CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This section presents research finding and discussion. It consists of research finding, normality and homogenity testing, hypothesis testing and discussion.

4.1 Research Finding

4.1.1 Description of Data

In this section, the data presentation was done to show the result of research that has been carried out to the subjects of the research. The sample of the research was 70 students of VIII A and VIII B classes at MTs Assyafi'iyah Gondang, in which each class was 35 students. To obtain the data, the test was administered to that class. The researcher presented and analyzed the pretest scores and posttest scores of control group and experimental group in speaking. The data for the students' which taught speaking was without using YouTube video and by using YouTube video as teaching media.

4.1.1.1 The Students' Speaking Ability in Recount Text without Using YouTube Video as Teaching Media.

a. Pretest of Control Class

Control class is a class which was taught speaking without using YouTube video. The learning activity in control class was conducted by using conventional method. Before the control class was taught speaking by using conventional method, the researcher administered a pretest for this group in the form of speaking. The

test takes of the pretest in control group consisted of 35 students. Based on the result in pretest the highest score was 66 and the lowest was 38. For the details, the students' pretest score in control class could be seen in Appendix 6.

By using SPSS program 23.0 versions it was known that the mean of the students score in pretest was 49.06; the mode was 38; and the median was 51.00. The standard deviation was 7.900. The result of computation could be seen in Table 4.1 follows:

Table 4.1 The Output of statistic Data of Control Class's Score in Pretest

Statistics		
Pretest control		
N	Valid	35
	Missing	0
Mean		49,06
Median		51,00
Mode		38
Std. Deviation		7,900
Minimum		38
Maximum		66

After getting the statically data, the researcher constructs a group frequency distribution by using SPSS program 23.0 version. The frequency distribution of control class students' score in pretest could be seen in Table 4.2 below:

Table 4.2 The Frequency Distribution of Control Class's Score in Pretest

Pretest control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	38	7	20,0	20,0	20,0
	43	5	14,3	14,3	34,3
	47	3	8,6	8,6	42,9
	50	2	5,7	5,7	48,6

	51	1	2,9	2,9	51,4
	52	6	17,1	17,1	68,6
	53	5	14,3	14,3	82,9
	56	1	2,9	2,9	85,7
	60	1	2,9	2,9	88,6
	61	2	5,7	5,7	94,3
	63	1	2,9	2,9	97,1
	66	1	2,9	2,9	100,0
	Total	35	100,0	100,0	

The Table 4.2 above, showed that there were 7 students who got score 38. There were 5 students who got score 43. There were 3 students who got score 47. There were 2 students who got score 50. There was 1 student who got score 51. There were 6 students who got score 52. There were 5 students who got score 53. There was 1 student who got score 56. There was 1 students who got score 60. There were 2 students who got score 61. There was 1 student who got score 63. The last, there was 1 student who got score 66. From those data it was known that the score frequently appear was score 38 in which, it occurred 7 times.

The researcher also made a histogram based on the data of students' score in pretest achieved by the control class to make the data clearer. The histogram of the result of pretest score was presented in Figure 4.1 below:

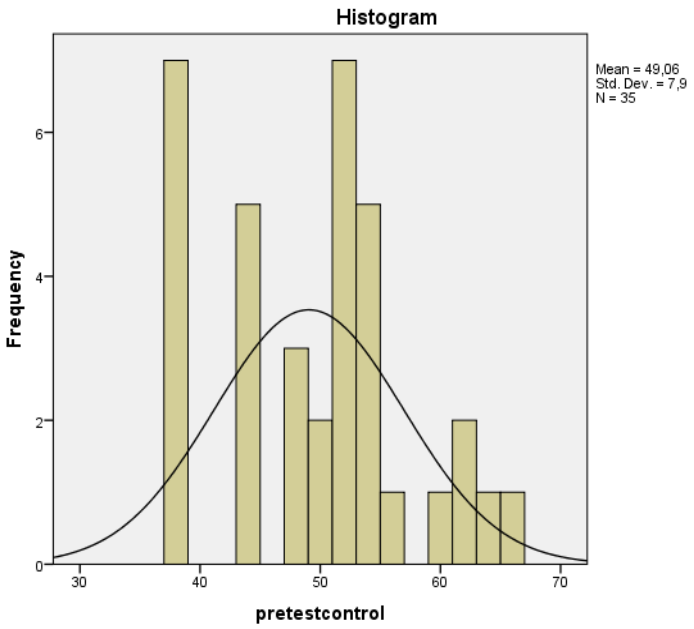

Figure 4.1 The Histogram of Control class Students' Score in Pretest

Based on the control class students' score in pretest, the researcher categorized their speaking ability into 4 categories; excellent, good, fair/enough, poor. The categorization could be seen in Table 4.3 below:

Table 4.3 The Control Group Students' Qualification in Pretest

No	Grade	Qualification	Range of scores	Frequency
1	A	Excellent	81-100	0
2	B	Good	61-80	4
3	C	Enough	41-60	24
4	D	Poor	0-39	7

Based on the Table 4.3 above, the result of the categorization shown that 7 students were in poor ability, 24 students were in enough ability and 4 students were in good ability. The result above shown that the students had enough ability in speaking. It

could be concluded that the students had to improve their ability in speaking.

b. Posttest of Control Class

The researcher administered a posttest in the form of speaking for control class. It was conducted to know the improvement of the students' ability in speaking taught by using conventional method. The test takes of the posttest in control group consisted of 35 students. Based on the result of posttest, the highest obtained score was 70 and the lowest score was 43. For details, the students' posttest score in control class could be seen in Appendix 8.

By using SPSS 23.0 version, it was known that the mean of students score in posttest was 56.17; the mode was 52; and the median was 57.00. The standard deviation was 5.512. The result of computation could be seen in Table 4.3 follows:

Table 4.4 The Output of Statistic Data of Control Class's Score in Posttest

Statistics		
Posttest control		
N	Valid	35
	Missing	0
Mean		56,17
Median		57,00
Mode		52[a]
Std. Deviation		5,512
Minimum		43
Maximum		70
a. Multiple modes exist. The smallest value is shown		

After getting the statistical data, the researcher constructed a group frequency distribution by using SPSS program 23.0 version. The frequency distribution of control class students' score in posttest could be seen in the Table 4.5 below:

Table 4.5 The Frequency Distribution of Control Class's Score in Posttest

Posttest control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	43	1	2,1	2,9	2,9
	49	1	2,1	2,9	5,7
	50	3	6,4	8,6	14,3
	52	5	10,6	14,3	28,6
	53	5	10,6	14,3	42,9
	54	1	2,1	2,9	45,7
	55	1	2,1	2,9	48,6
	57	5	10,6	14,3	62,9
	58	2	4,3	5,7	68,6
	60	3	6,4	8,6	77,1
	61	1	2,1	2,9	80,0
	62	1	2,1	2,9	82,9
	63	4	8,5	11,4	94,3
	64	1	2,1	2,9	97,1
	70	1	2,1	2,9	100,0
	Total	35	100,0	100,0	

The Table 4.5 above, showed that there was 1 student who got score 43. There was 1 student who got score 49. There were 3 students who got score 50. There were 5 students who got score 52. There were 5 students who got score 53. There was 1 student who got score 54. There was 1 student who got score 55. There were 5 students who got score 57. There were 2 students who got score 58. There were 3 students who got score 60. There was 1 student who got score 61. There was 1 student who got score 62. There were 4 students who got score 63. There was 1 student who

got score 64. There were 4 students who got score 68. The last, there was 1 student who got score 70. From those data it was known that the score frequently appear was score 52, 53, and 57 in which, each score occurred 5 times.

