak vocabulary well and can also imitate the expressions used in the videos that have been provided.

a. Initial activity

- Greeting students in a friendly manner when entering the classroom  
(values instilled: polite, caring)
- Checking student attendance (values instilled: discipline, diligent)
- Associating the material/competence to be learned with character
- With reference to lesson plans and teaching materials, convey the character points to be developed other than those related to SK/KD
- Students discuss the questions listed in the textbook

b. Core activities

**In the teacher's exploratory activities:**

- Providing stimulus in the form of providing material for watching YouTube videos and explaining the purpose of the videos and giving examples of how to express roles like in YouTube videos
- Discuss material with students
- Provide opportunities for students to communicate orally or present the contents of YouTube videos
- Students are asked to make a conversation and present it in pairs for scoring

**In teacher elaboration activities:**

- Familiarize students to speak English with the correct pronunciation and use expressions to animate roles
- Facilitate students through giving to create conversations that are carried

out in pairs

**In teacher confirmation activities:**

- Provide feedback to students by giving verbal reinforcement to students who have been able to complete their assignments.
- Provide confirmation on the results of work that has been done by students through other book sources.
- Facilitating students to reflect on the learning experience that has been done.
- Provide motivation to students who are lacking and have not been able to participate in material regarding YouTube videos with the holiday theme

**The last of activities**

- Students are asked to make video recordings in pairs about the holiday theme according to the theme on the YouTube video
- Students and teachers reflect on the activities that have been carried out.

8. Resources/Materials/Tools

- Mobile
- Youtube videos

9. Assessment

a. **Assessment Instrument**

1. Pretest

A pre test is administered to the sample before carrying out the treatment. The pre-test is given to the experimental and control group.

The student comes to the front of the class to be given a speaking test by the researcher. The purpose of the pre-test is to know the effect of applying Media YouTube on student achievement in experimental class and there is no applying Media YouTube in control class.

## 2. Treatment

The treatment is given experimental class and control class. Experimental class is thought by YouTube Conversation and control class by Conventional or without YouTube.

## 3. Post-test

After the treatment is done and the pre-test is given to the students. The post-test is given after the treatment is completed which is done two meetings. This test is meant to find out the difference in mean scores of both the control and experimental group, it is used to know the effect of YouTube on the experimental group.

The elements in the character:

### 1. Be honest:

- a. Acknowledge things as they are
- b. Work independently
- c. Not cheating
- d. Complete assignments on time

### 2. Communicative:

- a. Actively ask the teacher
- b. Actively answering teacher questions

c. Communicate in a friendly and courteous manner

d. Act democratically

3. Curiosity:

a. Pay attention to the teacher's explanation

b. Active asking

c. Active note-taking and writing

d. Active on assignments

4. Creative

a. Doing different tasks than usual

b. Always asking questions

c. Often submit suggestions / suggestions

d. Innovative

5. Responsibility

a. Complete tasks independently

b. Carry out obligations according to its role

c. Keeping the class conducive to the teaching and learning process

**b. Indikator of speaking**

**Indicators of Speaking Measurement**

Aspect	Indicators
Fluency	4. Generally natural delivery, only occasional halting when searching for appropriate word/expressions.
	3. The student hesitates and repeats himself at times but can generally maintain a flow of speech.
	2. Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
	1. The students speak so little that no 'fluent' speech can be said to occur.

Pronunciation	4. Occasional errors of pronunciation in few inconsistencies of rhythm, intonation and pronunciations
	3. Rhythm intonation and pronunciation require more careful lightning, some errors of pronunciation which may occasionally lead to incomprehension.
	2. Comprehensions suffers due to frequent errors in rhythm, intonation and pronunciations.
	1. Words are unintelligible.
Vocabulary	4. Effective use of vocabulary of the task with little in appreciated.
	3. For the most part, effective use of vocabulary for the task of some examples in appreciated.
	2. Limited use of vocabulary with frequent in appreciated.
	1. Inappropriate and inadequate vocabulary.
Grammatical Accuracy	4. Very few grammatical errors.
	3. Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2. Speech is broken comprehension sentences.
	1. Unable to construct comprehensible sentences.
Interactional Strategies	4. Interacts effectively ad readily participates and follows the discussion.
	3. Use of interactive strategies is generally adequate but at times experience some 2. difficulties in maintaining interaction consistently.
	2. Use of ineffective. Can seldom develop an interaction.
	1. Understanding and interaction minimal.



**Example:**

No	Name	Score				Total Score
		Criteria 1	Criteria 2	Criteria 3	Criteria 4	
1	Ahmad	4	3	3	2	12
2	Asep	3	3	3	3	12
3	Anita	3	4	4	3	14
...	...	...	...	...	...	...

The formula for calculating student scores, as follows:

$$\frac{\textit{The number of scores obtained by student}}{\textit{Maximal Score}} \times 100$$

The description of the scores obtained by students is the number of scores obtained by students from the 1st to 4th criteria.

The maximum score is the result of multiplying the highest score (4) with the number of specified criteria. so the maximum score =  $4 \times 5 = 20$

## Lesson Plan

School name	SMA Negeri 5 Metro
Subjects	English
Class/Semester	XI/ Odd
Time Allocation	2 x 45 minutes
Learning Topics	Introduction
Meeting to	2

### 1. Competency Standards

1. Live and practice the teachings of the religion they adhere to
2. Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and pro-active and showing attitudes as part of the solution to various problems in interacting effectively with the social and natural environment and in placing oneself as a reflection of the nation in world association.
3. Understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science, technology, art, culture, and humanities with insights into humanity, nationality, statehood, and civilization regarding the causes of phenomena and events, and apply procedural knowledge in a specific field of study according to their talents and interests to solve problems.
4. Processing, reasoning, and presenting in the realm of concrete and abstract realms related to development from what he learns at school independently, acts effectively and creatively, and is able to use methods according to scientific rules.

