

CHAPTER I

INTRODUCTION

This section the researcher presents the background of the study, formulation of research problems, objective of the research, research hypothesis, and significance of the research, research scope and limitation and definition of key terms.

A. The Background of the Study

Language is one of the important in communication. By using language everyone can communicate with others people. They can express their ideas, express their thought, opinions and whatever exists in their minds. The language of an area will be different with other area. Wardhugh (1998:1) states that language is something privilege in particular social area. So every country has its own national languages as the unity language of all areas. Besides national language, there are many languages in this world either as the first, second or foreign language. English is used as an international language. English is a foreign language in our country and it has an important role in the field of education.

In globalization era everyone is competing to master foreign language, especially English as a tool for communication. In Indonesia, English becomes one of school subjects. It is introduced from playgroup, elementary school, junior high school, senior high school and university. According to Wendy and Lisbeth (2010:33) the children are able to express emotions, communicate

intentions and reactions, explore the language and make fun of it, so they expect to be able to do the same in English.

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

In learning speaking skill, the students often find some problems. Based on my own experience of teach English, the problem frequently found is that their native language causes them difficult to use the foreign language. They are afraid if they are making a mistake in one of conversation and lack of confident within themselves. Other reason is because lack of motivation to practice the second language in daily conversation. Moreover, the students' speaking score is enough. Beside the reason above, usually the students feel bored with the media in teaching learning, students need a media that can attract their attention and provide comfort in learning speaking. Arsyad (2002: I) states that media is something that used by someone or teacher to make easy on transferring the material or the subject to the student.

Hamalik (1985 :63) states four classification of teaching media, namely: For the first means of visual tools that can be seen, the second tools are tools that can be heard auditory, the third is tools that can be seen and be heard and the last is dramatization (play a role or puppets game). Classification as described in the foregoing description describes the characteristics or traits specific characteristics of each medium differ from one another in accordance with the purpose and intent classification. According to Sadiman (1986) that the classification of media, characteristic of the media, and the selection of the media is integral part in determining the learning strategy.

Media is one of the components of teaching by using media that relate to the subject that is given by the teacher. Generally, there are three kinds of media, there are visual media, audio media and audio visual media. In a row development of technology information then development of media in educated more advance. According to Daryanto (2010:87) the retention (absorption and memory) the students to the learning material can be increased significantly if the acquisition is initially greater information thought the sense of hearing and sense of sight.

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

learning will be much more fun, learn the proper pronunciation of a word in a foreign language, by using YouTube video can be able to make the material more quickly understandable and be able to get a YouTube video with ease of learning the internet.

So, learning speaking English by using YouTube is an innovative learning system to be developed although this is not a formal system but gives a nice effect in improving the English language. Therefore, the researcher tries to apply ICT (Information and Communication Technology) especially YouTube video in teaching speaking at the second grade of MTs PSM Mirigambar, Tulungagung with the aim students' mastery about the speaking English can be increased.

Based on preliminary study conducted at MTs PSM Mirigambar Tulungagung, the researcher found some problems related in teaching English especially speaking. Teaching speaking at MTs PSM Mirigambar Tulungagung does not give a satisfactory result. The students were very difficult to speak English. The students cannot speak well and fear of making mistake in pronunciation, selection of appropriate vocabulary and use correct grammar.

Most of them feel uncomfortable, unconfident or bored with teaching learning are only using lecturing or just use a makeshift media that makes students less interested and less challenged. According Hisyam (2008:88) the popular method in teaching learning in Indonesia or in other country is lecturing. So, teacher needs media in language learning. Media can bring and arouse students' attention and freshness in teaching learning.

The problems have been becoming interesting topic to discuss and analyze,

especially those who are directly involved with the teaching English. The researcher attempts to present or to teach them by using YouTube video. This research is important to conduct in order to help the teacher in solving that problem. With the study, the teachers will know of instructional media in teaching speaking more interesting and effective because the students can directly see and hear how to speak proper English. So, the teachers does not need to use a medium that is monotonous like writing on the board and with the lecture method.

Based on the explanation above, the researcher is interested to conduct a research to investigate the effectiveness of using YouTube video toward students' speaking ability at the second grade of MTs PSM Mirigambar, Tulungagung in academic year 2014/2015.

B. Formulation of Research Problems

Based on the problem of the study, the main purpose of this study is to find out the effectiveness of YouTube video in order to help the students in MTS PSM Mirigambar toward students' speaking ability. The research problems are formulated as follow:

1. How is the students' score in speaking before being taught by using YouTube video?
2. How is the students' score in speaking after being taught by using YouTube video?

3. Is there any significant difference score of the students before being taught by using YouTube video and after being taught by using YouTube video?

C. The Objective of the Research

Based on the problem formulations above, the aims of the study are as follows:

1. To know the students' score in speaking before being taught by using YouTube video.
2. To know the students' score in speaking after being taught by using YouTube video.
3. To find out whether there is any significant difference between the students' score on speaking before being taught by using YouTube video and after being taught by using YouTube video.

