

**THE EFFECT OF RETELLING YOUTUBE VIDEOS CONTENT
ON STUDENTS' SPEAKING ABILITY AT THE SECOND GRADE
OF MAN DOMPU IN ACADEMIC YEAR 2023/2024**



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**STUDY PROGRAM ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHING TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
MATARAM**

2024

**THE EFFECT OF RETELLING YOUTUBE VIDEOS CONTENT
ON STUDENTS' SPEAKING ABILITY AT THE SECOND GRADE
OF MAN DOMPU IN ACADEMIC YEAR 2023/2024**

**Thesis of Sarjana
Submitted to State Islamic University of Mataram
As a partial Fulfillment of the Requirement of Bachelor Degree at
Study Program of English Language Education**



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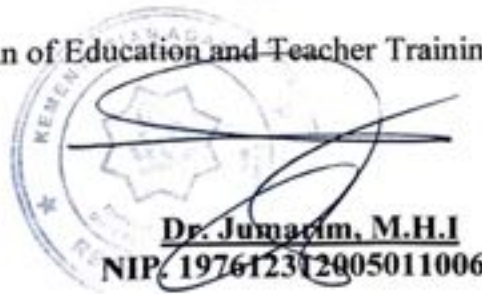





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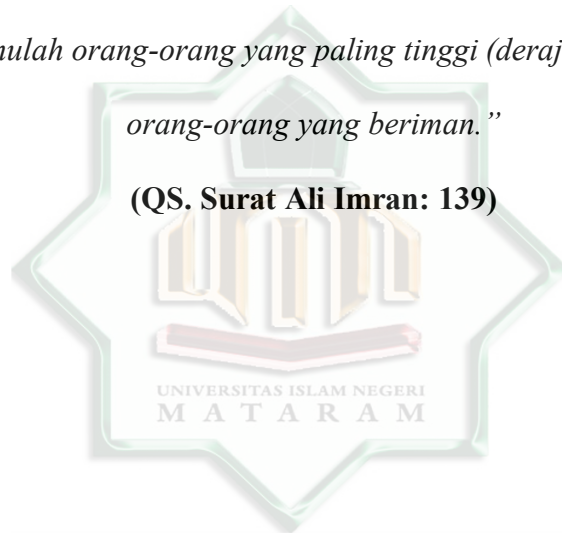


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MOTTOS

“Janganlah kamu bersikap lemah, dan jangan (pula) kamu bersedih hati, padahal kamulah orang-orang yang paling tinggi (derajatnya), jika kamu orang-orang yang beriman.”

(QS. Surat Ali Imran: 139)



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DEDICATION

My beloved Parents, my father (Mayor, S.P) who always love, pray, guide, support, motivate, and always give me some advice to keep me spirit to study hard and big thanks for the effort in making my education run smoothly and successfully. I will always love them. My brother (Muhammad Ardiansyah) who always guide, motivate, and support me, as well as give me counsel while I'm in red zone. I will always love them. In addition, I adore mu adore big family in my hometown, which is always praying for and encouraging me to complete my thesis.

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Therefore, this thesis presented to the English Language Program Faculty of Education and Teacher Training State Islamic University of Mataram. The aim of writing, this thesis cannot of requirement to obtain S1-degree.

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7. English Teacher in Madrasah Aliya Negeri (MAN) Dompu

I hope that the good deeds of these various parties will receive multiple rewards from Allah SWT and I hope this scientific work will benefit the universe, Amen.

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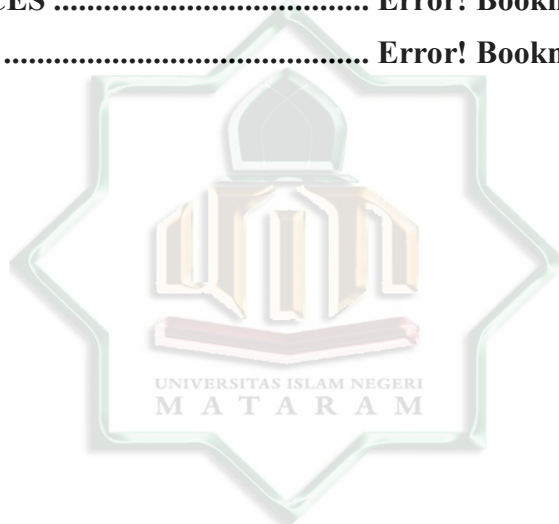
Vani Putri Faradillah

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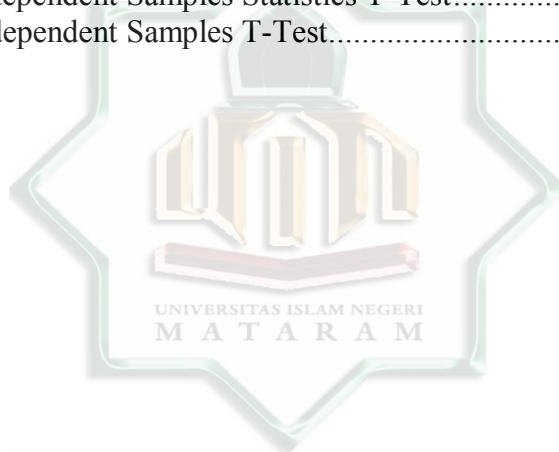
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ABSTRACT

This research aimed to any know effect of Rettelng YouTube Videos content on students speaking ability at second grade of MAN Dompu. This research is experimental study with approach quantitative research. The study employed two classes, XI B as the experimental group and class XI C as the control group. The experimental class was taught by Rettelng of Youtube videos content while the control class was taught without Retelling of Youtube videos. Both of experiment and control class involved 40 students. The instrument was a speaking test consisting of pre-test and post-test. The result showed that there was a significant difference in students' speaking ability. Based on the statistical results obtained that in the experiment class the posttest results got an average score of 76 with a total of 1528. While the control class got an average score of 72 with a total of 1404. In order to know whether the difference is statistically significant or not, the t-test with independent sample test is used. Based on the independent samples test, it shows that there was a statistically significant improvement on students' speaking skill before using Retelling of Youtube Videos content (Mean= 70 Std Deviation= 7.707), after using Retelling content of Youtube Videos content (Mean= 76 Std Deviation= 6.475). The value of independent samples test Sig. (2-tailed) was $0.009 < 0.05$, it means that H_a is accepted while H_0 is rejected.

Keywords: *Retelling Story, Youtube Videos, Speaking ability.*

**PENGARUH KONTEN BAHASA INGGRIS PADA VIDEO
YOUTUBE TERHADAP KEMAMPUAN BERBICARA SISWA
KELAS X MAN DOMPU**

Oleh

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh Menceritakan Kembali konten Video YouTube terhadap kemampuan berbicara siswa di kelas dua MAN Dompus. Penelitian ini merupakan penelitian eksperimen dengan pendekatan penelitian kuantitatif. Penelitian ini menggunakan dua kelas, yaitu XI B sebagai kelompok eksperimen dan kelas XI C sebagai kelompok kontrol. Kelas eksperimen diajarkan dengan menceritakan kembali konten video Youtube sedangkan kelas kontrol diajarkan tanpa menceritakan kembali video Youtube. Baik kelas eksperimen maupun kelas kontrol melibatkan 40 siswa. Instrumen yang digunakan adalah tes berbicara yang terdiri dari pre-test dan post-test. Hasilnya menunjukkan bahwa terdapat perbedaan yang signifikan dalam kemampuan berbicara siswa. Berdasarkan hasil statistik diperoleh bahwa pada kelas eksperimen hasil posttest memperoleh skor rata-rata 76 dengan jumlah 1528. Sedangkan kelas kontrol memperoleh skor rata-rata 72 dengan jumlah 1404. Untuk mengetahui ada tidaknya perbedaan signifikan secara statistik atau tidak, digunakan uji t dengan uji sampel independen. Berdasarkan uji sampel independen, terlihat bahwa terdapat peningkatan yang signifikan secara statistik pada keterampilan berbicara siswa sebelum menggunakan konten Menceritakan Kembali Video Youtube (Mean= 70 Std Deviasi= 7.707), setelah menggunakan menceritakan kembali konten Video Youtube (Mean= 76 Deviasi Std= 6,475). Nilai uji sampel independen Sig. (2-tailed) sebesar $0,009 < 0,05$ berarti H_a diterima sedangkan H_0 ditolak.

Kata kunci: Menceritakan kembali, Video Youtube, Kemampuan Berbicara.

CHAPTER I

INTRODUCTION

A. Brakground of the Problem

Language is an important aspect of our daily life. Language fundamental aspect used by humans to express everything, face-to-face communication, scientific inquiry, and many other proposes,¹ people can get insight and knowledge by using the language which is used in daily communication. English an international language plays an essential role in connecting people, today, English has been used in all international conferences. Mastering English is important for people who live in this information era and to propulsive their career move forward in business, technology, medicine or science.

In Indonesia, English becomes the first foreign language learning by students. They learn English at school starting from kindergarten up to university. There are four skills in English learning: listening, speaking, reading, and writing. Those skills are important to be mastered without ignoring each other. Among that four skills, speaking

¹ Elly Van Grekderen, *History of the English Language*, (USA: John Benjamins, 2006), p. 2.

plays a very essential role. Burn and Joyce state that one of the aims of most language programs is to develop spoken language skills and most programs aim to integrate both spoken and written language.² Speaking is one of the important aspects in learning a language. Without speaking skills, people can't understand the meaning of each other.

Chaney in Kayi states, speaking it self is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts.³ Speaking productive skill; consists of short, often fragmentary utterances, in a range of pronunciation by Brown and Yule.⁴ Furthermore, Byrne states, that speaking is a two-way process between speakers and listeners and it involves the productive skills of language and the receptive skills of understanding.⁵ This is in line with Widdowson who said that the skill of speaking is the skill that is conventionally referred to as listening. While the productive aspect of speaking and the referred to as saying. Receptive and productive

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

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

⁴ Brown, G. and G. Yule, *Teaching the Spoken Language*, (Cambridge: Cambridge University Press, 1983), p. 26.