## 2. Basic Competencies

1.1 Grateful for the opportunity to learn English as the language of international communication which is embodied in the spirit of learning.

2.1 Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.

2.2 Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.

2.3 Demonstrate responsible, caring, cooperative, and peace-loving behavior in carrying out functional communication.

3.1 Analyze the social function, text structure, and linguistic elements in the expressions of giving suggestions and offers, as well as their responses, according to the context of their use.

3.2 Analyze the social function, text structure, and linguistic elements to express and ask about opinions and thoughts, according to the context of their use.

3.3 Analyze the social function, text structure, and linguistic elements in the expressions of hope and extended prayers, as well as their responses, according to the context of their use.

3.4 Analyzing the social function, text structure, and linguistic elements of the official invitation text, according to the context of its use.

3.5 Analyzing the social function, text structure, and linguistic elements of the text of personal letters, according to the context of their use.

- 3.6 Analyzing the social function, text structure, and linguistic elements of procedural text in the form of manuals and tips, according to the context of their use.
- 3.7 Analyzing social functions, text structures, and linguistic elements to state and inquire about actions/activities/events without the need to mention the perpetrators in scientific texts, according to the context of their use.
- 3.8 Analyzing social functions, text structure, and linguistic elements to state and ask about suppositions if a condition/event/event occurs in the future, according to the context of its use.
- 3.9 Analyzing the structure of the text and linguistic elements to carry out the social function of factual report text by stating and asking about factual scientific texts about people, animals, objects, natural and social phenomena and events, simply according to the context of learning in other lessons in Class XI.
- 3.10 Analyzing the social function, text structure, and linguistic elements of the analytical exposition text on topics that are hotly discussed in general, according to the context of their use.
- 3.11 Analyzing the social function, text structure, and linguistic features of short and simple biographical texts about famous figures, according to the context of their use.
- 3.12 Mention social functions and linguistic elements in songs.

- 4.1 Compose spoken and written texts to state, ask, and respond to expressions of giving suggestions and offers, taking into account social functions, text structure, and linguistic elements that are correct and in context.
- 4.2 Compose spoken and written texts to express and respond to expressions of expressing opinions and thoughts, taking into account social functions, text structures, and linguistic elements that are correct and in context.
- 4.3 Compose spoken and written texts to pronounce and respond to expressions of hope and extended prayers, taking into account social functions, text structure, and linguistic elements that are correct and in context.
- 4.4 Capturing the meaning of the official invitation text.
- 4.5 Edit official invitations by paying attention to social functions, text structures, and linguistic elements that are correct and in context.
- 4.6 Compose the written text of an official invitation, taking into account social functions, text structure, and linguistic elements that are correct and in context.
- 4.7 Capturing the meaning of the text of a personal letter.
- 4.8 Compose the text of a personal letter, taking into account the correct and contextual social function, text structure, and linguistic elements.
- 4.9 Capture the meaning of procedural text, spoken and written, in the form of manuals and tips.

- 4.10 Edit procedural texts in the form of manuals and tips, taking into account social functions, text structures, and linguistic elements that are correct and in context.
- 4.11 Compose spoken and written texts, to state and inquire about actions/activities/events without the need to mention the perpetrators in scientific texts, taking into account social functions, text structure, and linguistic elements that are correct and in context.
- 4.12 Compose spoken and written texts to state and ask about assumptions if a situation/event/event occurs in the future, taking into account social functions, text structure, and linguistic elements that are correct and in context.
- 4.13 Capturing meaning in factual scientific texts (factual reports), spoken and written, simple, about people, animals, objects, natural and social phenomena and events, related to other subjects in Class XI.
- 4.14 Capturing the meaning in the analytical exposition text on topics that are hotly discussed in general.
- 4.15 Capturing the meaning of short and simple biographical texts about famous figures.
- 4.16 Capturing the message in the song.

### 3. Indicators of Competence Achievement

- Understand the meaning of the existing YouTube videos given by the teacher with topic introduction your self to other people
  - Performing various speech acts in interpersonal/transactional spoken discourse: based on the topic that has been given in the YouTube video
- Cultural Values and National Character
- Religious, honest, tolerant, disciplined, hard working, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, friendly, love of peace, love to read, care for the environment, care for the social, responsible, independent

Character:

- Confidence (steadfastness, optimism).
- Task oriented (motivated, persevering, determined, energetic).
- Risk taker (likes challenges, able to lead)
- Future orientation (have a perspective for the future)

### 4. Learning Objectives

- Students can understand well the contents of introduction ourself on YouTube videos
- Students can follow the pronunciation in English correctly
- Data students add new vocabulary insights from YouTube videos
- Students can identify the expressions used in YouTube videos

**At the last of learning students can:**

1. Can understand and conclude the meaning in YouTube videos
2. Make conversations with partners according to the topic about introduction ourself in the YouTube video
3. Performing various speech acts in interpersonal/transactional spoken discourse according to the topics introduction ourself in the YouTube video
4. Can add new vocabulary after watching YouTube videos

5. Main Material

The teacher will provide a YouTube video as a learning medium with the theme 'introduction ourself to other people' to students. After that, watching the video that has been given to students, it is hoped that they will be able to make conversations with their partners according to the theme of the YouTube video.