D. Research Hypothesis

The hypothesis of this research are:

1. Null Hypothesis (H_0)
"There is no significant different on the students' speaking achievement who were taught before using YouTube video and after using YouTube video"
2. Alternative Hypothesis (H_a)
"There is significant different on the students' speaking achievement who were taught before using YouTube video and after using YouTube video."

E. The Significance of the Research

The result of this research is intended for:

1. The English Teacher

By using YouTube video as media to teaching speaking, teachers will have many selection of media to teaching speaking in modern era with using ICT (Information and Communication Technology) especially YouTube video and it is hoped to improve the students' achievement in speaking.

2. The students

The result of the study can stimulate their motivation in learning and consequently they are interested in studying English. It is hoped to be able to improve their speaking ability so the goals of teaching learning can be research as well as possible.

3. Future Research

For the other researchers this research can be used as a material reference if she/he will investigate the same subject. So that ways, the researchers tries to give the best contribution.

4. The researcher

This study will be give some knowledge to the researcher and to know the benefits of using YouTube video as media to improve speaking achievement for students.

F. The Limitation of the Study

This research is limited only conduct short conversation about a valuable experience on holiday between students before being taught by using

YouTube video and students after being taught by using video YouTube.

This research is conducted in second grade of MTS PSM Mirigambar, Tulungagung in the academic year of 2014/2015. The researcher limits teaching using video YouTube to improve students' speaking ability.

G. Definition of Key Terms

1. Effectiveness

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

2. Teaching

Teaching is a process or activity of transferring lesson, knowledge, skill, attitude, value from the teacher to the students.

3. Speaking

Speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language

4. ICT (information and communication technology)

Is a diverse set of technological tools and resources used to communicate and to create, disseminate, store, and manage information.

5. YouTube

YouTube is the biggest and popular site of online video in the world especially in internet to upload videos, search, watch videos, and discuss about videos and also share video.

6. Video

Something that enable of audio signal can be combination with a picture and budge sequential

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter deals with theories used as the basis for supporting the research. It covers of speaking, teaching media, the definition of ICT (Information Communication and Technology), and YouTube video and previous study.

A. Speaking

1. The Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Many people said that speaking is the activity of paying attention to give information to other people. "Speaking is having conversation by using specific language" (Helen, 1987:211). In expressing speaking we can see the children use the language. They are able to express emotion, gestures, explore the language, and make fun on it. So they expect to be able to speak in English. Allen (1987:211) state learning speaking is a long process; firstly, students must carefully repeat models and imitate the teacher. They may memorize basic sentence to gain confidence in their ability to speak the second language. They may practice sentence and do oral drill. These activities are preliminary to actual conversation, in a sense; these activities may be term.

In speaking ability there are many activities that can be done as well as a great deal of principles to be kept when conducting speaking ability.

According to Sadtono (1983:5), the activities can be done for speaking skill as follow; students practice fix phrases (formulate), students practice or make a dialogue, students play game, students perform a kit, students conduct a role play, students use a picture, comic strip, news or video for discussion, students solve a problem, seminar or debate and many more.

2. The Element of Teaching Speaking

According to Harris (1986:81), there are five elements used in speaking ability such as pronunciation, grammar, vocabulary, fluency and comprehension:

a. Pronunciation

Pronunciation here, however refer to the standard of correctness and regional differences. It means, it will create misunderstanding toward listeners invited to speak and the message will be conveyed, will lose and difficult to be comprehended. Harmer (1991:11) said that users of the language must know how to say a word that is how to pronounce it. This knowledge is made up of three areas; sounds, stress and intonation.

To clear about pronunciation, according to Manser (1995:133) pronunciation is a way in which a language and a word are spoken. From the explanation above, it can be concluded that pronouncing a sound or language can result a certain sound or a lot of sounds. It means that pronunciation is one of five important elements of speaking ability with the aim is to makes students be able to communicate with others well and understandable.

b. Grammar

Grammar is one of three English components and also one of speaking

abilities to support and help students to have a good ability in communicating well. Grammar is common in both the written and spoken form of the language, so its existence is strongly needed in leaning and speaking skill. Manser (1995:82) stated: “Grammar is a great deal of rules for forming words and making sentence”.

The explanation above shows that grammar is focuses on some roles to from words that can be easily understood and match whit the rules. In addition, it also focuses on how to make good sentences and easily comprehended.

c. Vocabulary

Vocabulary is one of five speaking ability components, which has an important role in speaking English skill. That’s why, if the students have a lot of vocabularies, their speaking will be fluent and they are not confuse in pronouncing or producing a lot of words just because have many vocabularies. Conversely, just few vocabularies they have, it does not guarantee their speaking will be fluent, and also will face hardship in pronouncing and producing many words that they want to convey.

English speaking ability has a set of qualities that must be rated. Harris (1986:84) states that the qualities are as follow: vocabulary limitation so extreme to make conversation virtually impossible, misuse of words and very limited vocabulary make comprehension quite difficult, frequently uses the wrong words; conversation sometimes limited because of inadequate vocabulary, sometimes using inappropriate term and or must refresh ideas because of lexical inadequacies, the use of vocabulary and idiom are virtually that of native speaker.

d. *Fluency*

The students can be called master of English or have a good ability in English if they can speak fluently. It means the student's fluency in English as a sign that they are master of English. To know about fluency, according to Manser (1995:61), fluency is an ability to speak a language smoothly and easily.