⁵ Byrne, Donn, *Teaching Oral English*, (Singapore: Longman, 1996), p. 12.

participation usually happens in conversation. In another word, speaking is interactive and requires the ability to cooperate in the management of speaking turns. Therefore, speaking is a crucial part of learning a foreign language that has to be mastered by students so that they can communicate with others.⁶

According to Burkart, the goal of teaching speaking skills is communicative efficiency. Teaching speaking in senior high schools is not an easy task. To be able to speak English well, the students need to study the other sub-skills such as pronunciation, vocabulary, and grammar besides, motivation is very essential during the learning speaking process. If students are not aware of the importance of learning to speak, they would not give deep attention, and it will affect the learning process. According to Arsyad media is something easily used by the teacher to transfer the material or the subject to the students. Therefore, Media is highly recommended used in teaching speaking.

⁶ Widdowson, H.G, *Teaching Language as Communication*, (Hong Kong: Oxford University Press, 1996), p. 59.

As media is one of the components of teaching. Media plays an essential role in English teaching and learning.⁷

In the learning activity, media is divided into three kinds, those are; visual media, audio media, and audiovisual media. Visual media is media that can be seen only. Audio media is media which can be heard only. Audiovisual media is media that can be seen and heard in one unit. In this research, the researcher focused on audiovisual or video YouTube as media.⁸

According to Taloko, utilizing YouTube if used appropriately a video can be a powerful educational tool that helps in motivating students. YouTube is being highly used by educators in different parts of the world to teach students and provide instructional videos. It also brings many positive impacts for both teachers and students in the classrooms as a teaching and learning process.⁹ Previous studies showed that YouTube videos improved the students' speaking skills in

⁷ Brown, J W, *Technology, Media, and Methods*, (United State of America: McGraw-Hill, 1997), p. 23.

⁸ Arsyad, Azhar, *Media Pembelajaran*, (Jakarta: Raja Grafindo Persada, 2002), p. 2.

⁹ Johannes Leprnardi Taloko, *Using YouTube for Teaching English Grammar (International Seminar of Physic and English Education, 2014)*, (Surabaya: Widya Mandala Press, 2014), p. 3-4.

the storytelling contest and had many positive impacts on students' speaking.

According to Harmer, YouTube videos make a particularly powerful contribution to both the content and the process of language learning; especially contribute to interest and motivation, a sense of the context of the language, and a specific reference point or stimulus.¹⁰ The researcher has a belief that YouTube. To make students have a strong interest in teaching and learning process especially in learning to speak, teachers must take approaches, methods, and strategy. Then teachers can use new media in teaching English language, the method used to help students to speak to create interaction between teachers and students, and also between students and students. Furthermore, the teacher must prepare the aids that are of interest before teaching learning process is carried out. In this case, the author using YouTube videos as internal media teaching and learning process.

Focusing on foreign language problems in English, problems observed by researchers at MAN Dompu in the English language teaching and learning process, especially in teaching speaking. Facing

¹⁰ Harmer, Jeremy, *How to Teach English*, (England: Longman, 2007), p. 282.

expectations regarding the goals of speaking skills is not easy and simple, both for teachers and students. They face some difficulties in teaching and learning to speak. Based on the researcher's experience and observations in class activities, the researcher found several problems such as students feeling afraid and nervous when they wanted to speak and not being confident even though they were communicating in English in front of their classmates, students had no ideas. or take the initiative to speak. English, some of which may be due to lack of vocabulary, lack of grammatical patterns, and lack of English speaking practice, students still often make mistakes in pronouncing English words, and their problems with prosodic features such as intonation, stress, and other phonological nuances. Still causes misunderstandings in communication. These problems make students reluctant and unmotivated to speak. To overcome this problem and improve students' speaking skills, teachers must provide several good media that can involve students in practicing speaking and also provide motivation. One good media that can improve students' speaking skills is the YouTube application.

Researchers focus on the YouTube application because learning English using YouTube will get many benefits, such as learning will be much more fun for students and students will learn the correct pronunciation of words in a foreign language, using YouTube videos can make the material more complete. Quick to understand and easier to understand. Get YouTube videos with the ease of learning on 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 speaking students. Therefore, the researcher assumes that Retelling of YouTube video content can solve the students' problem in speaking such as lack of vocabulary, In the previous explanation, the researcher emphasized the importance of learning English, particularly the speaking skill. Grammatical pronoun patterns, and lack of practicing English speaking.

Watching channels about learning speaking on YouTube using headphones, and computers is very effective for improve students speaking skills because this media makes students brave speak today, many students are too shy to stand in front of the class speak. The lose

confidence when their friends pay more attention. Through YouTube videos the author hopes that students will dare to speak, not only in class but also in daily activities by using YouTube videos with students, teachers bring the latest technology into the language learning process. This media requires active speakers because if the speaker is passive the activity cannot be entered. YouTube Videos has led to a significant improvement in long distance communication where for almost no cost is a technology that many learners will learn from are often familiar with and will be used in their social life, so it deserves to be exploited in the classroom if possible. Having said that, although types of cultural exchange described above are highly motivating to students, they will probably take place no more than a few times a term or semester. This study is expected to have some contributions to the language teaching-learning process, especially for teaching speaking in senior high school. Therefore, it serves as an alternative in teaching speaking strategies in order to improve students' speaking ability.¹¹ Finally, the research entitled "THE EFFECT OF RETELLING YOUTUBE

¹¹ Fitri Hariani, Don Narius, "Teaching Speaking Through Voice Chat By Using Headphone As A Media In Senior High School, *JELT*, Vol. 2, Nomor 2, Serie B, March 2014, p.

VIDEOS CONTENT ON STUDENTS' SPEAKING ABILITY AT THE SECOND GRADE OF MAN DOMPU.

B. Formulation of the Problem

Based on the background of the research, the researcher of problem in this research is “To what extent is the in of retelling YouTube video content effective for speaking ability?”

C. Research Objective and Research Benefits

1. Objective

Related to the Formulation of the problem, the objective of this research is to know is there any effect of retelling YouTube videos content toward students speaking ability at second grade of MAN Dompu.

2. Research Benefits

The researcher expected to give theoretical and practical significance to the English teaching and learning process:

a. Theoretical Benefits

This research it is hope that result of the study can be one of the resources indicators for the future research in teaching speaking teory.

b. Practical Benefits

The result of this research is intended for:

1) Teacher

The result of this research is expected to provide English teacher at MAN Dompu with an alternative media to teach speaking. It is also expected to motivate the teachers to be more creative so the students will be more enthusiastic in learning English speaking in the class.

2) Students

It is useful for students to know how important is use of retelling YouTube videos content to improve their speaking ability. And this research can be one of the ways that is more useful for students to learn speaking skill an interest and enthusiast.

3) Orther Researchers

The researcher hopes this research will be useful for orther researcher as a recent data to conduct futher research on the same aspects of research.

D. Operasional Definision

In order to clarify the key terms used in this study, some difinition are put forward

1. Video

According to Hornby Video is a device which, when linked to a television, can record and show programmes, etc on videotape or videodisc. In addition to these explanations, in general video media had uses in improving the learning, namely: 1). Students are very enthusiastic and enthuse participating in learning. 2). Facilitate students in understanding learning materials so as to enhance their knowledge. 3). They will dare to appear to retell the stories that exist in the media, even though the language is very simple but they have been able to memorize and remember the contents of the story¹².

¹² Hornby, A. S. 1995. Oxford Advanced Learner's Dictionary of Current English. Firth

Edition. Oxford: Oxford University Press.



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2. You Tube

Prakoso states that YouTube is a web sharing videos that people can share video to other people around the world¹³.

3. Rettelng Story

Story Retelling is an act or activity of sharing so that the story retelling and the listener have an equally important role Story Retelling provides ample space or opportunity for students to develop English speaking skills in the classroom and play roles in reconstructing a story, even or information they have heard in the students' own language, arranged either individually, in pairs or in groups. Experts often describe retelling as a process of narrative reconstruction. It involves individuals summarizing or recounting a story in their own words, focusing on key elements, events, and the overall structure of the narrative¹⁴.

4. Speaking Ability

¹³ Prakoso, Kuku. 2009. Lebih Kreatif dengan YouTube. Yogyakarta: CV. Andi Offset.

¹⁴ Hasson, U., & Adali, T. (2011). Towards understanding the dynamics of narrative processing. *Brain Research*, 1428, 111–123.

According to wahyudi, speaking is one of the productive skills to present information, produce ideas, express in interacting with others which involves many compenents such as, pronunciation, listening, and grammar skills.¹⁵

CHAPTER II

LITERATURE REVIEW AND RESEARCH HYPOTHESIS

A. Review of Previous Research

The researcher a reviews some of the research on the following: previous that has connection with present study. A study First, entilted “The Effect of YouTube Videos on Students Listening Comprehension Performance” by Siti Syafi’atariyah, Dira Permana, and Heri Hidayatullah¹⁶. The objective of this first study was to determine the impact of using YouTube videos on students’ listening comprehension performance. It was conducted as an experimental research using a quasi-experimental design with a non-equivalent control group. The researchers selected all the first – semester students of English language education as their sample throught total sampling. They employed as listeniing test as the data collection instrument. The study included two

¹⁵ Wahyudi, D.(2013). The Guidelines of Teaching Speaking : Theory and Practice.