6. Learning Methods/Techniques:

Scientific Approach Technique

7. Learning Strategy

Roleplay: Students are expected to find their respective partners to make conversations according to the given YouTube video. They are expected to be able to play roles like the videos they have watched with the aim that they can practice speaking skills and also be able to speak vocabulary well



and can also imitate the expressions used in the videos that have been provided.

a. Initial activity

- Greeting students in a friendly manner when entering the classroom (values instilled: polite, caring)
- Checking student attendance (values instilled: discipline, diligent)
- Associating the material/competence to be learned with character
- With reference to lesson plans and teaching materials, convey the character points to be developed other than those related to SK/KD
- Students make conversation according to the theme in the YouTube video

b. Core activities

**In the teacher's exploratory activities:**

- Providing stimulus in the form of providing material for watching YouTube videos about introduce ourself to other people theme and explaining the purpose of the videos and giving examples of how to express roles like in YouTube videos
- Discuss material with students
- Provide opportunities for students to communicate orally or present the contents of YouTube videos
- Students are asked to make a conversation and present it in pairs for scoring

**In teacher elaboration activities:**

- Familiarize students to speak English with the correct pronunciation and use expressions to animate roles
- Facilitate students through giving to create conversations that are carried out in pairs

**In teacher confirmation activities:**

- Provide feedback to students by giving verbal reinforcement to students who have been able to complete their assignments.
- Provide confirmation on the results of work that has been done by students through video youtube.
- Facilitating students to reflect on the learning experience that has been done.
- Provide motivation to students who are lacking and have not been able to participate in material regarding YouTube videos with introduce ourself to other people theme

**The last of activities**

- Students are asked to make video recordings in pairs about introduce ourself to other people theme according to the theme on the YouTube video
- Students and teachers reflect on the activities that have been carried out.

## 8. Resources/Materials/Tools

- Mobile
- Youtube videos

## 9. Assessment

### b. **Assessment Instrument**

#### 1. Pretest

A pre test is administered to the sample before carrying out the treatment. The pre-test is given to the experimental and control group. The student comes to the front of the class to be given a speaking test by the researcher. The purpose of the pre-test is to know the effect of applying Media YouTube on student achievement in experimental class and there is no applying Media YouTube in control class.

#### 2. Treatment

The treatment is given experimental class and control class. Experimental class is thought by YouTube Conversation with topic introduction ourself and control class by Conventional or without YouTube.

#### 3. Post-test

After the treatment is done and the pre-test is given to the students. The post-test is given after the treatment is completed which is done two meetings. This test is meant to find out the difference in mean scores of both the control and experimental group, it is used to know the effect of YouTube on the experimental group.

The elements in the character:

1. Be honest:
  - a. Acknowledge things as they are
  - b. Work independently
  - c. Not cheating
  - d. Complete assignments on time
2. Communicative:
  - a. Actively ask the teacher
  - b. Actively answering teacher questions
  - c. Communicate in a friendly and courteous manner
  - d. Act democratically
3. Curiosity:
  - a. Pay attention to the teacher's explanation
  - b. Active asking
  - c. Active note-taking and writing
  - d. Active on assignments
4. Creative
  - a. Doing different tasks than usual
  - b. Always asking questions
  - c. Often submit suggestions / suggestions
  - d. Innovative
5. Responsibility
  - a. Complete tasks independently

- b. Carry out obligations according to its role
- c. Keeping the class conducive to the teaching and learning process

## b. Indikator of speaking

### Indicators of Speaking Measurement

Aspect	Indicators
Fluency	4. Generally natural delivery, only occasional halting when searching for appropriate word/expressions.
	3. The student hesitates and repeats himself at times but can generally maintain a flow of speech.
	2. Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
	1. The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4. Occasional errors of pronunciation in few inconsistencies of rhythm, intonation and pronunciations
	3. Rhythm intonation and pronunciation require more careful lightning, some errors of pronunciation which may occasionally lead to incomprehension.
	2. Comprehensions suffers due to frequent errors in rhythm, intonation and pronunciations.
	1. Words are unintelligible.
Vocabulary	4. Effective use of vocabulary of the task with little in appreciated.
	3. For the most part, effective use of vocabulary for the task of some examples in appreciated.
	2. Limited use of vocabulary with frequent in appreciated.
	1. Inappropriate and inadequate vocabulary.
Grammatical Accuracy	4. Very few grammatical errors.
	3. Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2. Speech is broken comprehension sentences.
	1. Unable to construct comprehensible sentences.
Interactional Strategies	4. Interacts effectively ad readily participates and follows the discussion.
	3. Use of interactive strategies is generally adequate but at times experience some 2. difficulties in maintaining interaction consistently.

	2. Use of ineffective. Can seldom develop an interaction.
	1. Understanding and interaction minimal.

**Example:**

No	Name	Score				Total Score
		Criteria 1	Criteria 2	Criteria 3	Criteria 4	
1	Ahmad	4	3	3	2	12
2	Asep	3	3	3	3	12
3	Anita	3	4	4	3	14
...	...	...	...	...	...	...

**The formula for calculating student scores, as follows:**

$$\frac{\text{The number of scores obtained by student}}{\text{Maximal Score}} \times 100$$

The description of the scores obtained by students is the number of scores obtained by students from the 1st to 4th criteria.

The maximum score is the result of multiplying the highest score (4) with the number of specified criteria. so the maximum score =  $4 \times 5 = 20$

## Lesson Plan

School name	SMA Negeri 5 Metro
Subjects	English
Class/Semester	XI/ Odd
Time Allocation	2 x 45 minutes
Learning Topics	Giving Congratulations
Meeting to	3

### 1. Competency Standards

1. Live and practice the teachings of the religion they adhere to
2. Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and pro-active and showing attitudes as part of the solution to various problems in interacting effectively with the social and natural environment and in placing oneself as a reflection of the nation in world association.
3. Understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science, technology, art, culture, and humanities with insights into humanity, nationality, statehood, and civilization regarding the causes of phenomena and events, and apply procedural knowledge in a specific field of study according to their talents and interests to solve problems.
4. Processing, reasoning, and presenting in the realm of concrete and abstract realms related to development from what he learns at school independently, acts effectively and creatively, and is able to use methods according to scientific rules.