Actually, the students who can speak English fluently, they will not have any difficulties in pronouncing or producing a great deal of word. Be sure their pronunciation production of words must be effective and suitable with the reading in the dictionary not up to their wish only. For instance they use jargon language. Harris (1986:81) says, "Fluency is the easy and speed of the flow of speech".

According to Harris (1986:48), that there are five qualities that must be rated in fluency of speaking. They are as follow: speech is co halting and fragmentary as to take the conversation in virtually impossible, usually hesitant, often force into silence by language limitation, speech and fluency are rather strongly affected by language problems, speech as fluent and errorless as that of native speaker.

e. *Comprehension*

Manser (1995:81) states that comprehension is the power to understand something. The power refers to the students' ability to make their speaking can be understood easily by other students' listening or inviting to speak. Comprehension here is closely related to good pronunciation, mastering grammar well, has a great deal with vocabularies and fluency too. For example, students are capable of speaking fluently, and having majority vocabularies, but

their mispronounce lots of words and cannot arrange good sentences. It is impossible that the students who are listening to comprehended their speaking.

According to Harris (1986:84), that there are five sets of qualities to be rated in comprehending English speaking. They are as follows: cannot be said to understand even the simple English conversation, has a great difficulty following what is said can comprehend only "social conversation" spoken slowly and with frequent repetition, understand early everything at normal speed, although occasion and repetition may be necessary, appear to understand everything without difficulty.

3. Testing Speaking

The many kinds of many tests of oral production it is neither nor desirable to separate the speaking skills from the listening skills. The traditional model for deciding a teacher's priorities when it comes to reacting to a student's oral mistakes is based upon the distinction between accuracy and fluency. Accuracy work is defined as a part of lesson when the students are encouraged to make their utterances as near to native speaker's as possible which is usually taken as necessitating more intense correction (Bartram and Walton, 1991:32).

a. Reading aloud

Many present-day oral test include a test of reading aloud in which the students are given a short time to glance through an extract before being required to read it aloud. The ability to read aloud belongs to formal speech situation, it differing greatly from the ability to converse with another person in flexible, informal way. Test involving reading aloud are generally used when it

is desired to assess pronunciation as distinct from the total speaking skills.

b. *Oral drills*

There are three kinds of oral drills; repetition, structure drills and situational drills. These kinds of drills can be used to help measure oral production range widely from purely repetitive drills to sentences transformation and contraction drills. Repetition is useful for testing phoneme discrimination, stress and intonation while structure and situation drills are obviously of more use for assessing how well a student can use a certain structure.

c. *Using picture*

Pictures can be used in oral production test. By serving stimulate for oral response, pictures provide a realistic context for the structural pattern being tested. A picture provides students with necessary clue or stimulus to respond them to produce some words and sentence.

More common in public examination, picture is used for descriptive and narrative purposes. The students are given a picture to study for a few minute; then they required to describe the picture in a given time. Separates scores of general fluency, grammar, vocabulary and accuracy of description/ narration are more reliable.

Careful selection of the picture used for examination will help in controlling the basic vocabulary required. The most effective type of oral examination using picture consist not only of description and narration but also of a discussion about picture concerned. The oral interview like many other examination of oral production, the scoring of the oral interview is highly

subjective and thus sometimes has only low reliability. The interviewer should endeavor to put the students at his ease to beginning of the interview, adopting sympathetic attitude and trying to hold a genuine conversation. Students can response orally to questions about a range of topics that might include their prior knowledge, activities and interest of preferences (O'Malley and Pierce, 1996:11).

The scoring of the interview can range from the impression mark to a mark arrived at on the basis of a fairly detailed marking scheme (showing accuracy of pronunciation, stress and intonation, grammar, vocabulary, fluency and ease of speech).

B. Media

1. Definition of teaching media

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

The word comes from the Latin media which is the plural of medium restrictions on the media is very broad sense, but we restrict the educational media have used the media as a means of learning activities and material in teaching learning. According to Heinchi et.al (1982) suggest the media term as an intermediary that transmits information between the source and receiver. So,

television, film, radio, photograph, and the like is a medium of communication.

When the media was carrying a message or a message aimed instructional information or the intent of teaching the media is called a media of learning. Hamidjojo (1993) states impose limits as all forms of media intermediaries used by humans to communicate or spread ideas or opinion it is up to the intended recipient.

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

1. Media education has a physical sense that today is known as the hardware that is something that the object can be seen and heard or touched by the sense.
2. Media education has a non-physical sense, known as a software that is the content of the message contained in the hardware which is the content to be conveyed to the students.
3. Educational media can be used in bulk (Ex. TV, radio), large groups and small group (Ex. Film, slide, video, OHP) or individual (Ex. Module, computer, radio tape/cassette, video recorder), etc.