¹⁶ Qomariyah, S. S. A., Permana, D., & Hidayatullah, H. (2021). The Effect of YouTube Video on Students’ Listening Comprehension Performance. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 8(1), 67-73.

groups: the experimental group, which received instruction through YouTube Videos, and the control group, which used audio recordings. The study's findings indicated a t-test value of 1.834, exceeding the (t-table value of 0.073). In other words, the alternative hypothesis was accepted, and the null hypothesis was rejected. The result also demonstrated that students showed more interest and motivation in learning listening comprehension when YouTube videos were used as learning media in the classroom. Consequently, it can be concluded that the utilization of YouTube videos has a positive and significant effect on students' listening comprehension performance.¹⁷ From the study above, the researcher concludes that both the study is similar that use YouTube and using similar method that experimental research (quasi-experimental with non – equivalent control group design). Therefore, the difference is in focus of research, the researcher in study will focus on the effect of YouTube in students' speaking skill while this previous study focused on effect of YouTube in student' listening skill.

The second, study a conducted by Muhammad Ilyas and Miranti Eka Putri, is titles "YouTube Channels: An Alternative Social Media to Enhance EFL Students' Speaking Skill". Its objective was to investigate whether incorporating YouTube channels into classroom teaching has a noteworthy impact on students' speaking proficiency. The study asserts that incorporating YouTube into language learning, particularly for speaking skills, fosters a positive learning attitude. The

¹⁷ Siti Syafiatul Qomariah, Dira Permana, and Heri Hidayatullah, "The Effect of YouTube Videos on Students' listening Comprehension Performance", *Jo-ELT (Journal of English Language Teaching)*, Vol 8, Nomor 1, 2021, p. 16.

research design employed was experimental, and it was conducted at the English language study program of Universitas Islam Riau. The study selected 48 first-semester students as the sample. Following the implementation of YouTube channels for teaching speaking, the statistical analysis yielded a significance level (sig.) of 0.000, which is below the threshold of 0.05. This outcome indicates a significant improvement in students' speaking achievement after being instructed using YouTube channels.¹⁸

Based on the previous study above, the researcher concludes that, both the study is similar that use YouTube and focus on the effect of YouTube in students' speaking skill. Therefore, the difference is in the design of the research, this present research will use two group (experiment and control group), while the previous research used one group as the sample of the research.

Third, a study conducted by Ahmad Nur Syafiq et al, titled "Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19,"¹⁹ aimed to explore the effectiveness of utilizing YouTube videos in enhancing students' speaking skills. Additionally, it sought to investigate the implementation of teaching and learning processes

¹⁸ Muhammad ILYas and Miaranti Eka Putri, "YouTube Channels: An Alternative Social Media to Enhance EFL Students Speaking Skill", *Academic*, Vol 7, Number 1, February 2020, p. 77.

¹⁹ Syafiq, A. N., Rahmawati, A., Anwari, A., & Oktaviana, T. (2021). Increasing speaking skill through YouTube video as English learning material during online learning in pandemic covid-19. *Elsya: Journal of English Language Studies*, 3(1), 50-55.

involving YouTube videos in the classroom. The research employed classroom action research methodology and targeted first-semester college students at Muhammadiyah University of Kudus in 2020. The sample consisted of 85 students from non-English programs, selected through purposive sampling. Data collection involved speaking assessments and interviews, which were subsequently analyzed using the constant comparative method and descriptive statistics. The findings of this study indicated that the utilization of YouTube videos as English learning materials led to improvements in students' speaking skills, encompassing fluency, vocabulary, pronunciation, grammar, and content. Therefore, it can be concluded that incorporating YouTube videos is an effective approach to enhancing students' speaking abilities, particularly during online learning in the context of the Covid-19 pandemic. Further research could explore the utilization of YouTube videos for teaching other English skills such as reading and writing.

From the last previous research above, the researcher concludes that both study is similar that use YouTube and focus on the effect of YouTube in students' speaking skill. Therefore, the difference is in the method of the research, this present research will use experimental method two group (experiment and control group), while the previous research used classroom action research

B. Literatur Riview

1. Theoretical of YouTube Video

a. Definition of Youtube Video.

Youtube video is a video-sharing website founded in America in February by Chad Hurley, Steve Chen, and Jawed Karim. YouTube is the most dominant online video provider site in the United States, maybe even Tjanatjantia. The youtube video application is a platform site for accessing videos, uploading videos and doing live broadcasts. It contains various kinds of videos such as tutorials, and music videos.²⁰

According to Abraham, YouTube can act as a distribution channel for various groups, from content creators to advertisers. As a place to share, inform and inspire web users in various parts of the world. The existence of YouTube videos as online-based television can increase the attractiveness of the wider community to add information and insight. On the official YouTube website, it writes its mission, namely:²¹ To give freedom to express opinions and show them to the world and everyone, and Youtube believes that everyone has the right to express opinions, and the world will be a better place if we are willing to listen, share and build community through the stories we have. With its mission,

²⁰ Fatty Faiqah, Muh Nadjib, Andi Subhan Amir, "YouTube as a means communication for the Makassar vidgram community", *KAREBA Communication journal*, Vol 5, Number 2, December -Juli 2016, p.

²¹ Abraham A, *Become a successful YuTubers* (Surabaya: R. Media, 2011), p. 1.

YouTube ensures that the world will be much better off with information that can be educational, and useful for good purposes.

b. Youtube as a retelling technique

Education is the main supporting factor for the formation of productive and creative human beings to develop broader insights into knowledge in improving education in education. Because of that, the government is trying very hard to improve national education, one of which is in the field of education because education is very influential on student learning achievement in the world of education and to achieve good learning achievement, it is greatly influenced by various factors including teacher competence. In teaching and interest in learning Competence possessed by the teacher which is very important in achieving student learning achievement.

The use of YouTube as a media to retells story for students was expressed by the most popular site in the internet world and provides edit value to education, easy to use by teachers and students, provides information Education, facilitating discussion, has a share feature on social networks and it's free.²²

In line with this, Snelson stated that Youtube is a social media that contains videos that can be accessed online and offline, with a simple display that makes it easier for users to upload, publish and view streaming videos or watch videos directly.

²² Kamila, F, "Effectiveness Of Using YouTube MI/SD Online Learning Media" SEMAI ; PGMI National Seminar, vol 1, Number,1 2020, p. 382-390.

Youtube gets a good response from teachers and students because this media displays content in the form of videos so that it becomes a real example.²³ The content provided by YouTube is also considered to be easier to understand.

According to Kamila, the use of YouTube as a teaching medium assists teachers in conveying material and also increasing student knowledge helps to obtain information about assignments, know the development of information, deepening material, know technical matters as an example of the real form of the material being studied.

Based on the opinions of experts, it can be concluded that Youtube videos are very useful in building a teaching and learning atmosphere, especially in teaching speaking ability by using retelling technique. The selection of videos via Youtube can be said to be effective, very easy to use and also makes it easier for teachers and can increase the learning interest of students who feel bored at the classroom.²⁴

c. The advantages and disadvantages of YouTube as a teaching tool

Advantages and Disadvantages of Youtube in a teaching process Youtube is a popular social media today because it is easy to use and very useful. The advantages of Youtube put forward by Amir, said that Youtube makes it very easy for users both in

²³ Snelson, Chareen. "YouTube Across the Disciplines: A Review of the Literature". *MERLOT Journal of Online Learning and Teaching*, 7(1), 2011, p. 159-169. http://jolt.merlot.org/vol7no1/snelson_0311.pdf, diakses 23 September 2023.

²⁴Kamila, F, *et. al.*, *Efektivitas...*, p. 382-390.

selecting content, videos on Youtube can be searched just by typing the title to make it easier for users to find something. The use of Youtube regarding tutorials is not just one but many and various things, thus distinguishing Youtube from other video applications. Easily accessible, the Youtube application has its own application and it's available on cellphones²⁵. Youtube makes it easy for teachers to carry out a teaching process about languages, and find all kinds of languages.

According to Suryaman in Kamila, YouTube has advantages as a medium or means of teaching, namely as follows:

- a. Informative, Youtube can provide information about the development of science in education, technology, culture, etc.
- b. Cost Effective, namely YouTube can be accessed free of charge by using the internet.
- c. Potentially, YouTube is a very popular site and has many videos so that it can have an impact on education.
- d. Practical and complete, namely Youtube can be used easily by all groups including teachers and students besides that it has many informative and complete videos.
- e. Shareable, Youtube videos can be shared easily by sharing a link.

Interactive, namely Youtube has facilities for discussion and questions and answers in the teaching and learning process through the comment column.²⁶

²⁵ *Ibid.*

²⁶ *Ibid.*

Based on this opinion, Youtube is the most popular site, there is a lot of information on it that is able to have an impact on education. With free access, it only requires internet. Youtube can be used easily by all groups. Besides being able to download freely in the video is allowed by the video maker. There are various choices of video quality. Youtube also has advantages that can be felt by its users.

2. Speaking

a. Definition of Speaking.

It is necessary to present the nature of speaking. Speaking is one of the most important skills to be developed and enhanced as a means of communication orally. In his book, Palmer states "The vast majority of our communication is oral. Most of our students will be to speak face to face with a variety of audiences; classmates now, and someday co-workers, clients, team members, staff, and many others."²⁷

Similar to Palmer, Thornbury confirms "Speaking is so much a part of daily life that we take it for granted."²⁸ Speaking is also the delivery of any language through verbal expression. To produce speaking, people create sounds using a variety of organs of speech.

²⁷ Erik Palmer, *Teaching the Core Skills Of Listening & Speaking*, (Alexandria: ASCD, 2014), p. 106.

²⁸ Scott Thornbury, *How to Teach Speaking*, (Longman: Pearson Education Limited, 2005), p. 1.

According to Brown, 'Speaking is a productive skill that can be directly and empirically observed'.²⁹ Based on the definition, it can be drawn that speaking is means of verbal communication that is used by people and can be observed directly when they speak. Speaking is also the interactive process of making meaning that involves produciing, receiving, and processing information from one to another. When people aim to speak something, they first construct the meaning of what they want to convey. Then they present it in their mind by producing utterances using their organs to speak to others.