## 2. Basic Competencies

1.1. Grateful for the opportunity to learn English as the language of international communication which is embodied in the spirit of learning.

2.1. Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.

2.2. Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.

2.3. Demonstrate responsible, caring, cooperative, and peace-loving behavior in carrying out functional communication.

3.1 Analyze the social function, text structure, and linguistic elements in the expressions of giving suggestions and offers, as well as their responses, according to the context of their use.

3.2 Analyze the social function, text structure, and linguistic elements to express and ask about opinions and thoughts, according to the context of their use.

3.3 Analyze the social function, text structure, and linguistic elements in the expressions of hope and extended prayers, as well as their responses, according to the context of their use.

3.4 Analyzing the social function, text structure, and linguistic elements of the official invitation text, according to the context of its use.

3.5 Analyzing the social function, text structure, and linguistic elements of the text of personal letters, according to the context of their use.



- 3.6 Analyzing the social function, text structure, and linguistic elements of procedural text in the form of manuals and tips, according to the context of their use.
- 3.7 Analyzing social functions, text structures, and linguistic elements to state and inquire about actions/activities/events without the need to mention the perpetrators in scientific texts, according to the context of their use.
- 3.8 Analyzing social functions, text structure, and linguistic elements to state and ask about suppositions if a condition/event/event occurs in the future, according to the context of its use.
- 3.9 Analyzing the structure of the text and linguistic elements to carry out the social function of factual report text by stating and asking about factual scientific texts about people, animals, objects, natural and social phenomena and events, simply according to the context of learning in other lessons in Class XI.
- 3.10 Analyzing the social function, text structure, and linguistic elements of the analytical exposition text on topics that are hotly discussed in general, according to the context of their use.
- 3.11 Analyzing the social function, text structure, and linguistic features of short and simple biographical texts about famous figures, according to the context of their use.
- 3.12 Mention social functions and linguistic elements in songs.

- 4.1 Compose spoken and written texts to state, ask, and respond to expressions of giving suggestions and offers, taking into account social functions, text structure, and linguistic elements that are correct and in context.
- 4.2 Compose spoken and written texts to express and respond to expressions of expressing opinions and thoughts, taking into account social functions, text structures, and linguistic elements that are correct and in context.
- 4.3 Compose spoken and written texts to pronounce and respond to expressions of hope and extended prayers, taking into account social functions, text structure, and linguistic elements that are correct and in context.
- 4.4 Capturing the meaning of the official invitation text.
- 4.5 Edit official invitations by paying attention to social functions, text structures, and linguistic elements that are correct and in context.
- 4.6 Compose the written text of an official invitation, taking into account social functions, text structure, and linguistic elements that are correct and in context.
- 4.7 Capturing the meaning of the text of a personal letter.
- 4.8 Compose the text of a personal letter, taking into account the correct and contextual social function, text structure, and linguistic elements.
- 4.9 Capture the meaning of procedural text, spoken and written, in the form of manuals and tips.

- 4.10 Edit procedural texts in the form of manuals and tips, taking into account social functions, text structures, and linguistic elements that are correct and in context.
- 4.11 Compose spoken and written texts, to state and inquire about actions/activities/events without the need to mention the perpetrators in scientific texts, taking into account social functions, text structure, and linguistic elements that are correct and in context.
- 4.12 Compose spoken and written texts to state and ask about assumptions if a situation/event/event occurs in the future, taking into account social functions, text structure, and linguistic elements that are correct and in context.
- 4.13 Capturing meaning in factual scientific texts (factual reports), spoken and written, simple, about people, animals, objects, natural and social phenomena and events, related to other subjects in Class XI.
- 4.14 Capturing the meaning in the analytical exposition text on topics that are hotly discussed in general.
- 4.15 Capturing the meaning of short and simple biographical texts about famous figures.
- 4.16 Capturing the message in the song.

### 3. Indicators of Competence Achievement

- Understand the meaning of the existing YouTube videos given by the teacher with a topic giving congratulations.

- Performing various speech acts in interpersonal/transactional spoken discourse: based on the topic that has been given in the YouTube video  
Cultural Values and National Character
- Religious, honest, tolerant, disciplined, hard working, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, friendly, love of peace, love to read, care for the environment, care for the social, responsible, independent

Character:

- Confidence (steadfastness, optimism).
- Task oriented (motivated, persevering, determined, energetic).
- Risk taker (likes challenges, able to lead)
- Future orientation (have a perspective for the future)

#### 4. Learning Objectives

- Students can understand well the contents of the context about giving congratulations on YouTube videos
- Students can follow the pronunciation in English correctly
- Data students add new vocabulary insights from YouTube videos
- Students can identify the expressions used in YouTube videos

**At the last of learning students can:**

1. Can understand and conclude the meaning in YouTube videos
2. Make conversations with partners according to the topics about giving congratulations in the YouTube video

3. Performing various speech acts in interpersonal/transactional spoken discourse according to the topics about giving congratulations in the YouTube video
4. Can add new vocabulary after watching YouTube videos
5. Main Material

The teacher will provide a YouTube video as a learning medium with the theme 'giving congratulations' to students. After that, watching the video that has been given to students, it is hoped that they will be able to make conversations with their partners according to the theme of the YouTube video.

6. Learning Methods/Techniques:  
Scientific Approach Technique

7. Learning Strategy

Roleplay: Students are expected to find their respective partners to make conversations according to the given YouTube video. They are expected to be able to play roles like the videos they have watched with the aim that they can practice speaking skills and also be able to speak vocabulary well and can also imitate the expressions used in the videos that have been provided.