2. The Benefit of Using Instructional Media

Student's knowledge acquisition as described by cone experience by Edgar Dale that knowledge will be more abstract only if the message convey through the verbal word. This allows the occurrence of verbal, which means students only know about and understand the words without understanding the meaning contained in it. This sort of thing will lead to misperceptions students therefore,

students should have more concrete experience that the message really can achieve the goals and objectives. Media generally have utility purpose:

1. Clarify the message that is not too verbalistic.
2. Overcome the limitations of space, time energy and power sense.
3. Excite learning more direct interaction between students with learning resources.
4. Enable children to learn independently according to their talent and capabilities of its visual auditory and kinesthetic.
5. Give the same stimuli, likening the experience and perceptions of the same cause.

As function described above also have the value of learning media and the following benefits;

1. Make the concept of the concept of abstract concept, the concept of perceived concept is abstract and difficult to explain directly to the students can rent or simplified through the use of instructional media.
2. Objects presenting that are too dangerous or difficult to come into the learning environment for example the teacher explained by using an image or a television program about animals wild like tigers, bears, lion or other animals such as elephant and giraffes
3. Display the object that are too large or small. For example the teacher will convey an idea of a ship, airplane, market and also temples.
4. Shows the movement is too fast or slow by using the technique of slow motion in the medium of film to show on trajectories, boom arrows or

show an explosion. As well as movements were too slow as growth sprouts and blooms the flower.

C. Definition of ICT (Information and Communication Technology)

1. Definition of ICT

Sawyer and Williams (2005: 3) stated that Information Technology- 'InfoTech'-technology that merges computing with high-speed communications links carrying data, sound, and video. Examples of information technology include personal computers, of course, but also new forms of telephone, televisions, and various handheld devices.

While Asmani (2011: 97) stated that Information Technology involve all things related to the process, using as a tool, manipulation, and management of information technology based on Sawyer and Williams (2005: 3) consists of electromagnetic devices and systems for communicating over long distances. More recently, there has been the addition of communications among computers- which is what happens when people 'go online' on the Internet. Online means using a computer or other information device, connected through a network, to access information and services from another computer or information device. Asmani (2011: 97) stated that communication technology is all things related to the use of tools to process and transfer data from one device to another.

From those two definitions above, State Ministry of Research and Technology in Asmani (2011: 100) stated that Information and Communication Technology (ICT) in general is all technologies related to the retrieval,

collection, processing, storage, distribution and presentation of information. Then, Sanai in Asmani (2011: 100) stated that Information and Communication Technology (ICT) is a media or tool in acquiring knowledge from a person to another. Also stated by Kennewell in Florian and Hegarty (2004: 129), that ICT refers to the set of tools used to process and communicate information.

While Hidayat et al (2004: 43) stated that ICT is an inseparable combination containing broad understanding that is any activity related to the process, manipulation, management, and transfer of information among media. Nowadays those both technologies; Information Technology and Communication Technology, has become one equivalent as ICT, that is a technology that can provide information and can be used as a means of telecommunication, for example, computer that can be interconnected through the Internet.

D. YouTube Video

1. Definition of YouTube Video

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

YouTube is the biggest and popular site of online video in the world especially internet. Currently YouTube users spread across the world of all ages, from children to the level of adults. The users can upload videos, search, watch videos, and discuss about videos and also share video clips for free. Every day there are millions of people who access it. So YouTube is potential to be used as a medium of learning English. Objectives utilizing YouTube as a medium of learning English is to create the conditions and the learning environment interesting, fun, and interactive. Instructional videos on YouTube can be used as an interactive learning in the classroom and for students themselves through online presentation or offline. Usage of YouTube as a medium of learning English can be used at any time without being limited if space and time with the computer or media presentation requirements connected with the internet. Therefore, students are expected to maximize YouTube as learning as much as possible.

2. YouTube video in Education

(Atkinson et al. 2007) in *Assessing of YouTube Video* (2014) states access to computers and the Internet is no longer a major issue of concerns even so for those from lower income group. The use of videos has become so rampant that they are even available through mobile devices. In fact the use of film and videos to complement teachings has been widely promoted back in the 1950s (Marchionini, 2003). The availability of educational technologies and self-produced videos placed on YouTube also had made teaching more exciting. Furthermore, these videos could be accessed at any time of the day and from a

place to suit the students. Apart from that, YouTube is also used to illustrate theoretical content, involve students, and inspire innovative teaching methods (Agazio & Buckley, 2009).

YouTube is also used as a supplementary material with EFL students in Taiwan. Kelsen (2009) conducted a survey on 69 sophomore students and found that they rated the use of YouTube to study English favorably with regard to it being interesting, relevant, and beneficial. The results showed that the YouTube tutorial methodology had a significant positive effect on perceived student learning (Fralinger & Owens, 2009). It is evident that YouTube videos brought about positive effects on teaching and learning.

The attractiveness of videos in teaching comes from the combination of images and sounds. As such it will be able to generate an influential medium that can be used by teachers to help explain concepts while at the same time able to instruct students with content that provides multiple senses. These would certainly assist teachers in making the explanation of abstract concepts and processes easy through the use of visualization that can be provided by videos (Chee, 1995; Casey, 1996).