The researcher also made a histogram based on the data of students' score in posttest achieved by the control class to make the data clearer. The histogram of the result of posttest score was presented in Figure 4.2 below:

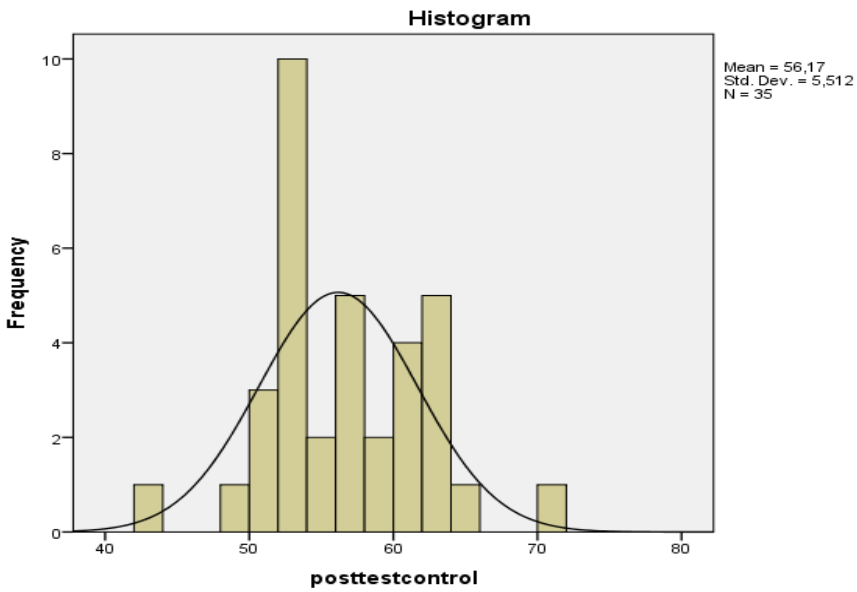

Figure 4.2 The Histogram of Control Class Students' Score in Posttest

Based on the control class students' score in posttest, the researcher qualified their speaking ability into 4 categories; excellent, good, fair/enough, poor. The categorization could be seen in Table 4.6 as below:

Table 4.6 The Control Group Students' Qualification in Posttest

No	Grade	Qualification	Range of scores	Frequency
1	A	Excellent	81-100	0
2	B	Good	61-80	8
3	C	Enough	41-60	27
4	D	Poor	0-39	0

Based on the Table 4.6 above, the result of categorization shown that 27 students in enough ability, and 8 students in good ability. It could be concluded that there was no improvement ability in good qualification for the posttest score was almost same with the pretest score in control class.

4.1.1.2 The students' Speaking Ability in Recount Text by Using YouTube Video as Teaching Media.

a. Pretest of Experimental Class

Experimental class is a class which was taught speaking by using YouTube video. The learning activity in experimental class was conducted by using YouTube video. Before the experimental class was given a treatment by using YouTube, the researcher administered a pretest for the group in the form of speaking. The pretest that administered for experimental class was same with the pretest for control class. The test takes of pretest in experimental group consisted of 35 students. Based on the result in pretest, the highest score was 66 and the lowest score was 38. For the details, the students' pretest score in experimental class could be seen in Appendix 7.

By using SPSS program 23.0 version, it was known that the mean of students score in pretest was 51.06; the mode was 38; and the median was 52.00. The standard deviation was 9.058. The result of computation could be seen in Table 4.7 follows:

Table 4.7 The Output of Statistic Data of Experimental Class's Score in Pretest

Statistics		
Pretest experimental		
N	Valid	35
	Missing	0
Mean		51,06
Median		52,00
Mode		38
Std. Deviation		9,058
Minimum		38
Maximum		66

After getting the statistical data, the researcher constructs a group frequency distribution by using SPSS program 23.0 version. The frequency distribution of experimental class students' score in pretest could be seen in the Table 4.8 as below:

Table 4.8 The Frequency Distribution of Experimental Class's Score in Pretest

Pretest experimental					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	38	6	12,8	17,1	17,1
	42	4	8,5	11,4	28,6
	47	3	6,4	8,6	37,1
	48	1	2,1	2,9	40,0
	50	1	2,1	2,9	42,9
	51	1	2,1	2,9	45,7
	52	5	10,6	14,3	60,0
	53	3	6,4	8,6	68,6
	60	2	4,3	5,7	74,3
	61	5	10,6	14,3	88,6
	62	1	2,1	2,9	91,4
	63	1	2,1	2,9	94,3
	66	2	4,3	5,7	100,0

	Total	35	100,0	100,0	

The Table 4.8 above, showed that there were 6 students who got score 38. There were 4 students who got score 42. There were 3 students who got score 47. There was 1 students who got score 48. There was 1 student who got score 50. There was 1 students who got score 51. There were 5 students who got score 52. There were 3 students who got score 53. There were 2 students who got score 60. There were 5 students who got score 61. There was 1 student who got score 62. There was 1 student who got score 63. The last, there were 2 students who got score 66. From those data it was known that the score frequently was score 38 in which, it occurred of 6 times.

The researcher also made a histogram based on the data of students' score in pretest achieved by the experimental class to make the data clearer. The histogram of the result of pretest score was presented in Figure 4.3 below:

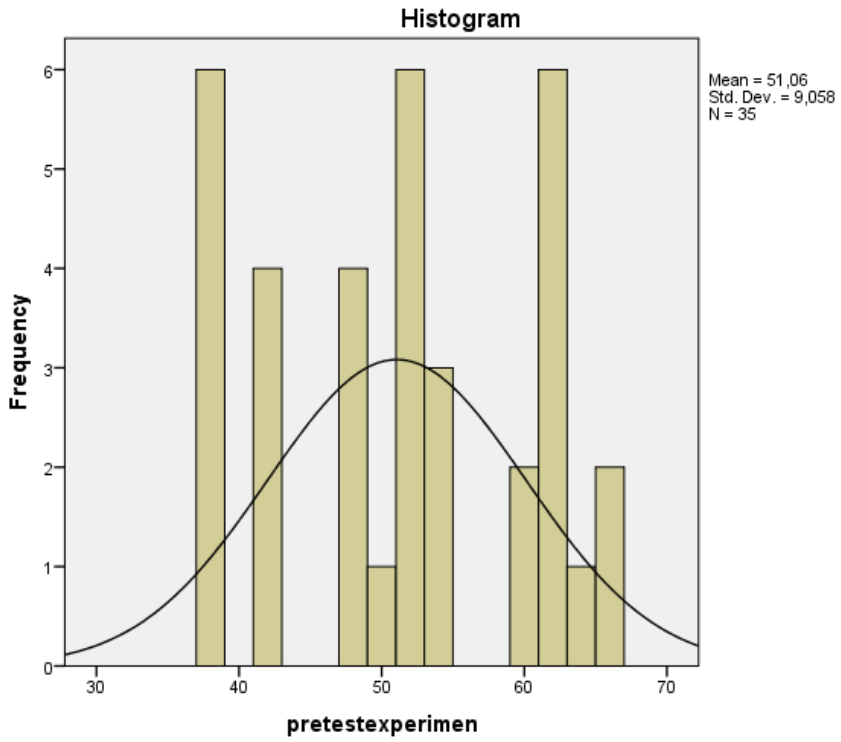

Figure 4.3 The Histogram of Experimental Class Students' score in Pretest

Based on the experimental class students' score in pretest, the researcher categorized their speaking ability into 4 categories; excellent, good, fair/enough, poor. The categorization could be seen in Table 4.9 below:

Table 4.9 The Experimental Group Students' Qualification in Pretest

No	Grade	Qualification	Range of scores	Frequency
1	A	Excellent	81-100	0
2	B	Good	61-80	9
3	C	Enough	41-60	20
4	D	Poor	0-39	6

Based on the Table 4.9 above, the result of the categorization shown that 6 students were in poor ability, 20 students were in

enough ability and 9 students were in good ability. The result above shown that the students had enough ability in speaking. It could be concluded that the students' ability in speaking from both experimental and control class was almost same in pretest.

b. Posttest of Experimental Class

The researcher administered a posttest in the form of speaking for experimental class. It was conducted to know the improvement of the students' ability in speaking taught by using YouTube video. The test takes of the posttest in the experimental class consist of 35 students. Based on the result of posttest, the highest obtained score was 73 and the lowest score was 45. For the details, the students' posttest score in experimental class could be seen in Appendix 9.