- a. Initial activity
  - Greeting students in a friendly manner when entering the classroom

(values instilled: polite, caring)

- Checking student attendance (values instilled: discipline, diligent)
- Associating the material/competence to be learned with character
- With reference to lesson plans and teaching materials, convey the character points to be developed other than those related to SK/KD
- Students make conversation according to the theme in the YouTube video

b. Core activities

**In the teacher's exploratory activities:**

- Providing stimulus in the form of providing material for watching YouTube videos and explaining the purpose of the videos and giving examples of how to express roles like in YouTube videos
- Discuss material with students
- Provide opportunities for students to communicate orally or present the contents of YouTube videos
- Students are asked to make a conversation and present it in pairs for scoring

**In teacher elaboration activities:**

- Familiarize students to speak English with the correct pronunciation and use expressions to animate roles
- Facilitate students through giving to create conversations that are carried out in pairs

**In teacher confirmation activities:**

- Provide feedback to students by giving verbal reinforcement to students who have been able to complete their assignments.
- Provide confirmation on the results of work that has been done by students through other book sources.
- Facilitating students to reflect on the learning experience that has been done.
- Provide motivation to students who are lacking and have not been able to participate in material regarding YouTube videos with the holiday theme

**The last of activities**

- Students are asked to make video recordings in pairs about the holiday theme according to the theme on the YouTube video
- Students and teachers reflect on the activities that have been carried out.

**8. Resources/Materials/Tools**

- Mobile
- Youtube videos

## 9. Assessment

### a. **Assessment Instrument**

#### 1. Pretest

A pre test is administered to the sample before carrying out the treatment. The pre-test is given to the experimental and control group. The student comes to the front of the class to be given a speaking test by the researcher. The purpose of the pre-test is to know the effect of applying Media YouTube on student achievement in experimental class and there is no applying Media YouTube in control class.

#### 2. Treatment

The treatment is given experimental class and control class. Experimental class is thought by YouTube Conversation and control class by Conventional or without YouTube.

#### 3. Post-test

After the treatment is done and the pre-test is given to the students. The post-test is given after the treatment is completed which is done two meetings. This test is meant to find out the difference in mean scores of both the control and experimental group, it is used to know the effect of YouTube on the experimental group.

The elements in the character:

##### 1. Be honest:

- a. Acknowledge things as they are
- b. Work independently



- c. Not cheating
  - d. Complete assignments on time
2. Communicative:
- a. Actively ask the teacher
  - b. Actively answering teacher questions
  - c. Communicate in a friendly and courteous manner
  - d. Act democratically
3. Curiosity:
- a. Pay attention to the teacher's explanation
  - b. Active asking
  - c. Active note-taking and writing
  - d. Active on assignments
4. Creative
- a. Doing different tasks than usual
  - b. Always asking questions
  - c. Often submit suggestions / suggestions
  - d. Innovative
5. Responsibility
- a. Complete tasks independently
  - b. Carry out obligations according to its role
  - c. Keeping the class conducive to the teaching and learning process

## b. Indikator of speaking

### Indicators of Speaking Measurement

Aspect	Indicators
Fluency	4. Generally natural delivery, only occasional halting when searching for appropriate word/expressions.
	3. The student hesitates and repeats himself at times but can generally maintain a flow of speech.
	2. Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
	1. The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4. Occasional errors of pronunciation in few inconsistencies of rhythm, intonation and pronunciations
	3. Rhythm intonation and pronunciation require more careful lightning, some errors of pronunciation which may occasionally lead to incomprehension.
	2. Comprehensions suffers due to frequent errors in rhythm, intonation and pronunciations.
Vocabulary	1. Words are unintelligible.
	2. Limited use of vocabulary with frequent in appreciated.
	3. For the most part, effective use of vocabulary for the task of some examples in appreciated.
	4. Effective use of vocabulary of the task with little in appreciated.
Grammatical Accuracy	1. Unable to construct comprehensible sentences.
	2. Speech is broken comprehension sentences.
	3. Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	4. Very few grammatical errors.
Interactional Strategies	1. Understanding and interaction minimal.
	2. Use of ineffective. Can seldom develop an interaction.
	3. Use of interactive strategies is generally adequate but at times experience some 2. difficulties in maintaining interaction consistently.
	4. Interacts effectively ad readily participates and follows the discussion.

**Example:**

No	Name	Score				Total Score
		Criteria 1	Criteria 2	Criteria 3	Criteria 4	
1	Ahmad	4	3	3	2	12
2	Asep	3	3	3	3	12
3	Anita	3	4	4	3	14
...	...	...	...	...	...	...

The formula for calculating student scores, as follows:

$$\frac{\textit{The number of scores obtained by student}}{\textit{Maximal Score}} \times 100$$

The description of the scores obtained by students is the number of scores obtained by students from the 1st to 4th criteria.

The maximum score is the result of multiplying the highest score (4) with the number of specified criteria. so the maximum score =  $4 \times 5 = 20$

## INSTRUMENT DATA

### A. Scores Technique

- Speaking Test

### B. Score Instrument

Speaking test, the assessment is carried out based on the assessment rubric. The following are assessment rubrics that can be used by teachers to assess student performance, as well as calculate their scores.