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

D. Previous Study

There are some previous studies written by the student of English Department from State Islamic Institute of Tulungagung, entitled “The Effectiveness of ICT technique toward students’ vocabulary mastery of The First Grade Students of MTsN Tulungagung in Academic Year 2012/2013”. by Sujiarti (2013) The researcher use experimental research design with quantitative approach, and describes the effectiveness of using ICT in teaching vocabulary by comparing between the student’s score before they are taught using ICT and after they are taught using ICT and using pretest posttest each of them.

There are other several previous studies written by students of English Department from State Islamic College of Tulungagung, entitled “The Effectiveness of using Role-Play technique to improve the students’ speaking ability to eight grade students’ at SMPN II Pogalan Trenggalek” by Riski Elisa Amalia’. Riski’s research quantitative approach. And describes the effectiveness of using role play in teaching speaking by comparing between the student’s score before they are taught using role play and after they are taught using role play and using pretest posttest each of them.

Based on the some previous above on the use of technique, the researcher will conducts study in teaching speaking by using ICT (information and Communication Technology) especially YouTube video. The researcher use pre-experimental research design with quantitative approach, and describes the effectiveness of using YouTube Video to improve speaking ability by

comparing between the student's score before they are taught using YouTube video and after they are taught using YouTube video and using pretest posttest each of them.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer presents research design, population and sample, setting of the study, research instrument, variable and data source, validity and reliability testing, data collecting method, and data analysis.

A. Research Design

Hombly (1955:996) states research is careful study on investigation, especially in order to discover new facts or information such as scientific historical research. . 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 want success to doing research.

In this research, the researcher was conducted in a pre-experimental design using quantitative approach with One-Group Pretest- Posttest design. Ary et al (2006:325) state experimental research is to enable 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 3.1 a diagram of One Group Pretest-Posttest design:

Y1	X	Y2
Pretest	Treatment (Independent variable)	Posttest (Dependent variable)

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

1. Administering a pretest with a purpose of measuring speaking ability of the second grade of MTs PSM Mirigambar Tulungagung.
2. Applying the experimental treatment teaching speaking by using inquiry method of the second grade of MTs PSM Mirigambar Tulungagung.
3. Administering a post-test with a purpose of measuring speaking ability of second grade of MTs PSM Mirigambar Tulungagung.

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 effectiveness of using video YouTube toward students speaking ability by experimental research. The effectiveness will be known after knowing the significant differences score between the students who are taught before and after using video YouTube.

B. Population and Sample

1. Population

Population is all members of well-defined class of people, event or

object (Ary et al 1985:138). According to Dabbie (1983) population is living research elements together and stay together and theoretically become the target of research result. Meanwhile Gay (1992:124) states population is the group to which the researcher would like the result of a study to be generalize able.

The population in this research is all students of MTs PSM Mirigambar, Sumbergempol, Tulungagung in academic year 2014-2015, in which total of class VII until IX were three class.

2. Sample

Selected of sample is very important step in conducting a research study. According to Gay (1992) sample is the process of selecting a number individual for a study in such a way that the individual represent the larger group from which they were. Meanwhile Ary et al (2006:167) sampling is the small group that is observed. Sampling is also as a way the researcher select number of individuals as a sample which present the population.

In this study the researcher used purposive sample and the second grade of class A was taken because among other classes the students of the second grade of MTs PSM Mirigambar had average proficiency and Class A is only one class in second grade of MTs PSM Mirigambar Tulungagung.

C. 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. According to Wiersama (1991: 106), Pretest is gives to the students before they get a 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**

Language Function	Activity	Individual/pair/Group	Type of rating scale/Rubrics
Giving information	Role-Play (Make a short conversation with their friends about the valuable experience on holiday with friends)	Pair work	Analytic oral language scoring rubric

b. Treatment

After conducting a pre-test, the researcher gave the treatment to the students. The treatment here means instruction media refers to audiovisual and

related materials that served instructional function for education treating or as an example in speaking learning. The teacher did treatment two times, for the first the treatment which used here video 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 seen. 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 perform 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 topic if they do not understand. Every students pay attention, listen and take notes to teacher explanation.

c. Post Test

Post-test provides a measure on some attribute or characteristic that someone assesses for participant after a treatment Wiersama (1991: 106). 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**

Language Function	Activity	Individual/pair/Group	Type of rating scale/Rubrics
Giving information	Role-Play (Make a short conversation with their friends about the valuable experience on holiday with family)	Pair work	Analytic oral language scoring rubric

D. Variable and Data Sources

1. Variable

A variable is everything that will become that object of research or the influencing. Factors will be studied. Variable is everything to which the researcher expects to find the answer and that become point of research. Based on the title of the thesis, it has two variables;

a) Independent Variable (X)

Independent variables is the variable is that consequence of or upon antecedent variable. In the field of education were identified as independent variables of which include methods of teaching, miscellaneous frequency (reinforcements), learning materials, etc.