As Turk defines "Speaking is the direct route from one mind to another, and is the way we usually choose when we want o ask questions, explain or give an explanation. Research shows that ideas and information are more easily understood and processed through speech than through writing ³⁰ . it means that delivering information through speaking is much easier than through writing, that happens because the speaker can expressively use diction, stressing, and intonation to the listener conveys the information.

²⁹ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Longman, 2003), p. 140.

³⁰ Christopher Turk, *Effective Speaking: Communication in Speech*, (London: Taylor & Francis e-Library, 2003). p. 9.

b. Kind of speaking.

Speakers have a great range of expressive possibilities at their command. Apart from the actual words they use, they can vary their intonation and stress which helps them to show which part of what they are saying is most important. By varying the pitch and intonation in their voice they can convey their attitude to what they are saying, too; they can indicate interest or lack of, for example, and they can show whether they wish to be taken seriously.³¹

In addition, people can control what they want to say. They can speak slowly or they can speak fast depending on what kind of response they obtain. Sometimes, people use their body gestures such as moving their hands and doing eye contact to their listeners in order to understand. Speaking can be formal or informal activity. Tillit and Bruder (2018:34) stated "In all of the languages forms people use when speaking formally are different from those who used informally." In English, we tend to use formal speech with strangers and people of higher status, and informal speech with family, friends, and colleagues.³²

People use both forms of speaking formally and informally depending on many. For instances, people

³¹ Jeremi Harmer, *The Practice of English Language Teaching*, (Edinburgh: Longman, 1991), p. 53.

³² Bruce Tilit & Mary Newton Bruder, *Speaking Naturally*, (Cambridge: Cambridge University Press, 1999), p. vii.

instance, people might speak more formally when they have a conversation with their boss or when they have to convey information academically in front of many audiences, otherwise, people might prefer speaking more informally rather than speaking formally when they are among their family and their friends.

Furthermore, Tillit and Bruder confirm, "Informal speech is characterized stylistically by omission, elisions reductions, and sometimes, a faster speaking rate, formal speech is characterized by embedding (building information into sentences, also characteristic of written language) and a tendency toward more complete sentences as opposed to fragments."³³

In addition, Luma stated that "Some speaking situations call for more literate grammar with complete clauses and subordination." These are typically formal speaking situations, which may involve prepared talk such as a presentation.³⁴

On the contrary, Turk states "Unless they are pretending to be formal, people usually speak in a style which is more direct, and easier to understand, than the style in which they write; speech makes the personal interaction

³³ *Ibid.*, p. vii

³⁴ Sari Louma, *Assessing Speaking*, (Cambridge University Press 2009), p. 16.

more immediate.”³⁵ Do many people tend to say "Sup"? Instead of "What is up"? And to use slang in their daily communication when they speak informally.

Such a situation could happen because people choose to maintain their relationship with their friends more than to deliver the messages as Newton argues "informal speaking typically involves tasks where conveying information is not as important as maintaining a friendly relationship."³⁶ On the other hand, to sound more formal, people prefer saying the characteristic of written language completely. For instance, some people tend to say "I have to go instead of saying I gotta go".

Students use speaking widely in classroom interaction. It can be one of the English language skills that most language students wish to have as their ability. So, many of them learn it at formal school or English courses. As Brown states "listening and speaking are two skills that are most widely used for classroom interaction."³⁷

However, it is not easy for the students to learn it. Apart from learning prescribed instructional materials which possibly make their speaking skills better, they also need

³⁵ Christopher Turk, *Effective Speaking: Communicating in Speech*, (London: Taylor & Francis e- Library, 2003), p. 10.

³⁶ Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2009), p. 120

³⁷ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), p. 294.

more practice not only inside the classroom but through all classrooms with a supportive environment provided by institutions where they learn in an informal environment. Speaking is affected by exposure, formal environment, and informal environment, in different ways. The former occurs when the student consciously learns such a skill in the classroom through the instructional materials which the teacher is presenting.³⁸ The students go through with what the teachers ask them to do. Sometimes, the students also do various text. Grauberg points out his statement "Speaking in the classroom thus has two functions; one is to learn the language and the other is also use it as many people do in real life."³⁹ It means that the students not only learn to speak consciously in the classroom but also use it as many people do in real life in communication.

c. The Purpose of Speaking Skill.

When someone speaks, they have distinct goals in mind when they want to express their idea. For example, if they want to say something, they will store it in their mind first before trying to express. According to Grabe the objective of speaking is to express an idea of someone's

³⁸ Yener Gulmez, Tej. B, Shresta, "The Relative Effectiveness of Formal and Informal Exposure in ESL Development", *CNAS Journal*, Vol. 20, Nomor 1, January 1993, p. 77-90.

³⁹ Walter Grauberg, *The Elements of Foreign Language Teaching*, (Frankfurt: Multilingual Matters, 1997), p. 201.

feeling, thought, and it express spontaneously by orally
Speaking is one of the language art of talk as communication interaction with someone, and it is very difficult to master it. Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. Children will learn English speaking skills as well as speaking skills in other languages, in primary and secondary school.

d. The Elements of Speaking

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process:⁴⁰

a. Pronunciation

(including the segmental features – vowels and consonants and the stress and intonation patterns).

As stated by Harmer, if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech⁴¹. The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the

⁴⁰ J.B. Heaton, Classroom Testing: Longman Keys to Language Teaching, (New York:

Longman, 1990), pp.70-71

⁴¹ Jeremy Harmer, The Practice of English Language Teaching: Fourth Edition, (Harlow:

Pearson Education Limited, 2007), p.343

level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

b. Grammar

It is obvious that in order to be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary⁴². Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences⁴³. Therefore, grammar is very important in speaking because if the speaker does not master grammar structure, he cannot speak English well.

c. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms.⁴⁴ It is clear that limited vocabulary mastery makes conversation virtually impossible.

d. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating⁴⁵.

⁴² Martin Bygate, *Language Teaching: A scheme for Teacher Education; Speaking*,

(Oxford: Oxford University Press, 1997), p.3

⁴³ Victoria Fromkin and Robert Rodman, *An Introduction to Language*, (New York:

Harcourt Brace College Publishers, 1998), p.14

⁴⁴ Keith S. Folse, *Vocabulary Myths: Applying Second Language Research to Classroom*

Teaching, (Michigan: University of Michigan, 2004), p.2.

⁴⁵ David Riddell, *Teach English as a Second Language*, (Chicago: McGraw – Hill

Meanwhile, according to Gower et-al, fluency can be thought of as ‘the ability to keep going when speaking spontaneously’⁴⁶.¹⁴ When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

e. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like

e. Retelling Story

It is an appropriate way to make the students practice their speaking skills. The students will retell the story from the videos given to them using their own vocabulary. In addition, this activity requires the students to make question and answer sessions which will make them practice and perform more of their speaking skills. When speaker does not pronounce the words clearly, the listener will not understand what the speaker is trying to delivered, it is called miscommunication. It is clear that

Companies, 2001), p. 118.

⁴⁶ Roger Gower, et-al, Teaching Practice Handbook, (Oxford: Heinemann English Language Teaching, 1995), p.100.

the process of learning English is that the student should practice it in their life as much as possible. The writer thinks that narrative text may be one of alternative of choice to make the students to speak more, and retelling story may become the choice by the students in improving their speaking skill.

Retelling are post reading or post listening recalls in which readers or listeners tell what they remember. Retelling is a procedure that enables a child to play large role in reconstructing stories. Retelling Story, then, is post reading and post listening a story in which readers and listeners tell what they remember from what they have read or listened. Retellings provide a large amount of data for writer to insight into Students' comprehension process. They also provide an opportunity for the students to present his/her ideas. Searfoss state that story retelling is an appropriate assessment tool for use with ESL students. General inquiries provide more opportunities for children to express everything that they remember, which may be more than they are able to do when specific questions are asked. Here, students are required to do most of the talking, consider what they have read, and formulated their

thoughts to express a true understanding of what they have read.⁴⁷

f. Videos/Movies.

The teachers can use movies with English dialogues as media in the teaching and learning process. In using it as media, the teacher asks the students to watch, listen, and imitate the way all actors in the movie speak⁴⁸. Also, reading and identifying the subtitles commonly used are necessary besides facilitating the students in learning speaking skills whether by providing them the classroom activities or by giving them speaking-related instructions, the teacher can monitor the students' speech production to see what components of speaking they already have and what areas that need to develop. The teacher also should provide a sufficient environment which could be a language environment outside the classroom for the students to help them in performing their speaking skill ability.⁴⁹

⁴⁷ Irwan, D. (2016). The effect of retelling story towards students' speaking ability. *English Education: Jurnal Bahasa Inggris*, 9(1), 13-28.

⁴⁸ Herrera, C, J. (2010). Teaching English through Movies: A New Challenge in ELT. *PROFILE Issues in Teachers' Professional Development*, 12(2),71-79.

⁴⁹ Ding, W., Shang, Y., Guo, L., Hu, X., Yan, R., & He, T. (2015, October). Video popularity prediction by sentiment propagation via implicit network. In *Proceedings of the 24th ACM international on conference on information and knowledge management* (pp. 1621-1630).

The environment could be verbal and non-verbal language environment. The former could be implemented by having a conversation with students in English. Meanwhile, the latter may be applied by labeling some important things or buildings using English. Both classroom activities and language environment are important to be implemented by the teacher to help the students improve their speaking skill in teaching speaking skills, at least four elements should become sufficient exposure in the teaching and learning process. Those elements are, first, a teacher who teaches the target language to the students and provides the facilities to make the students practice to perform their target language. The second is the teaching structure which includes all processes that the teacher conducts from planning the material to evaluation at the end of the teaching and learning process. The teaching structure also includes how the teacher develops the curriculum, chooses what method to teach, and assesses the students.