By using SPSS program 23.0 version, it was known that the mean of students score in posttest was 59.86; the mode was 61; and the median was 61.00.The standard deviation was 6.088. The result of computation could be seen in Table 4.10 follows:

Table 4.10 The Output of Statistic Data of Experimental Class's Score in Posttest

Statistics		
Posttest experimental		
N	Valid	35
	Missing	0
Mean		59,86
Median		61,00
Mode		61[a]
Std. Deviation		6,088
Minimum		45
Maximum		73
a. Multiple modes exist. The smallest value is shown		

After getting the statistical data, the researcher constructs a group of frequency distribution by using SPSS program 23.0 version. The frequency distribution of experimental class students' score in posttest could be seen in the Table 4.11 below:

Table 4.11 The Frequency Distribution of Experimental Class's Score in Posttest

Posttest experimental					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	2,1	2,9	2,9
	50	3	6,4	8,6	11,4
	52	1	2,1	2,9	14,3
	53	2	4,3	5,7	20,0
	54	1	2,1	2,9	22,9
	55	1	2,1	2,9	25,7
	57	1	2,1	2,9	28,6
	58	2	4,3	5,7	34,3
	60	3	6,4	8,6	42,9
	61	5	10,6	14,3	57,1
	62	2	4,3	5,7	62,9
	63	5	10,6	14,3	77,1
	65	1	2,1	2,9	80,0
	66	5	10,6	14,3	94,3
	68	1	2,1	2,9	97,1
	73	1	2,1	2,9	100,0
	Total	35	100,0	100,0	

The Table 4.11 above, it shown that there was 1 student who got score 45. There were 3 students who got score 50. There was 1 students who got score 52. There were 2 students who got score 53. There was 1 student who got score 54 There was 1 students who got score 55. There was 1 student who got score 57. There were 2 students who got score 58. There were 3 students who got score 60. There were 5 students who got score 61. There were 2 students who got score 62. There were 5 students who got score 63. There was 1 student who got score 65. There were 5 students who got

score 66. There was 1 student who got score 68. The last, there was 1 student who got score 73. From those data it was known that the score frequently appear was scoring 61, 63, and 66 which, each score occurred 5 times.

The researcher also made a histogram based on the data of students' score in posttest achieved by experimental class to make the data clearer. The histogram of the result of posttest score was presented in Figure 4.4 below:

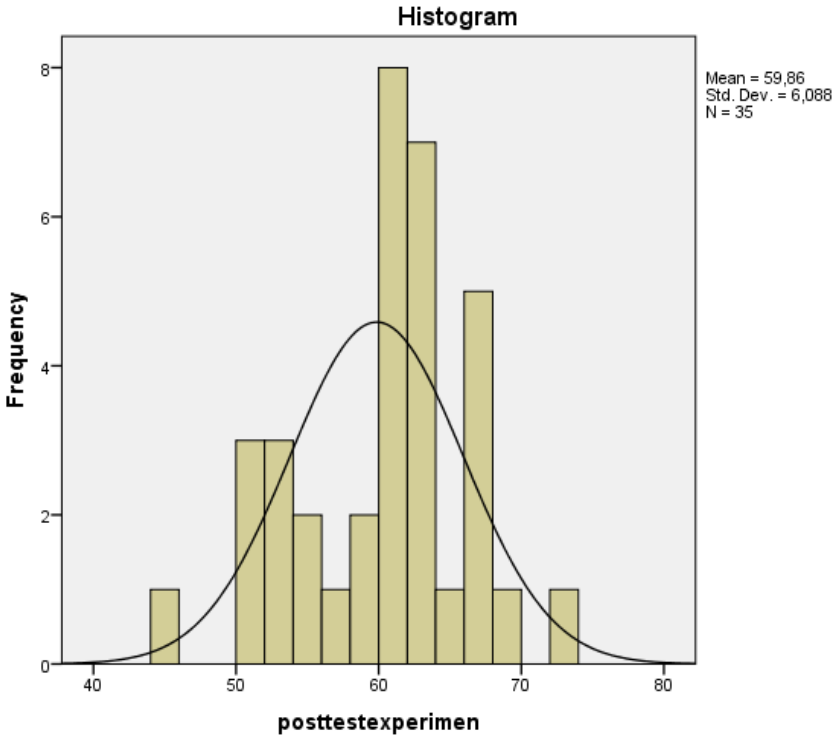

Figure 4.4 The Histogram of experimental Class Students' Score in Posttest

Based on the experimental class students' score in posttest, the researcher qualified their speaking ability into 4 categories; excellent, good, fair/enough, poor. The categorization could be seen in Table 4.12 as below:

Table 4.12 The Experimental Group Students' Qualification in Posttest

No	Grade	Qualification	Range of scores	Frequency
1	A	Excellent	81-100	0
2	B	Good	61-80	20
3	C	Enough	41-60	15
4	D	Poor	0-39	0

Based on the Table 4.12 and on Figure 4.4, the result of categorization shown that 15 students in enough ability and 20 students in good ability. The result above showed that there was a significant difference of experimental group students' ability between pretest and posttest. There was the improvement of the poor ability to enough ability to good ability. Moreover, the good ability was increase.

4.2 Normality and Homogeneity Testing

4.2.1 Normality Test

Data normality testing was conducted to show that the samples data came from a normally distributed population. In this research, the result of data both experimental and control group were tested by using of SPSS program 23.0 version. The data included students' score in pretest and posttest. The output was seen by Kolmogorov-Smirnov column. Normality testing was done by using the rule of Asymp. Sig (2 tailed) as follows:

a. If Asymp. Sig (2 tailed) > 0.05, so the test distribution is normal.

b. If Asymp. Sig (2 tailed) < 0.05, so the test distribution is not normal.

Table 4.13 The Output of Normality Testing in Pretest Data

One-Sample Kolmogorov-Smirnov Test

		Control class	Experimental class
N		35	35
Normal Parameters[a,b]	Mean	49.06	51.06
	Std. Deviation	7.900	9.058
Most Extreme Differences	Absolute	.137	.153
	Positive	.137	.127
	Negative	-.131	-.153
Kolmogorov-Smirnov Z		.813	.902
Asymp. Sig. (2-tailed)		.523	.390

a. Test distribution is Normal.
b. Calculated from data.

Based on the result of computation by using of SPSS program 23.0 version, value of Asymp. Sig (2 tailed) from both pretest in experimental and control class were bigger than 0.05. The value of Asymp. Sig (2 tailed) of pretest in experimental class was 0.390 and it was bigger than 0.05 (0.390 > 0.05). It could be concluded that the test distribution was normal. Then, the value of Asymp. Sig (2 tailed) of pretest in control class was 0.523 and it was bigger than 0.05 (0.523 > 0.05). So, the test distribution was normal.

Table 4.14 The Output of Normality Testing in Posttest Data

One-Sample Kolmogorov-Smirnov Test

		Control class	Eksperimental class
N		35	35
Normal Parameters[a,b]	Mean	56.17	59.86
	Std. Deviation	5.512	6.088
Most Extreme Differences	Absolute	.146	.167
	Positive	.146	.099
	Negative	-.082	-.167
Kolmogorov-Smirnov Z		.864	.985
Asymp. Sig. (2-tailed)		.444	.286

a. Test distribution is Normal.
b. Calculated from data.