This variable is often called as stimulus, predictor, and antecedent. Independent variable is a variable which influences and give special effects in dependent variable. Independent variable cannot stand by itself without dependent variable. Independent variable in this study is the use of YouTube video.

b) Dependent variable (Y)

Dependent variable is a response of variable that is presumed to be caused by the independent treatment or other independent variable. Called the dependent variable because they are dependent function of the independent variable. Are classified as independent variables in education is student learning outcomes of student, student learning readiness, student independence, etc.

It is often called as output variable, criteria and consequent. Dependent variable is a variable that emerge in function relationship influenced by independent variable. Dependent variable in this research is the students' speaking which is seen from their score.

E. Validity and Reliability Testing

According to Ary (1985) research is always depend upon measurement. There are two important characteristic that every measuring instrument should process of validity and reliability.

1. Validity

Brown (2004:22) states that validity is the most complex criterion of an effective text and the most important principle of language testing. It is the extent to which inferences made from assessment result are appropriate, meaningful and useful in terms of the purpose of the assessment. The measure whether the test has a good validity, the researcher analyzed the test from content validity and face validity.

In this study, the researcher checked content validity and face validity, and the researcher asked the students perform a short monologue about the valuable experience regard to started conversation, extending conversation and closed the conversation.. The researcher made this test based on the course objective in the syllabus of second grade of MTs PSM Mirigambar in year 2014-2015.

a) Content validity

According to Gay (1992:156) content validity is the degree to which a test measures an intended content area. Content validity is a kind of validity which depends on a careful analysis of the language being tested and of the particular test. A test is done to have content validity if its contents a represented sample of the language skill, structure, etc. The test will have content validity if it includes a proper sample of the structure or content which is relevant with the purpose of the test. The content validity in this research can be showed as follows:

No	Indicator of competence achievement	Speaking test
1.	practice in the form of speech acts and give attention to the speaker about started conversation, extending conversation and closed the conversation and about started conversation, extending conversation and closed the conversation in the telephone.	create a short conversation about valuable experience on holiday with regard to started conversation, extending conversation and closed the conversation.

b) Face validity

A test is said to have face validity if it measures what is supposed to measure. Face validity is hardly a scientific concept that is very important. A test which does not have face validity may not be accepted by test takers, teachers, educations, authorities or employers. In this test, there are some aspects that are consideration from this test to make a good test based on the validity.

1. The instruction must be clear for the students
2. In this test, the students can conduct a short conversation about valuable experience in front of the class. The instruction based of syllabus and suitable with their level.
3. Time allocation must be clearly. The teacher give limited about 5 minutes for a pair work to perform in front of the class.

2. Reliability

According Brown (2004:20) a reliable test is consistent and dependable, if the students are given the same test on two different occasions, the test should

yield similar result. Reliability is the characteristic of very good test for it to be valid. A test must be reliable as a measuring instrument.

In this tryout, the researcher used inter rater reliability is where the researcher used two raters scoring speaking skill. The researcher analyze the correlation of two scores of tryout by using Pearson Product Moment and to analyze the correlation the researcher uses SPSS 16.0 for Windows.

Correlation of Pre-test (Tryout)

		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	.779**
	Sig. (2-tailed)		.008
	N	10	10
VAR00002	Pearson Correlation	.779**	1
	Sig. (2-tailed)	.008	
	N	10	10

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the computation of the Pearson Product Moment in tryout of pre-test the value is 0.779, it is bigger than r table that is 0,632 so we can conclude that the pre-test of tryout is reliable.

Correlations of Post-test (tryout)

	VAR00003	VAR00004
VAR00003 Pearson Correlation	1	.881**
Sig. (2-tailed)		.001
N	10	10
VAR00004 Pearson Correlation	.881**	1
Sig. (2-tailed)	.001	
N	10	10

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the computation of the Pearson Product Moment in tryout of Post-test the value is 0.881, it is bigger than r table that is 0,632 so we can conclude that the post-test of tryout is reliable.

F. Data Collecting Method

A method of collecting data used in this research states speaking test is a set of exercise or other instrument. It can be conclude that the test is a series of question or other instrument to reinforce learning to raise students' performance in language. Based on the statement the researcher uses oral speaking test to measure the students' speaking ability. The researcher used two kind of test, those are pre-test and post-test. The researcher give speaking test to know how well the students mastering speaking test before and after being taught using YouTube video.

On 14 April 2015 and 16 April 2015, the researcher teach English speaking without treatment and the researcher used worksheet as a source in teaching learning speaking. On 21 April 2015, the researcher give pretest for the students with perform in front of the class with a pair work to conduct short conversation about the valuable experience on holiday with friends.

On 23 April 2015, the researcher give treatment for the students with a media is video YouTube and display a video about the valuable experience on holiday. On 27 April 2015, the researcher give second video that is relevant with the material of teaching learning. On 29 April 2015, the researcher give posttest for the students with perform in front of the class with a pair work to conduct short conversation about the valuable experience on holiday with family.

The researcher reminds the students to use their own language and regard to begin conversation, extending conversation and closed the conversation. The researcher do not correct the students' error in grammar, pronunciation or vocabulary, if the other can still understand what they mean. It was used to make the students able to communicate with other by using their own word based on the cues that had been given by teacher before.