### C. Scoring Rubric Speaking

Fluency		Content		Appearance		
Pronunciation	Intonation & Stress	Generic Structure	Grammar	Vocab	Body Language	Expression
Scores	4, 3, 2, 1	4, 3, 2, 1	4, 3, 2, 1	4, 3, 2, 1	4, 3, 2, 1	4, 3, 2, 1
Pronunciation	Intonation & Stress	Generic Structure	Grammar	Vocab	Body Language	Expression
	<b>Score 4</b>  (Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak	<b>Score 4</b>  (Not really paying attention to the stress and intonation)	<b>Score 4</b>  (There is no orientation, complication and resolution)	<b>Score 4</b>  ( Errors in grammar are frequent , but speaker can be understood by a native speaker used to dealing with foreigner)	<b>Score 4</b>  (Speaking vocabulary inadequate to express anything but the most elementary needs.)	<b>Score 4</b>  (Not using any body language)

	his language.)					
	<b>Score 3</b>  (Accent is intelligible though often faulty. )quite	<b>Score 3</b>  (Paying attention to the intonation and stress, even though still making several mistakes)	<b>Score 3</b>  ( The story is already organized into orientation , complication and resolution but still there are some parts who are missing)	<b>Score 3</b>  (Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar.)	<b>Score 3</b>  (Has speaking vocabulary sufficient to Express himself simply with some circumrotations .)	<b>Score 3</b>  (Enough body language in particular parts of the story)
	<b>Score 2</b>  (Errors in pronunciation are quite rare.)	<b>Score 2</b>  (Good intonation and stresses in almost 70% of the words pronounced )	<b>Score 2</b>  ( The story is really organized into orientation, Complication and resolution )	<b>Score 2</b>  (Control of grammar is good. Able to speak the language with sufficient	<b>Score 2</b>  ( Able to speak the language with sufficient vocabulary)	<b>Score 2</b>  (Good and appropriate body language in all over the story )

				struc tural accu racy)		
	<b>Score 1</b> Incompre hensible even in the form of a short dialogue	<b>Score 1</b> Incompre hensible even in the form of a short dialogue	<b>Score 1</b> Incompre hensible even in the form of a short dialogue	<b>Score 1</b> Incompre hensible even in the form of a short dialogue	<b>Score 1</b> Incompre hensible even in the form of a short dialogue	<b>Score 1</b> Incompre hensible even in the form of a short dialogue

#### D. Score Speaking

**Example:**

No	Name	Score				Total Score
		Criteria 1	Criteria 2	Criteria 3	Criteria 4	
1	Ahmad	4	3	3	2	12
2	Asep	3	3	3	3	12
3	Anita	3	4	4	3	14
...	...	...	...	...	...	...

The formula for calculating student scores, as follows:

$$\frac{\text{The number of scores obtained by student}}{\text{Maximal Score}} \times 100$$

The description of the scores obtained by students is the number of scores obtained by students from the 1st to 4th criteria.

The maximum score is the result of multiplying the highest score (4) with the number of specified criteria. so the maximum score =  $4 \times 5 = 20$

### **INSTRUMENT PRE-TEST**

Type of test : Speaking Performance  
Method : Role Play  
Skill : Speaking Skills

#### **LANGUAGE FUNCTION :**

1. Expression of Asking and Giving Information About Your Self and Another.
2. Expression of Asking and Giving About Congratulations and Compliment.
3. Expression of Asking and Giving About The Places

#### **PROCEDURE :**

1. Teacher asks the students to make the dialogues based on the material
2. Teacher asks the students to randomly take the name of another students that can be their partner.
3. Teacher will ask the students to prepared their performance for about 10 minutes.
4. Teacher calls the students randomly to perform in front of the class with the partner
5. The students will do the role play based on the dialog
6. During the performance, teacher will give the score based on scoring rubric that has been made before.

**ASSIGNMENT****Asking And Giving Information About Your Self And Another**

*Please make the dialogue of asking and giving information about your self and another!*

**Giving Congratulation And Complimenting**

*Please make the dialogue of giving congratulations and complementing based on the situation that you have been choose!*

**Asking And Giving Information About The Place**

*Please make the dialogue of asking and giving information about the famous place!*



## **INSTRUMENT POST-TEST**

Type of test : Speaking Performance  
Method : Role Play  
Skill : Speaking Skills

### **LANGUAGE FUNCTION :**

4. Expression of Asking and Giving Information About Your Self and Another.
5. Expression of Asking and Giving About Congratulations and Compliment.
6. Expression of Asking and Giving About The Places

### **PROCEDURE :**

7. Teacher asks the students to make the dialogues based on the material
8. Teacher asks the students to randomly take the name of another students that can be their partner.
9. Teacher will ask the students to prepared their performance for about 10 minutes.
10. Teacher calls the students randomly to perform in front of the class with the partner
11. The students will do the role play based on the dialog
12. During the performance, teacher will give the score based on scoring rubric that has been made before.

## **ASSIGNMENT**

### **Asking And Giving Information About Your Self And Another**

*Please make the dialogue of asking and giving information about your self and another!*

### **Giving Congratulation And Complimenting**

*Please make the dialogue of giving congratulations and complementing based on the situation that you have been choose!*

### **Asking And Giving Information About The Place**

*Please make the dialogue of asking and giving information about the famous place!*

**LAMPIRAN FOTO**





## PENILAIAN SPEAKING PRE TEST EXPERIMENTAL CLASS

NAME	GRAMMAR	VOCABULARY	PRONUNCIATION	FLUENCY	COMPREHENSION	SCORE
AP	3	4	2	3	2	70
AZ	3	3	2	3	3	70
AI	4	4	3	2	3	80
AM	2	2	2	2	2	50
AD	3	3	2	2	3	65
CL	1	2	1	2	2	40
DS	1	2	2	2	2	45
FK	3	2	3	4	4	80
HW	3	3	2	3	4	75
HA	3	2	2	3	3	65
IA	2	2	2	2	3	55
IZ	3	3	4	2	4	80
LS	2	2	3	2	3	60
MB	2	2	1	2	3	50
ML	3	3	2	3	4	75
PK	3	4	2	3	2	70
RA	3	3	2	3	4	75
RM	1	2	1	2	2	40
SA	3	4	2	3	2	70
SA	2	2	1	2	3	50
SB	3	3	3	2	3	70
TB	2	3	2	3	4	70
TM	3	3	3	2	3	70
VD	2	2	2	2	3	55
ZA	2	2	1	2	3	50