3. Speaking Teaching Strategies

An important component of language learning strategy training is that of speaking strategies. Oral strategies are referred to in the literature as communicative strategies, communication strategies, conversation skills or communication strategies; those devices used by students to

solve any communication problem when speaking in English. According to O'Malley speaking strategies are crucial because they help foreign language learners in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language.⁵⁰

One goal of a language learner may be to speak the foreign language in different oral exchanges and ultimately to be a competent speaker. According Melendez, a competent speaker knows how to make use of speaking strategies. These strategies come into play when learners are unable to express what they want to say because they lack the resources to do so successfully". These verbal and non-verbal strategies (e.g. verbal circumlocution, clarification, non-verbal mimicry, gestures, etc.) maybe used to compensate for a breakdown in communication or for unknown words or topics, and they may also be used to enhance effective communication.⁵¹

4. Speaking Assessment

Speaking assessment can take the form of every related problem, where people tend to relate to indigenous/non indigenous communities speakers based on their pronunciation plus. Nunan of the view that linguistically competence in

⁵⁰ McDonough, S. H. (1999). Learner strategies. *Language teaching*, 32(1), 1-18.

⁵¹ Melendez, R. A. M., Zavala, G. G. Q., & Mendez, R. F. (2014). Teaching speaking strategies to beginners. *European Scientific Journal*.

articulating well sounds, enough vocabulary, or grammatical compenents. ⁵² To talk too requires functional competence means answering the question completely and logically. Other competencies are strategic competence where speaker needs improvement strategies when the conversation stall down here is is how to assess/measure students speaking ability.⁵³

Table 3.3
Students' Speaking Skill Rubric



⁵²Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge University Press.

⁵³ Nunan, D. (2003). *Practical english language teaching*.

| No | Criteria | Rating Scores | | Description |
|----|---------------|---------------|-----------|---|
| 1 | Pronunciation | 5 | Very High | Has few traces of foreign language. |
| | | 4 | High | Always intelligible, though one is conscious of definite accent. |
| | | 3 | Everage | Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding. |
| | | 2 | Low | Very hard to understand because of pronunciation problem, most |
| | | 1 | Very Low | Pronunciation problem to serve as to make speech virtually unintelligible. |
| 2 | Grammar | 5 | Very High | Make few (if any) noticeable errors of grammar and word order. |
| | | 4 | High | Occasionally makes grammatical errors or word order errors that do not, however obscure meaning. |
| | | 3 | Everage | Make frequent errors of grammar and word order, which occasionally obscure meaning. |
| | | 2 | Low | Grammar and word order errors make comprehension difficult, must often rephrases sentence. |

| | | | | |
|---|------------|---|-----------|---|
| | | 1 | Very Low | Errors in grammar and word order, so, severe as to make speech virtually unintelligible. |
| 3 | Vocabulary | 5 | Very High | Use of vocabulary and idioms is virtually that of native speaker. |
| | | 4 | High | Sometimes use inappropriate terms and must rephrases ideas because of lexical and equities. |
| | | 3 | Everage | Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary. |
| | | 2 | Low | Misuse of words and very limited vocabulary makes comprehension quite difficult. |
| | | 1 | Very Low | Vocabulary limitation so extreme as to make conversation virtually impossible. |
| 4 | Fluency | 5 | Very High | Speech as fluent and efforts less as that of a native speaker. |
| | | 4 | High | Speed of speech seems to be slightly affected by language problems. |
| | | 3 | Everage | Speed and fluency are rather than strongly affected by language problems. |

| | | | | |
|---|----------|---|-----------|---|
| | | 2 | Low | Usually hesitant; often force into silence by language limitations. |
| | | 1 | Very Low | Speech is so halting and fragmentary as to make conversation virtually impossible. |
| 5 | Accuracy | 5 | Very High | Appears to understand everything without difficulty. |
| | | 4 | High | Understands nearly everything at normal speed, although occasional repetitions. |
| | | 3 | Everage | Understand most of what is said at slower-than-normal speed with repetitions. |
| | | 2 | Low | Has great difficulty following what is said. Can comprehend only „social conversation“ spoken slowly and with frequent repetitions. |
| | | 1 | Very Low | Cannot be said to understand even simple conversational English. |

5. Principles in Speaking

In concerning speaking skill Brown suggest that there are three principles available. First, the speaking task should involve form-focused instruction (attention to details pronunciations, grammar, vocabulary, and so forth). Second, the task should also

involve meaning focused instruction (opportunities to produce meaningful spoken messages with real communicative purposes).⁵⁴The last, it should provide learners with more opportunities to improve fluency. Related to the description above, Burkart introduces speaking tasks to involve aspects of mechanic (pronunciation, grammar, and vocabulary) by using the right words in the right order with the correct pronunciation, and aspect of functions (transactions and interactions) by knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).⁵⁵

Bahrani, mentions that because the goal of teaching speaking skills is communicative efficiency, learners should be able to make themselves understand, using their current proficiency.⁵⁶They are demanded to avoid confusion in the message due to the faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. To help students develop their communicative efficiency in speaking,

⁵⁴ Brown, H. D., & Abeywickrama, P. (2004). Language assessment. *Principles and Classroom Practices*. White Plains, NY: Pearson Education.

⁵⁵ Шпаковская, В. В., Артеменко, Л. А., Василевская, В. Л., & Липовка, В. Г. (2015). Strategies for developing speaking skills.

⁵⁶ Bahrani, T., & Soltani, R. (2012). How to teach speaking skill. *Journal of education and Practice*, 3(2), 25-29.

instructors can use balanced activities approaches that combine several directions.

In relation with principle of speaking above, Brown describes that there are seven principles to design speaking techniques. Comparing to the other principles mentioned above, these principles appear to provide holistic view of what speaking technique ⁵⁷should have:

1. The techniques should cover the spectrum of learner's needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. This means that teacher must be innovative to ⁵⁸modify any activities that suit with the student's needs and interests.
2. Second, the techniques should not bore their students to deal with lifeless and repetitious drills. They should contain meaningful drills.
3. The technique should intrinsically be motivating to students. Teachers should try at all times to appeal to the student's ultimate goals and interest, to their need for knowledge, for status, for achieving the competence and autonomy, and for "being all that they can be". Teachers should always encourage them how the activity will benefit them.

⁵⁷ Brown, H. D., & Abeywickrama, P. (2004). Language assessment. *Principles and Classroom Practices*. White Plains, NY: Pearson Education.

⁵⁸ Royani, Esti & Sulistyarini, Ns & Tukimun, Tukimun. (2023). TEACHING SPEAKING STRATEGIES.

4. The techniques should contain authentic language in meaningful contexts. In this case, teachers should use the authentic context and meaningful interactions. By the help of teacher's creativity, everything can be done to facilitate students develop their speaking ability.
5. There must be appropriate feedback and corrections to the students' performance. Usually, in most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. It is important for the teachers to take advantage of their knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.
6. The technique should highlight the natural link between speaking and listening. The teacher does not lose out opportunities to integrate these two skills as speaking is also concerned with listening.

C. Toeretical Framework

Language serves as a crucial tool for establishing communication and expressing thoughts and ideas. English, being the most widely spoken language globally, plays a significant role in various countries. It can be considered a native language, a second language, or a foreign language. In countries where English is perceived as a foreign language rather than a second language, it often holds a prominent position as a

school subject. Moreover, passing an English examination is often a prerequisite for admission to educational institutions such as schools or universities.⁵⁹

D. Hypothesis

Based on the theories explained above, the research hypothesis as follows:

- A. Ha (alternative hypothesis): Retelling YouTube content is effective increasing students' speaking ability.
- B. Ho (null hypothesis) Retelling YouTube content is not effective increasing students' speaking ability.
 1. Retelling YouTube Content Is Effective Increasing Studentas' Speaking Ability.
 2. Retelling YouTube Content Is Not Effective In Increasing Students' Speaking Ability.

⁵⁹ Fitri Septiani Kurniasih, "The Effectiveness of Talking Chips Technique to Student's Speaking Ability (an Experiment Research of the Second Grade of SMPN 23 Kota Serang), 2017. p.1 <https://dokumen.tips/document/the-effectiveness-of-talking-chips-technique-to-.html?page=1>, diakses 20 September 2023.

CHAPTER III

RESEARCH METHOD

A. Design and Type of Research

1. Design

Research Design of this research was an experimental research. According Sugiyono in this experimental research, there was treatment. It consisted of groups of pre-test and post-test design. This research consisted of two variables: the independent variable symbolized by “X” that was the use of video youtube and the dependent one as “Y” which referred to students’ speaking ability follows:⁶⁰

Table 3.1
Non-Equivalent-Group Design

| | | | |
|--------------------|----------------|---|----------------|
| Experimental group | 0 ₁ | X | 0 ₂ |
| Control group | 0 ₃ | - | 0 ₄ |

Which is:

0₁: Pre-test of experiment class

⁶⁰ Sugiyono, P. D. (2018). Quantitative, qualitative, and R&D research methods. *Bandung: (ALFABETA, Ed.)*.

0₃: Pre-test of the control class

X: Treatment

0₂: Post-test of experiment class

0₄: Post-test of the control class

Where:

| Class | Pre- test | Treatment | Pos –test |
|--------------------|------------------|-----------|------------------|
| Experimental Group | 0 ₁ | X | 0 ₂ : |
| Control group | 0 ₃ : | - | 0 ₄ : |

1. Pre-test

The researcher conducted the pre-test at the first meeting with the students of attending class XI B and XI C. The pre-test is aim to know students' score before giving the treatment and to know how far is their speaking ability. In this research, the students were given a youtube video to watch and listening to it from the beginning until the end. Students need to focus about what they heard, watch and listen in the video.