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 topic if they do not understand. Every students pay attention, listen and take notes to teacher explanation.

G. 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 give 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 T test at SPSS 16.0 for windows.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This Section present research finding and discussion. It consists of research finding, hypothesis testing and discussion.

D. Research Finding

a. 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 in the teaching speaking. The subject of the research were 16 students of the second Grade of MTs PSM Mirigambar Tulungagung. The purpose of the researcher is to know the effectiveness of using Video YouTube to improve speaking ability for eight grade of MTs PSM Mirigambar Tulungagung.

The pre-test in this experimental group was given by asking students to perform short dialogue about the holiday with friends in front of the class. There were 16 students as subject. This test is to know the students speaking skill achievement before students got treatment. The data of the students' achievement before taught by Video YouTube can be seen at appendix.

Table 4.1 Standard Performance

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

Table 4.2 Descriptive Statistic of Pre-test**Statistics****VAR00001**

N	Valid	16
	Missing	0
Mean		58.4375
Median		57.5000
Mode		50.00^a
Std. Deviation		1.12129E1

a.. Multiple modest exist. The smallest value is shown

Based on the table 4.2 above, it can that consist of 16 students it shown that mean score 58.4375, is mean that the average of 16 students are got 58. Based on the criteria of student score 58 is enough score. The median score is 57 and the mode are 50 and 70. 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 4.3 Frequency of Pre-test**VAR00001**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	2	12.5	12.5	12.5
50	4	25.0	25.0	37.5
55	2	12.5	12.5	50.0
60	1	6.2	6.2	56.2
65	2	12.5	12.5	68.8
70	4	25.0	25.0	93.8
75	1	6.2	6.2	100.0
Total	16	100.0	100.0	

Based on the table 4.3 can see that two students got score 40, it means that the ability of students' speaking skill of MTs PSM Mirigambar Tulungagung is poor. The students got score 50 are four students has enough ability in speaking skill. Then two students got score 55 it means that the students have enough ability in speaking skill. The students got score 60 is one, it means the student have enough criteria. The students got score 65 are two students it means that the students have good criteria in speaking ability. The students got score 70 are four students, it means the students have good criteria in speaking ability. The students got score 75 is one it means the students have good criteria in speaking ability also.

The post-test was given by asked 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 16 students as subject of research. It was done after treatment process by giving video YouTube. In this test was intended to know the students speaking ability using video YouTube as a teaching media in speaking class. The data of the students' achievement of post-test can be seen at the appendix.

Table 4.4 Descriptive of Post-test

Statistics

VAR00002

N	Valid	16
	Missing	0
Mean		67.8125
Median		70.0000
Mode		60.00^a
Std. Deviation		8.55740

a.. Multiple modest exist. The smallest value is shown

Based on the table 4.4 above it can be seen that the students consist of 16 students. It shown that the mean score 67.8125 its mean that the average of 16 students are got score is 67 means that the students got good score and can mastery speaking skill well. The median score is 70.0000. In this case the mode score is 70. It means that the most frequent score is 70 so there are many students got good score.

Table 4.5 Frequency of Post-test**VAR00002**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	2	12.5	12.5	12.5
	60	4	25.0	25.0	37.5
	65	1	6.2	6.2	43.8
	70	3	18.8	18.8	62.5
	75	4	25.0	25.0	87.5
	80	2	12.5	12.5	100.0
Total		16	100.0	100.0	

Based on the table 4.5 can see two students got score 55 its mean the students good enough score in speaking ability. The students got score 60 are four students its mean that the students also still enough score. That there is one students got score 65, it means that the students got good score in speaking ability. The students got score 70 are three students, it means that there are three students got good criteria in speaking ability. Then the students got score 75 are four students, it means the students got good criteria in speaking ability. Score 80 are gotten by two students, this score is the highest criteria than the other, 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.

E. 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 more than 0.05, the null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected. It means that there is not different score to the students before being taught by using video YouTube and after taught by using video YouTube. There is not significant.

To know whether the significant level is bigger or smaller than T-table the researcher analyze the data by using SPSS statistic 16.0

F. Data Analysis

Data analysis was done to know the different score before test and after test by searching score after test and score before test. The researcher uses statistical test using Paired Sample T Test stated by SPSS 16.0 to ensure the effectiveness

of using video YouTube in improving students' achievement. The result is as follows:

Table 4.6 Paired Sample Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	VAR00001	58.4375	16	11.21290	2.80323
	VAR00002	67.8125	16	8.55740	2.13935

Based on the table above, output Paired Sample statistics shows mean of pre-test is 58.4375 and mean of post-test is 67.8125, while N for each other are 16. Meanwhile, standard deviation for pre-test 11.21 and standard deviation for post-test 8.55. Standard error mean for pre-test is 2.80, while for post-test of standard error deviation is 2.13.