## PENILAIAN SPEAKING SKILL POST TEST EXPERIMENTAL CLASS

NAME	GRAMMAR	VOCABULARY	PRONUNCIATION	FLUENCY	COMPREHENSION	SCORE
AP	3	3	2	3	4	75
AZ	3	2	3	4	4	80
AI	4	4	3	2	4	85
AM	2	3	2	3	3	65
AD	3	3	3	3	3	75
CL	3	2	2	2	2	50
DS	2	2	2	3	2	55
FK	3	2	4	4	4	85
HW	3	3	3	3	4	80
HA	3	3	3	4	3	80
IA	2	2	3	3	3	65
IZ	3	3	4	3	4	85
LS	2	2	3	3	3	65
MB	3	3	1	2	3	60
ML	4	3	3	3	4	85
PK	3	4	3	3	3	80
RA	4	3	3	3	4	85
RM	3	2	2	3	2	60
SA	4	4	3	3	3	85
SA	3	3	2	3	3	70
SB	3	4	3	3	3	80
TB	2	3	2	4	3	3
TM	3	4	3	3	3	80
VD	2	2	3	3	3	65
ZA	2	2	3	3	3	65

## PENILAIAN SPEAKING PRETEST IN CONTROLLED CLASS

NAME	GRAMMAR	VOCABULARY	PRONUNCIATION	FLUENCY	COMPREHENSION	SCORE
AB	2	2	1	2	3	50
AF	2	2	3	2	3	60
BG	2	2	2	2	3	55
CH	2	2	3	2	3	60
DY	2	2	3	2	3	60
ES	3	3	2	2	3	65
FR	3	4	2	3	2	70
FW	2	2	3	2	3	60
GG	2	2	1	2	3	50
HW	2	2	3	2	3	60
KM	2	3	3	2	3	65
NV	2	2	3	2	3	60
NY	2	2	3	2	3	60
MK	2	2	1	2	3	50
MY	2	2	1	2	3	50
PA	2	2	2	2	3	55
PS	3	4	2	3	2	70
QAA	3	4	2	3	2	70
RD	2	2	3	2	3	60
RH	2	2	3	2	3	60
SW	3	3	3	2	3	70
SL	2	2	2	2	3	55
TC	2	2	2	2	2	50
WA	2	2	3	3	3	65
WD	2	2	3	3	3	70

## PENILAIAN SPEAKING POST TEST IN CONTROLLED CLASS

NAME	GRAMMAR	VOCABULARY	PRONUNCIATION	FLUENCY	COMPREHENSION	SCORE
AB	2	2	2	2	3	55
AF	2	3	3	2	3	65
BG	2	2	2	2	3	55
CH	2	2	3	2	3	65
DY	2	2	3	3	3	60
ES	3	3	2	2	2	60
FR	3	4	3	3	2	75
FW	2	2	3	2	3	60
GG	2	2	2	2	3	55
HW	2	2	3	2	3	65
KM	2	3	3	2	2	60
NV	2	2	3	2	3	60
NY	3	3	3	2	3	70
MK	2	2	2	3	2	60
MY	2	3	2	2	2	60
PA	2	3	2	2	3	55
PS	3	4	3	3	2	75
QAA	3	4	3	3	2	75
RD	2	2	3	2	3	60
RH	2	3	3	2	3	65
SW	3	3	3	2	2	65
SL	2	2	3	2	3	60
TC	2	2	2	2	2	50
WA	2	3	3	3	3	70
WD	2	3	3	3	3	75





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

Nomor : B-5559/In.28/J/TL.01/12/2021  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
KEPALA SMA NEGERI 5 METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **NURHIDAYAH RAHMA ATIKA**  
NPM : 1801072027  
Semester : 7 (Tujuh)  
Jurusan : Tadris Bahasa Inggris  
Judul : THE USAGE OF VIDEO TO ENHANCE SPEAKING SKILL

untuk melakukan prasurvey di SMA NEGERI 5 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 28 Desember 2021  
Ketua Jurusan,



**Andianto M.Pd**  
NIP 19871102 201503 1 004



**PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMA NEGERI 5 METRO**



*Jalan Wolter Monginsidi Kel. Hadimulyo Timur Kec. Metro Pusat Kota Metro  
Telp. (0725) 7858110 E-mail: sman5mtr@gmail.com*

## SURAT KETERANGAN

Nomor : 045.2 / 005 / V.01 / 05 / 2022

Menanggapi surat dari Institut Agama Islam Negeri Metro fakultas tarbiyah Dan Ilmu Keguruan Nomor: B-5559/In.28/J/TL.01/12/2021 tanggal 28 desember 2021, dengan ini Kepala SMA Negeri 5 Metro menerangkan bahwa:

Nama : **NURHIDAYAH RAHMA ATIKA**  
NPM : 1801072027  
Jurusan : Tadris Bahasa Inggris

Telah melaksanakan pra-survey di SMA Negeri 5 Metro sebagai salah satu syarat penyelesaian tugas akhir/skripsi dengan judul: " THE USAGE OF VIDEO TO ENHANCE SPEAKING SKILL ".