2. Treatment

After administering the pre-test, the researcher will give the treatment to the students. The treatment is, teacher gives some questions to assess the students' well understanding after watching the youtube videos they've watched, and the students retell the contents of the video they watched. By retelling the content of the video, the students can improve their speaking ability. This study was conducted assessment with retelling ability scores being the measuring tool according to students' Speaking Skill Rubric.

3. Post-test

At the last meeting, the final technique used to collect data was the administration of a post-test. The post-test was given to the group after the retelling technique had been provided as a treatment. It was done in one meeting. The post-test consisted of the same questions but has additional question. The purpose of giving a post-test in this study was to observe and measure any changes in students' speaking skills after being taught using the retelling technique. So, both of the result is compared to know the whether the effect of Retelling on Youtube Videos have effect on students' speaking ability.

(X) = Experimental Group

(Y) = Control Group

X = using Retelling Story treatment

- _ = not using image Retelling Story treatment

O_1 = The pretest for the experimental and control groups before the treatment

O_3 = The pretest for the experimental and control groups after the treatment

B. Population Sample and Sampling

1. Population

In research, the word population is very popularly used to refer to a group or group of objects that will be the target of research.

The following is the definition of population, namely:

“Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then draw conclusions”.⁶¹

⁶¹ Cohen, L., Manion, L., & Morrison, K. (2017). Tests. In *Research methods in education* (pp. 563-585). Routledge.

Based on this understanding, we can see that the research population is the entire object of research in the form of humans, animals, plants, air, symptoms, values, events, attitudes to life and so on. As a source of data that represents the characteristics of a study.

Table 3.2
Population

| NO | CLASS | STUDENTS |
|-------|-------|----------|
| 1. | XI A | 20 |
| 2. | XI B | 20 |
| 3. | XI C | 20 |
| 4. | XI D | 20 |
| TOTAL | | 80 |

2. Sample

The sample is part of the population that has the same properties of the object that is the source of the data.⁶² The sample is part of the number and characteristics possessed by the population. If the population is large, and it is impossible for the researcher to study everything in the population, for example due

⁶² Sukandarrumidin, *Metodologi Penelitian*, (Jogjakarta: Gajah Mada University Press, 2006), p. 50.

to limited funds, manpower and time, the researcher can use samples taken from that population.⁶³

The researcher takes 40 students as a sample using a random sampling technique where the researcher takes samples that have the same number consisting of two classes; XI B consisted of 20 students as the experimental group and XI C consisted of 20 students as the control group. And also, because the ability levels of these two classes are considered to have moderate and equal abilities.

3. Sampling Technique

On based The researcher takes 40 students as a sample using a random sampling technique where the researcher takes samples that have the same number consisting of two classes; consisted of 20 students as the experimental group and consisted of 20 students as the control group. And also, because the ability levels of these two classes are considered to have moderate and equal abilities.

⁶³ Sugiyono, *Statistik Untuk Penelitian*, (Bandung: Afabeta, 2013), p. 118.

C. Time and Place of Research

This research conducted at MAN Dompu. This location is located in Jln. Iman Bonjol No.40, Dompu, The school was chosen as the research area based on the researcher's teaching, there fore the researcher knows the condition of the school and the students

D. Variables of Research

In this study, there two types of variables, namely independent (x) and dependent (Y). In Sugiyono's books, the independent variable is the variable that influence or causes the change or the emergence of the dependent variable. The dependent variable is a variable that is effected or that is the result, because of the independent variable. Therefore, in this study, the independent variable is the English Content on Youtube Channel (X). The dependent variable is the students' speaking ability (Y).⁶⁴

⁶⁴ Sugiyono, *Quantitative, Qualitative and R&D Research methods*, (Bandung; Alfabeta,2018). Vol 2 P.117

E. Research Instrument

Instruments in research have a very important position because the instrument is very decisive for the smooth running of a research to be carried out. Instrument is a measuring tool used by researchers to collect data. The research instrument used by the researcher is a test and documentation.

1. Test

The video watching task will be the instrument use in this study. Test as a tool to collect data or information in order to assess students' speaking ability. Teachers use tests as one of the planned measurement initiatives to help students show their progress towards set targets. The type of test use is a listening test and repeating pronunciation and writing what is heard and pronounced, where the researcher will play a content on YouTube Video and students watch the YouTube video from beginning until the end, this is called active watching. After that, the teacher gives some questions to assess students' understanding well after watching. And students retell the contents of the video they watched. By retelling the content of the video, students can

improve their speaking ability. This study was conducted Assessment with retelling ability scores being the measuring tool according to students' Speaking Skill Rubric.⁶⁵

| No. | Criteria assessment | Score | | | | |
|-----|---------------------|---------------|----------|--------------|-----------|-----------------|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | Pronunciation | Very low | Low | Everage | Higt | Very Hight |
| 2. | Grammar | Very low | Low | Everage | Higt | Very Hight |
| 3. | Vocabulary | Very low | Low | Everage | Higt | Very Hight |
| 4 | Flueency | Very low | Low | Everage | Higt | Very Hight |
| | Accuracy | 1 Very low | 2 low | 3 Everage | 4 Higt | 5 Very Hight |

2. Documentation

Documentation is one of the processes of collecting written/printed data, which is used as the main support in research. Documentation is defined as a type of action or

⁶⁵ Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (London: Longman, 2004)

systematic process in searching, utilising, collecting, compiling, and providing documents to interested parties in order to gather knowledge, information, and evidence, as well as investigations. Documentation, such as student data books, lesson plans, manuals or courses, school profiles, etc., can be seen as a way of collecting data indirectly through written/printed materials in order to support research

F. Tehinique of Data Collection

The data collection procedure is a very important step, because the data collected and to solve the problem being studied. So, it is clear that the success or failure of a researcher in obtaining the required data is highly dependent on the use of the method. This study uses a data collection technique in the form of a. test.

The video watching task will be the instrument use in this study. Test as a tool to collect data or information in order to assess students' speaking ability. Teachers use tests as one of the planned measurement initiatives to help students show their progress towards set targets. The type of test use is a listening test and repeating pronunciation and writing what is heard and pronounced, where the researcher will play a

content on YouTube Video and students watch the YouTube video from beginning until the end, this is called active watching. After that, the teacher gives some questions to assess students' understanding well after watching. And students retell the contents of the video they watched. By retelling the content of the video, students can improve their speaking ability. This study was conducted Assessment with retelling ability scores being the measuring tool according to students' Speaking Skill Rubric.⁶⁶

b. Documentation

Documentation is one of the processes of collecting written/printed data, which is used as the main support in research. Documentation is defined as a type of action or systematic process in searching, utilising, collecting, compiling, and providing documents to interested parties in order to gather knowledge, information, and evidence, as well as investigations. Documentation, such as student data books, lesson plans, manuals or courses, school profiles, etc., can be seen as a way of collecting

⁶⁶ Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (London: Longman, 2004)

data indirectly through written/printed materials in order to support research

G. Technique of Data Analysis

According to Adi Bhat, research data analysis is a process used by researcher for reducing data to a story and interpreting it into derive insight. The data analysis process helps in reducing a large chunk of data into smaller fragments, which make sense.⁶⁷

Technique of data analysis included normality test, homogeneity test, and t-test. Normality test and homogeneity test were required as requirement to do the t-test. The details of the three analysis are explained as follows:

1. Descriptive Statistic

According to Arikunto, descriptive statistics is a branch of statistics that involves summarizing and describing the main features of a set of data. In experimental research, descriptive statistics are used to describe the characteristics of the sample or population being

⁶⁷Adi Bhat, "Data Analysis in Research: Why Data, Types of Data, Data Analysis n Qualitative and Quantitative Research", in <http://www.questionprp.com.cdn.ampproject.org>, accessed on 10 August 2023, at 10. 14.

studied. In descriptive statistic, the researcher calculated the students' speaking score, the researcher used the following formula.

$$M = \frac{\sum X}{n}$$

Where:

M = individual score

$\sum X$ = correct answer

n = number of item test

After researcher calculated the students' score, the researcher found the maximum score, minimum score, mean score and standard deviation of students' score both pre test and post test score.

2. Analysis of Pre-Requirement Test

a. Normality Test

The function of the normality test is to know whether or not the collected data in pre-test and post-test are normally distributed.

In this research, the researcher using IBM SPSS Statistics version 25 to find out the normality of the data. The data will prove normally distributes when the result of the test was higher than 0.05 since the confidence interval was 95%.

The statistical hypothesis is determined as follows:

- a) H_0 = the sample comes from a population that is not normally distributed.
- b) H_a = the sample comes from a population that is normally distributed.

The criteria for determining the statistical hypothesis are as follows:

- a) If the significance (p-value) $> \alpha$ (0,05), it means that H_a is failed to be rejected, and the sample came from a normally distributed population.
- b) If the significance (p-value) $\leq \alpha$ (0,05), it means that H_0 is rejected, and the sample came from a not normally distributed population.

b. Homogeneity Test

The function of the homogeneity of variances test is to find out whether or not the data in the pre-test and post-test come from homogenous variance. In this research, the IBM SPSS Statistics version 25 will use to do this test. The data of the two classes were considered as homogenous if the test result is higher than 0.05

since the confidence interval was 95%. Therefore, the basis for decision-making is:

- a) If the significant value is $> 0,05$ then the data distribution is homogeneous
- b) If the significant value is $< 0, 05$ the data distribution is not homogeneous.

3. Hypothesis Testing

The researcher using independent sample t-test to know whether or not the result of research has statistically significant. The Independent Samples t Test compared the means of two independent groups in order to determine whether there is statistical evidence that the associated population means is significantly different. The data will analyzing by using statistical analysis. Then, in this research, the researcher using IBM SPSS Statistics version 25 to do the t-test which the result could determine whether English Content on Youtube video is effective on students' speaking skill. The decision of t-test can be described below.