Based on the result of computation by using of SPSS program 23.0 version, value of Asymp. Sig (2 tailed) from both posttest in experimental and control class were bigger than 0.05. The value of Asymp. Sig (2 tailed) of posttest in experimental class was 0.826 and it was bigger than 0.05 (0.826 > 0.05). It could be concluded that the test distribution was normal. Then, the value of Asymp. Sig (2 tailed) of posttest in control class was 0.444 and it was bigger 0.05 (0.444 > 0.05). So, the test distribution was normal.

4.2.2 Homogeneity Test

The homogeneity test was conducted to know whether the variety of data both experimental and control classes was same or not. Homogeneity test is important since the result of research would be generalized in a population. In this research, the researcher conducted testing the homogeneity by using SPSS program 23.0 version.

The homogeneity testing must fulfill the testing criteria as follows:

a. P-value or Sig. is ≥ 0.05 means the data have same variant or homogeny.

b. P-value or Sig. is < 0.05 means the data have different variant or not homogeny.

Table 4.15 The Output of Homogeneity Testing

Test of Homogeneity of Variances

Nilai

Levene Statistic	df1	df2	Sig.
.768	1	68	.384

From the Table above, the number of *levene statistics* was 0.768 while the P-value (Sig.) was 0.384, and it was bigger than 0.05. So, the homogeneity testing of variance in pretest of control class and experimental class shown that the data had homogeneity of variances and could be used as sample in this research.

4.3 Hypothesis Testing

This research was conducted to know whether there was any significant difference ability in speaking between the students taught by using YouTube video and those without using YouTube video. The description of data presented previously was not enough to prove it. So, the researcher analyzes the data by using t-test formula with SPSS program 23.0 version.

In conducting the analysis of found data, the researcher shown two kinds of hypothesis in this research. The first kind of hypothesis was used to testing the equal variance of standard deviation by using f-test. While, the second kind of hypothesis was used to know whether there was a significant different

ability between the students without using YouTube video and those by using YouTube video as teaching media.

The hypothesis which became basic decision in determining the equality of standard deviation of f-test were as follows:

1. H_0 : $\sigma_1^2 = \sigma_2^2$

   There was no significant difference of variability (standard deviation) between the speaking ability of second grade students' using YouTube video and those without using YouTube video as teaching media.

2. H_1 : $\sigma_1^2 \neq \sigma_2^2$

   There was significant difference of variability (standard deviation) between the speaking ability of second grade students' using YouTube video and those without using YouTube video as teaching media.

On the other hand, hypothesis which was examined in this research as follows:

1. H_0 : $\mu_1 = \mu_2$ (The null hypothesis)

   There was no significant difference score in speaking ability of second grade students' without using YouTube video and those using YouTube video as teaching media.

2. H_1 : $\mu_1 \neq \mu_2$

   There was significant difference score in speaking ability of second grade students' without using YouTube video and those using YouTube video as teaching media.

After computing the data using t-test formula by using SPSS program 23.0 version, the result of mean and standard deviation could be seen on Table 4.16 as below:

Table 4.16 The Output of Group Statistics

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Scores	Control	35	56,17	5,512	,932
	experimental	35	59,86	6,088	1,029

Based on the Table 4.16 above, the subjects in control class were 35 students, so were the experimental class.. The mean of control class was 56.17 and the mean in experimental class was 59.86. The standard deviation in control class was 5.512 and the standard deviation in experimental class was 6.088. Meanwhile, the standard error mean in control class was 0.932 and in experimental class was 1.029.

In addition, the result of f-test and t-test testing applying the SPSS program 23.0 version could be seen on Table 4.17 as below:

Table 4.17 The Output of F-test and T-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
nilai	Equal variances assumed	,094	,760	-2,655	68	,010	-3,686	1,388	-6,456	-,916

	Equal variances not assumed			-2,655	67,338	,010	-3,686	1,388	-6,456	-,915

Based on the Table 4.17, the result of F-test shown that P-value (Sig) was 0.760, and it was bigger than 0.05 or 5% (0.760 > 0.05). Consequently, the null hypothesis of F-test was not rejected. As such, *equal variance assume* was used.