Table 4.7 Paired Sample Correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	VAR00001 & VAR00002	16	.883	.000

Based on the table above, output Paired Sample Correlation shows the large correlation shows the large correlation between samples, where can be

seen numeral both correlation is 0.883 and numeral of significance 0.000. For interpretation of decision based on the result of probability achievement, that is:

- a. If the probability > 0.05 then the hypothesis null can't be rejected
- b. If the probability < 0.05 then the hypothesis null rejected

It means, the large numeral significance 0.000 smaller from 0.05 so that the hypothesis clarify video YouTube is a media that effective to improve students' speaking ability.

Table 4.8 Table Sample Test

Paired Sample test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	VAR00001 - VAR00002	-9.37500	5.43906	1.35976	-12.27327	-6.47673	-6.895	15	.000

Based on the table above, it can be seen that the T count is 6.895 with the df is 15. The score of speaking skill before being taught video YouTube is enough because the mean score of speaking is 58.4375, after the students got a treatment the mean of speaking score is 67.8125 it improved, with T test analysis that is used by researcher, the result of t_{count} is 6.895. The negative which appear in t_{count} above means the mean before treatment is lower than

after treatment. Therefore, video YouTube is a media to improve speaking ability for the students.

Then the researcher gave interpretation to t_0 . First the researcher considered the db , $db = N-1$, in here db is 15. The researcher consulted to the score in the t-table. At the significant level of .000, the score of t-table is 1.753. By comparing the “t” that the researcher has got calculation t_{Count} is 6.895 and the value of “t” on the t-table t_0 is 1.753 .From the calculation above, t_{Count} is bigger than t-table ($6.895 > 1.753$).

From the calculation above, t_{Count} is bigger than t_{table} the alternative hypothesis (H_a) is accepted and the null hypothesis is rejected, it means that there is different speaking ability score of second grade of MTs PSM Mirigambar Tulungagung between before and after being taught by using video YouTube.

G. Discussion

From the data analysis, the objectives of the study if to know if there is an effect applying video YouTube in teaching speaking at the Second Grade of MTs PSM Mirigambar Tulungagung in academic year 2014/2015.

Based on the researcher method, in teaching learning process was divided into three steps. First step is giving pre-test for the student to know the students' speaking ability before taught by video YouTube. The second step was giving treatment to the students, the treatment here was teaching speaking by using video YouTube. For the last step is was giving post-test, in the post-test

the students were given a test to know their speaking ability after they were treated by using video YouTube as a media.

Based on the result of the statistical computation using T-test, the result shows that there is significant differences between pre-test and post-test score. The result of T-test is 6.895. If the T-test is compared to T-table with the degree of freedom 15 as stated hypothesis testing, the T-test 6.895 is higher than the T-table 1.753. Therefore, based on the hypothesis testing, the (H_a) is accepted and the (H_o) is rejected, the theory is verified. It means that video YouTube as a media in teaching speaking is effective for teaching speaking.

YouTube is the biggest and popular site of online video in the world especially internet. Currently YouTube users spread across the world of all ages, from children to the level of adults. The users can upload videos, search, watch videos, and discuss about videos and also share video clips for free. Objectives utilizing YouTube as a medium of learning English is to create the conditions and the learning environment interesting, fun, and interactive.

According to Richards (1990:67) by using YouTube everyone who learn to use English to be more capable of solving problems and become better communicator. Meanwhile, YouTube is also used to illustrate theoretical content, involve students, and inspire innovative teaching methods (Agazio & Buckley, 2009) and Kelsen (2009) conducted a survey on 69 students and found that they rated the use of YouTube to study English favorably with regard to it being interesting, relevant, and beneficial, it is evident that YouTube videos brought about positive effects on teaching and learning.

The use of teaching media in teaching learning process is very important, so the teacher should chose the media for teaching learning, especially for teaching speaking. A teaching media can help the teacher to teach more easily and help the students more enjoyed and the learning environment interesting, fun, and interactive. One of teaching media that are easy and interesting to apply in teaching speaking is video YouTube. YouTube videos can be supported by interactive activities in an attempt to stimulate teaching speaking. Instructional videos on YouTube can be used as an interactive learning in the classroom and for students themselves through online presentation or offline.

Based on the explanation above, video YouTube media surely showed the real effectiveness in teaching speaking ability because it can help the students to improve their speaking ability at the Second Grade of MTs PSM Mirigambar Tulungagung.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the description of finding presented in the previous chapter, conclusion and suggestion are present in this chapter.

A. Conclusion

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

1. The students' speaking ability before being taught applying video YouTube is generally enough. It can be seen from the mean of total score of students is only (58.43).
2. 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 (67.81).
3. There is any significant differences score of the students' 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 T-test shown that T-test is -6.895 and the T-table is 1.753. Its mean that T-test was upper than T-table with degree freedom (df) 15 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 score show 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 writer, 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 especially video YouTube in teaching English. In addition, teacher must take teaching and learning process become more interesting, fun and enjoyable, so the students will not get bored and sleepy. In order to the students more interesting, enjoyable and confidence to perform in front of the class in teaching speaking.

3. For the future researcher

This research is not perfect yet, it is suggested to conduct further research on similar area by improving the methodology or to use it as a reference to conduct a further research related to use video YouTube in difference area of teaching. This research is very important because it will give some knowledge to the researcher and to know the benefit of using video YouTube in teaching English.

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