- a. The null hypothesis (H_0) is reject and the alternative hypothesis (H_a) is accep if the value of Sig. 2 tailed is lower than 0.05.

- b. The null hypothesis (H₀) is accept and the alternative hypothesis (H_a) is reject if the value of Sig. 2 tailed is higher than 0.05.

C. Validity and Reliability

1. Validity

Arikunto explain that an instrument is valid if it is able to measure what is desirable and it can reveal the data of the variables appropriately.⁶⁸ In this study, speaking test will use as the instrument. Validity will use to determine how much the instrument have reflected the result. The validity is applying in the speaking test by face validity. Face validity refers to the extent to which examines believe the instrument is measuring what it is supposed to measure.⁶⁹ In this research, the researcher using face validity by consulting with the expert as a validator. The researcher conducted validation for English learning testing experts in UIN Mataram. The researcher asking Dr. Syarifudin, M. Pd as one of lecture of English Department in UIN Mataram as the expert to give the judgement of the validity of the content.

⁶⁸ Arikunto S, *Prosedur Penelitian; Suatu Pendekatan Pratik*, (Jakarta; Rineka Cipta, 2013), p.

⁶⁹ Donald Ary, *et. al.*, *Introduction to Research in Education*, (Wadsworth: Cengage Learning, 2010), p. 228.

2. Reliability

Ary *et. al.*, state, that the reliability refers to the consistency or stability of the test score. After that, researcher used *inter-rater reliability* to measure the reliability of the instrument. To obtain *inter-rater reliability*, researcher used correlation coefficient among two raters (Interclass Correlation Coefficient). Ary et al also state that Inter-rater reliability is the degree of agreement between two or more raters or scorers.⁷⁰ In this research, the researcher used *inter-rater reliability*. This type of reliability is athe degree to which different observers are consistent with their judgments. The first observer in this research is the researcher and the second observer is the English teacher of the XI grade students of MAN Dompu.

⁷⁰*Ibid*, p. 32

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This section discusses the results of the research conducted at MAN Dompu to determine effect of English content on YouTube videos toward students speaking ability at second grade of Man Dompu. Data was obtained by means of pretest and posttest, as follows:

1. Student score of pre-test

Table 4.1
Pre-test results of experimental class

| No | Students | Final Score |
|----|----------|-------------|
| 1 | S1 | 76 |
| 2 | S2 | 68 |
| 3 | S3 | 76 |
| 4 | S4 | 80 |
| 5 | S5 | 76 |
| 6 | S6 | 60 |
| 7 | S7 | 80 |
| 8 | S8 | 80 |
| 9 | S9 | 60 |
| 10 | S10 | 64 |
| 11 | S11 | 64 |
| 12 | S12 | 72 |
| 13 | S13 | 68 |
| 14 | S14 | 72 |
| 15 | S15 | 72 |
| 16 | S16 | 76 |
| 17 | S17 | 56 |

| | | |
|--------------------|-----|----------|
| 18 | S18 | 68 |
| 19 | S19 | 60 |
| 20 | S20 | 60 |
| Total | | 1388 |
| Mean | | 70 |
| Highest | | 80 |
| Lowest | | 56 |
| Standard Deviation | | 7.707822 |

The data presented in table 4.1 is a table of pre-test results obtained from experimental class students where the total score is 1388 with an average score of 70 with a standard deviation of 7.707. From the total and average, the highest score is 80 and the lowest score is 56.

Table 4.2
Pre-test Result of Control Class

| No | Students | Final Score |
|----|----------|-------------|
| 1 | S1 | 68 |
| 2 | S2 | 64 |
| 3 | S3 | 80 |
| 4 | S4 | 60 |
| 5 | S5 | 64 |
| 6 | S6 | 76 |
| 7 | S7 | 80 |
| 8 | S8 | 60 |
| 9 | S9 | 72 |
| 10 | S10 | 72 |
| 11 | S11 | 68 |
| 12 | S12 | 76 |

| | | |
|--------------------|-----|----------|
| 13 | S13 | 56 |
| 14 | S14 | 52 |
| 15 | S15 | 68 |
| 16 | S16 | 80 |
| 17 | S17 | 72 |
| 18 | S18 | 76 |
| 19 | S19 | 72 |
| 20 | S20 | 64 |
| Total | | 1380 |
| Mean | | 70 |
| Highest | | 80 |
| Lowest | | 52 |
| Standard Deviation | | 8.091581 |

The data in table 4.2 is the data from the pre-test results conducted in the control class. Where the total value obtained is 1380 and the average value is 70 with a standard deviation of 8.091. the highest value is obtained with a value of 80 while the lowest value gets 52.

2. Student Score of Post-test

Table 4.3
Post-test results of experimental class

| No | Students | Final Score |
|----|----------|-------------|
| 1 | S1 | 80 |
| 2 | S2 | 72 |
| 3 | S3 | 88 |
| 4 | S4 | 76 |
| 5 | S5 | 80 |

| | | |
|--------------------|-----|----------|
| 6 | S6 | 68 |
| 7 | S7 | 68 |
| 8 | S8 | 72 |
| 9 | S9 | 68 |
| 10 | S10 | 68 |
| 11 | S11 | 84 |
| 12 | S12 | 72 |
| 13 | S13 | 84 |
| 14 | S14 | 88 |
| 15 | S15 | 76 |
| 16 | S16 | 72 |
| 17 | S17 | 80 |
| 18 | S18 | 76 |
| 19 | S19 | 80 |
| 20 | S20 | 76 |
| Total | | 1528 |
| Mean | | 76 |
| Highest | | 88 |
| Lowest | | 68 |
| Standard Deviation | | 6.475866 |

In table 4.3 which provides an explanation of the post-test table for the experimental class that there was a change in numbers between the pre-test and post-test where the total score was obtained 1528 with an average score of 76 with a deviation of 6.475. The highest achievement was obtained with a score of 88 while the lowest achievement was obtained with a score of 68.

Table 4.4
Post-test Result of Control Class

| No | Students | Final Score |
|--------------------|----------|-------------|
| 1 | S1 | 72 |
| 2 | S2 | 76 |
| 3 | S3 | 72 |
| 4 | S4 | 72 |
| 5 | S5 | 80 |
| 6 | S6 | 56 |
| 7 | S7 | 60 |
| 8 | S8 | 72 |
| 9 | S9 | 64 |
| 10 | S10 | 76 |
| 11 | S11 | 64 |
| 12 | S12 | 68 |
| 13 | S13 | 76 |
| 14 | S14 | 64 |
| 15 | S15 | 64 |
| 16 | S16 | 76 |
| 17 | S17 | 80 |
| 18 | S18 | 68 |
| 19 | S19 | 64 |
| 20 | S20 | 80 |
| Total | | 1404 |
| Mean | | 72 |
| Highest | | 80 |
| Lowest | | 56 |
| Standard Deviation | | 7.045715 |

The post-test data for the control class shows a total score of 1404 with a deviation of 7.045 and an average score of 72. The highest score achievement is 80 and the lowest score is 56. If

observed, there is a difference between the experiment class and the control class in the pre-test phase and the post-test phase.

3. Analysis of Pre-Requirement Test

a. Normality Test

The normality test in this study was carried out with the SPSS application so that it was easier to process the data. The purpose of this normality test is to determine differences in the distribution of pre-test and post-test data. The data was proven normally distributed when the result of the test was higher than 0.05 since the confidence interval was 95%.

Table 4.5
Normality Test of Pre-test and Post-test

| Pretest | Class | Statistic | df | Sig. |
|---------|------------|-----------|----|-------|
| | Experiment | .154 | 38 | .200* |
| | Control | .150 | 38 | .200* |

| Posttest | Class | Statistic | df | Sig. |
|----------|------------|-----------|----|-------|
| | Experiment | .154 | 20 | .200* |
| | Control | .150 | 20 | .200* |

From the table above, Kolmogorov-Smirnov method was used to calculate the normality test. The result of table 4.5 showed that the normality pretest in experimental class was 0.200 it means

that the data was higher than significant value 0.05. Furthermore, the normality pretest in control class was 0.200, it means the data was higher than significant value 0.05. So, it can be deduced that the data distribution of the students' pre-test in experimental class and control class were normal.

The normality post-test in experimental class was 0.200 it means that the data was higher than significant value 0.05. Furthermore, the normality posttest in control class was 0.200, it means the data was higher than significant value 0.05. So, it can be deduced that the data distribution of the students' posttest in experimental class and control class were normal.

b. Homogeneity Test

The function of the homogeneity of variances test is to find out whether or not the data in the pre-test and post-test come from homogenous variance. In this research, the IBM SPSS Statistics version 25 was used to do this test. The data of the two classes were considered as homogenous if the test result is higher than 0.05 since the confidence interval was 95%. Here the result of homogeneity test.

Table 4.6
Homogeneity Test of Pre-Test

| | | Levene Statistic | df1 | df2 | Sig. |
|---------|---|---------------------|-----|--------|-------|
| Pretest | Based on Mean | .000 | 1 | 39 | 1.000 |
| | Based on Median | .000 | 1 | 39 | 1.000 |
| | Based on Median and with adjusted df | .000 | 1 | 37.183 | 1.000 |
| | Based on trimmed mean | .000 | 1 | 39 | 1.000 |

Based on the table 4.6, the variance data pre-test of experimental class and control class was 1.000 which was higher than significant value 0.05. So, it can be concluded that the variance data of pre-test experiment and control class was homogeneous.