In addition, the Table 4.17 above where exactly on the *equal variances assumed* line, shown that t value was 2.655 the number of df was 68 and P-value (Sig) was 0.010. The mean difference was 3.686 and the standard error difference was 1.388. The difference of lower score was 6.456 and the upper score was 0.916.

The result of t-test above shown that P-value (Sig) was 0.010, and it was lower than 0.05 or 5% (0.010 < 0.05) it could be concluded that the null hypothesis saying that there was no significant difference score in speaking toward second grade at MTs Assyafi'iyah Gondang between the students' taught speaking by using YouTube video and those without using YouTube video was rejected. In the other hand, the alternative hypothesis saying that there was significant difference score in speaking toward second grade at MTs Assyafi'iyah Gondang between the students' taught speaking by using YouTube video and those without using YouTube video was accepted. In addition, the finding verified that YouTube video was effective to be used for second grade students' in teaching speaking at MTs Assyafi'iyah Gondang.

4.4 Discussion

In this research, a researcher conducted the research in two classes during the teaching and learning process. The subjects of the research consisted of 70 students. The sample was gotten by using purposive sampling technique where the researcher did not consider the strata when choose the subject. The researcher decided VIII-A class as control class which was not given the treatment by using YouTube video as teaching media and VIII-B class as experimental class which was given the treatment by using YouTube video as the teaching media. In this research, the researcher administered two kinds of test; those were pretest and posttest.

After the data were collected, the data were analyzed by using of SPSS program 23.0 version. The students' who were without using YouTube video did not reveal significant improvement. It could be seen from the mean score of pretest was 49.06 and the mean score of posttest was 56.17. In addition, there was a few of students who were in poor ability based on the table of control group students' qualification. In the other hand, the students who were taught by using YouTube video reveal significant improvement. It was proved by the mean score in posttest was higher than the mean score in pretest. The mean score of pretest was 51.06 and the mean score of posttest was 59.86. In addition, the table of experimental class students' qualification showed that many students were categorized into good ability and no one student who were in poor ability after they were taught by using YouTube video

The data computation of f-test shown that P-value (Sig) was 0.760, and it was bigger than 0.05. It indicates that the null hypothesis of f-test was rejected. Then, the result of t-test computation shown that P-value (Sig) was 0.010 it was lower than 0.05 or 5% (0.010 < 0.05). It could be concluded that the null hypothesis was rejected and the alternative hypothesis was accepted. It shown that there was significant difference ability of the second grade students' MTs Assyafi'iyah Gondang in speaking between they who were taught speaking without using YouTube video and those who were by using YouTube video. It could be said that audiovisual media was affective to be used in teaching speaking ability and suggested to be used.

The used of YouTube video is really effective to be used in teaching speaking ability. The YouTube video was the biggest and popular site of online video in the world especially internet. Currently YouTube used spread across the world of all ages, from children to the level of adults. The users could upload video, search, watch videos, and discuss about video and also shared 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 was 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 used of YouTube to study English favorably with

regarded to it being interesting, relevant, and beneficial, it is evident that YouTube video brought positive effects on teaching and learning.

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

Based on the explanation above, it can be said that YouTube video gave contribution to the teaching speaking in recount text at MTs Assyafi'iyah Gondang. The effectiveness of using YouTube video also proved by result of the previous study which conducted by Lia Selfia Yunita (2015), with the tittle " The effectiveness of using video YouTube towards students speaking ability at the second grade of MTs PSM Mirigambar Tulungagung". In her conclusion she stated that YouTube video is effective to improve students' speaking ability. In conclusion the use of YouTube video is effective on teaching speaking in recount text of second grade students at MTs Assyafi'iyah Gondang.