Demikian surat keterangan penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 21 Maret 2022  
Kepala Sekolah



**SUPARNI, S.Pd. M.Pd.**  
NIP. 19640608 198903 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3767/In.28.1/J/TL.00/08/2022  
 Lampiran : -  
 Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
 Leny Setiyana (Pembimbing 1)  
 (Pembimbing 2)  
 di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: <b>NURHIDAYAH RAHMA ATIKA</b>
NPM	: 1801072027
Semester	: 9 (Sembilan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE EFFECT OF VIDEO YOUTUBE TO ENHANCE SPEAKING SKILL AT SECOND GRADE STUDENTS SENIOR HIGH SCHOOL 5 METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 05 Agustus 2022  
 Ketua Jurusan,



**Andianto M.Pd**  
 NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-3781/In.28/D.1/TL.00/08/2022  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMA NEGERI 5 METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-3780/In.28/D.1/TL.01/08/2022, tanggal 08 Agustus 2022 atas nama saudara:

Nama : **NURHIDAYAH RAHMA ATIKA**  
NPM : 1801072027  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 5 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF VIDEO YOUTUBE TO ENHANCE SPEAKING SKILL AT SECOND GRADE STUDENTS SENIOR HIGH SCHOOL 5 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 08 Agustus 2022  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Yudiyanto S.Si., M.Si.**  
NIP 19760222 200003 1 003



**PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMA NEGERI 5 METRO**



*Jalan Wolter Monginsidi Kel. Hadimulyo Timur Kec. Metro Pusat Kota Metro  
Telp. (0725) 7858110 E-mail: sman5mtr@gmail.com*

## SURAT IZIN PENELITIAN

Nomor: 045.2 / 288 / V.01 / 05 / 2022

Menanggapi surat dari Institut Agama Islam Negeri Metro Fakultas tarbiyah Dan Ilmu Keguruan Nomor: B-3780/ln.28/D.1/TL.01/08/2022 pada tanggal 8 Agustus 2022, dengan ini Kepala SMA Negeri 5 Metro menerangkan bahwa:

Nama : **NURHIDAYAH RAHMA ATIKA**  
 NPM : 1801072027  
 Semester : 9 (Sembilan)  
 Jurusan : Tadris Bahasa Inggris

Telah melaksanakan research / survey di SMA Negeri 5 Metro pada tanggal 10 s.d. 13 Januari 2022 sebagai salah satu syarat penyelesaian tugas akhir/skripsi dengan judul: "The Effect Of Video Youtube To Enhance Speaking Skill At Second Grade Students Senior High School 5 Metro"

Demikian surat keterangan penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 10 Agustus 2022  
Kepala Sekolah



**SUPARNI, S.Pd. M.Pd.**  
0648608 198903 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

## SURAT TUGAS

Nomor: B-3780/In.28/D.1/TL.01/08/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **NURHIDAYAH RAHMA ATIKA**  
NPM : 1801072027  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 5 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF VIDEO YOUTUBE TO ENHANCE SPEAKING SKILL AT SECOND GRADE STUDENTS SENIOR HIGH SCHOOL 5 METRO".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 08 Agustus 2022

Mengetahui,  
Pejabat Setempat

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Nurhidayah Rahma A  
NPM : 1801072027

Jurusan : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Jumat 18/10 21		1. Silahkan dilanjut bab 1	
2	Senin 27/10 21		2. labukan pra survey di lokasi penelitian	
3	Jumat 4/11 22		3. Revisi bab 1 dan dilanjut bab 2	
4	Senin 7/11 22		3. Revisi bab 2 dilanjut ke bab 3	

Mengetahui,  
Ketua Jurusan TBI

**ANDIANTO, M.Pd.**  
NIP.198711022015031004

Dosen Pembimbing

**Leny Setyanah, M.Pd.**  
NIP.199009162049





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**KARTU KONSULTASI BIMBINGAN PROPOSAL  
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IAIN METRO**

Nama : Nurhidayah Rahma Atika Jurusan/ Fakultas : TBI / FTIK  
NPM : 1801072027 Semester/TA : I/II 2022

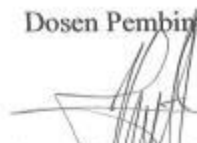
No.	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan
	Jumat 18/22 13		ACC bab 1, 2, 3 Silakan dilanjut seminar	

Mengetahui  
Ketua Jurusan TBI



**Andianto, M.Pd**  
NIP.197506102008011014

Dosen Pembimbing



**Leny Setyana, M.Pd**  
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IAIN METRO**

Nama : Nurhidayah Rahma Atika


Jurusan : TBI

NPM : 1801072027

Semester : VIII/2022

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	Jumat 24/22 /6	Leny Setiyana	ACC Apd. Bilakan lanjut pengambilan data.	
	Kamis 22/22 /9	Leny Setiyana	Revisi bab 9 sewaikan dgn catatan	
	Selasa 1/22 /11	Leny Setiyana	- Revisi bab 4 dan Bab 5 - perhatikan titik koma - footnote - grammar	
	Rabu 16/22 /11	Leny Setiyana	ACC bab 9 dan 5 Bilakan ajukan untuk ujian maha gajah	

Mengetahui  
Ketua Jurusan TBI

  
**Andianto, M.Pd**  
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**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1255/ln.28/S/U.1/OT.01/10/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Nurhidayah Rahma Atika  
NPM : 1801072027  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801072027

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 28 Oktober 2022  
Kepala Perpustakaan



Dr. Asad, S. Ag., S. Hum., M.H.  
NIP. 19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : NURHIDAYAH RAHMA ATIKA

NPM : 1800172027

Jurusan : Tadris Bahasa Inggris

Telah melakukan administrasi perpinjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 28 November 2022

Ketua Jurusan TBI

**Andianty, M.Pd**  
NIP.198711022015031004

## CURRICULUM VITAE



The name of researcher is Nurhidayah Rahma Atika. She was born in Metro on 25<sup>th</sup> may 2000. She is the last child from happy couple namely Mr. Syafiuddin and Mrs. Nuraini. She has three older brothers and one older sister. She was enrolled her study at SD N 2 Metro Pusat on 2007-2012. She continued her study at SMP N 7 Metro Timur on 2012-2015. She continued her study at SMA N 5 Metro Pusat on 2015 and completed in 2018. After graduating of SMA N 5 Metro Pusat, the researcher continued her study at Metro city. In 2018, she was registrated as a students of S1 English Education Department State Institute for Islamic (IAIN) Metro. Furhermore, the researcher takes as an S1 Students of English Education Department State Institute for Islamic Studies of (IAIN) Metro.