Table 4.7
Homogeneity Test of Post-test

| | | Levene Statistic | df1 | df2 | Sig. |
|----------|---|---------------------|-----|--------|------|
| Posttest | Based on Mean | .419 | 1 | 39 | .523 |
| | Based on Median | .208 | 1 | 39 | .654 |
| | Based on Median and with adjusted df | .208 | 1 | 38.312 | .654 |
| | Based on trimmed mean | .385 | 1 | 39 | .540 |

Based on the table 4.7, the variance data pre-test of experimental class and control class was 0,523 which was higher than significant value 0.05. So, it can be concluded that the variance data of posttest experiment and control class was homogeneous.

c. Hypothesis Testing

The researcher used independent sample t-test to know whether or not the result of research had statistically significant. The Independent Samples t Test compared the means of two independent groups in order to determine whether there was statistical evidence that the associated population means were significantly different. The data was analyzed by using statistical analysis. Then, in this research, the researcher used IBM SPSS Statistics version 25 to do the t-test which the result could determine whether English Content on Youtube Channel was effective on students' speaking skill. The decision of t-test can be described below. The decision of t-test can be described below.

- a. The null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted if the value of Sig. 2 tailed was lower than 0.05.

- b. The null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected if the value of Sig. 2 tailed was higher than 0.05.

Here the result of Hypothesis Testing.

Table 4.8
Independent Samples Statistics T-Test

| | Class | N | Mean | Std. Deviation | Std. Error Mean |
|----------|------------|----|-------|----------------|-----------------|
| Posttest | Experiment | 20 | 76.00 | 6.475 | 1.523 |
| | Control | 20 | 72.00 | 7.045 | 1.630 |

Table 4.9
Independent Samples T-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 |
| POST TEST | Equal variances assumed | .419 | .523 | 2.883 | 39 | .009 | 6.200 | 2.230 | 1.690 | 10.712 |
| | Equal variances not assumed | | | 2.883 | 38.324 | .009 | 6.200 | 2.230 | 1.689 | 10.713 |

Based on the table 4.9 above, it shows that the value of independent samples test Sig. (2-tailed) was $0.009 \leq 0.05$, it means that H_0 is rejected, consequently H_a is accepted. It can be concluded that there is significant effect of Retelling YouTube Video content on students' speaking ability.

B. Discussion

The research was conducted at MAN Dompu with the aim of finding out the effect of Retelling YouTube Videos Content on the speaking ability of second grade students of MAN Dompu. The results showed that there was a significant change in the use of YouTube videos content on the speaking ability of second grade students of MAN Dompu. The results showed that in the pre-test phase the average score was not too far away where the experimental class and the control class got a score of 70 with a total score in the experimental class totaling 1388 and the control class totaling 1380.

After the second treatment in the form of providing English language YouTube content in the experimental class showed significant results on the results of the scores obtained compared to the control class which was not given the treatment. In the experimental

class given the English youtube content treatment showed an increase in results of 1528 points, with an average value obtained of 76, while the control class obtained a value of 1408 with an average value of 72. The value of independent samples test Sig. (2-tailed) was $0.009 < 0.05$, it means that H_0 is rejected, consequently H_a is accepted. It can be concluded that there is significant effect of English Content on Youtube Channel on students' speaking ability.

According to to Jalaluddin using YouTube video allows the students to comment on any video especially when they play it online. So, it even contributes to the other language skills development of the students. So, looking at those advantages above, it is obvious that by using Retelling YouTube videos content the students will have better exposure toward speaking aspects like pronunciation, structure, vocabulary, and intonation which then resulting at improvement on the other aspects of speaking namely comprehension and fluency.

This result was supported by the research from Maratul Aini.⁷¹ She found that the value of independent samples test Sig. (2-tailed) was $0.008 \leq 0.05$, it means that H_a is accepted while H_0 is rejected. It can

be concluded that Retelling YouTube videos Content has a significant effect on students' speaking skill. Therefore, the research by Siti Syafi'atul Qomariyah, Dira Permana, Heri Hidayatullah, they found that the t-test value of 1.834, exceeding the (t-table value of 0.073). In other words, the alternative hypothesis was accepted, and the null hypothesis was rejected. The result also demonstrated that students showed more interest and motivation in learning listening comprehension when YouTube videos were used as learning media in the classroom. Consequently, it can be concluded that the utilization of YouTube videos has a positive and significant effect on students' listening comprehension performance.⁷²

This research result is also in relation with some previous studies, they are:

Research from, Muhammad Ilyas and Miranti Eka Putri, entitled "YouTube Channels: An Alternative Social Media to Enhance EFL Students' Speaking Skill".⁷³ The aim of the research was to investigate

⁷³ Muhammad Ilyas and Miranti Eka Putri, "YouTube Channels: An Alternative Social Media to Enhance EFL Students Speaking Skill", *Academic*, Vol 7, Number 1, February 2020, p. 77.

whether using English content video on YouTube channels into classroom teaching has a positive impact on students' speaking proficiency. The study took 48 first-semester students as the sample. The statistical analysis yielded a significance level (sig.) of 0.000, which is below the threshold of 0.05. This outcome indicates a significant improvement in students' speaking achievement after being instructed using YouTube channels.

The similarity of both research is utilizing YouTube and focused on the effect of YouTube in students' speaking skill while the difference is in the research design, this present research used two group (experiment and control group), while the previous research used one group as the sample of the research.

Research by Siti Syafi'atul Qomariyah, Dira Permana, Heri Hidayatullah, they found that the t-test value of 1.834, exceeding the (t-table value of 0.073). In other words, the alternative hypothesis was accepted, and the null hypothesis was rejected. The similarity between their research and this research is utilizing YouTube online Videos as the tool for teaching and learning process while the differences is the objective of their research was to determine the impact of using YouTube videos on students' listening comprehension performance

and this research, focused on using YouTube videos towards students' speaking ability.

The result also demonstrated that students showed more interest and motivation in learning listening comprehension when YouTube videos were used as learning media in the classroom. Consequently, it can be concluded that the utilization of YouTube videos has a positive and significant effect on students' listening comprehension performance.

Research from Ahmad Nur Syafiq et al, entitled "Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19," his research aimed to explore the effectiveness of utilizing YouTube videos in enhancing the students' speaking abilities ⁷⁴. It is also aimed to investigate the implementation of teaching and learning processes involving YouTube videos in the classroom. The research used classroom action research methodology and took first-semester college students at Muhammadiyah University of Kudus in 2020 and the sample taken

⁷⁴ Syafiq, A. N., Rahmawati, A., Anwari, A., & Oktaviana, T. (2021). Increasing speaking skill through YouTube video as English learning material during online learning in pandemic covid-19. *Elsya: Journal of English Language Studies*, 3(1), 50-55.

through purposive sampling. The similarity between both research utilizing YouTube online videos and focused on the effect of YouTube in students' Syafiq, A. N., Rahmawati, A., Anwari, A., & Oktaviana, T. (2021). Increasing speaking skill through YouTube video as English learning material during online learning in pandemic covid-19. *Elsya: Journal of English Language Studies*, 3(1), 50-55.

speaking skill and the difference is in the method of the research, this present research used experimental method with two group (experiment and control group), while the previous research used classroom action research.

Based on the previous researches, using Retelling ofn YouTube videos content as a teaching tool to improve the students' speaking skill has good effects toward students speaking ability. This can be confirmed based on the T-test analysis which H_a is accepted and H_o is rejected. It means that English content on YouTube videos has significant effect toward students speaking ability. The students also said that the use of English content on YouTube videos could make it easier for them to understand the lessons and easier to master them.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the statistical results obtained that in the experiment class the post test results got an average score of 76 with a total of 1528. While the control class got an average score of 72 with a total of 1404. In order to know whether the difference is statistically significant or not, the t-test with independent sample test is used. Based on the independent samples test, it shows that there was a statistically significant improvement on students' speaking skill before using on Youtube Videos content (Mean= 70Std Deviation= 7.707), after using Retelling Youtube Videos content (Mean= 76 Std Deviation= 6.475). The value of independent samples test Sig. (2-tailed) was $0.009 < 0.05$, it means that H_a is accepted while H_0 is rejected.

B. Suggestion

The researcher would like to suggest as follows:

1. For the Teacher

The teacher can effectively communicate the findings, implications, and recommendations derived from the study to fellow educators, administrators, and other stakeholders, facilitating the

adoption and utilization of the English Content on Youtube Videos has significant effect toward students speaking ability.

2. For the Students

The researcher hopes that the students can use YouTube Application in learning speaking. Students can also explore different content, such as educational videos, speeches, or presentations that align with your language learning goals. Consistent practice will help the students build fluency, confidence, and accuracy in their spoken English.

3. For Further Researchers

The researcher hopes that further researcher can examine the perceptions and attitudes of both teachers and students towards integrating technology, specifically the YouTube Application, into language learning. Investigate any barriers or facilitators encountered during implementation and how these factors can effect of using such media.

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APPENDIX 1

DOCUMENTATION

Documentation of the activities in the experiment class showed that they were very enthusiastic in participating in the activities.

Class Agama A





Class Agama B

Documentation of the activities in the control class showed that they followed the lesson enthusiastically.





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Appendix II

Data score students' pretest and posttest

| No | Students | pronunciation | vocabulary | grammar | fluency | accuracy | total | skor |
|----|----------|---------------|------------|---------|---------|----------|-------|------|
| 1 | C1 | 3 | 3 | 3 | 4 | 4 | 17 | 68 |
| 2 | C2 | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 3 | C3 | 4 | 4 | 4 | 4 | 4 | 20 | 80 |
| 4 | C4 | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 5 | C5 | 3 | 4 | 4 | 4 | 4 | 19 | 76 |
| 6 | C6 | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 7 | C7 | 4 | 4 | 4 | 4 | 4 | 20 | 80 |
| 8 | C8 | 4 | 4 | 4 | 4 | 4 | 20 | 80 |
| 9 | C9 | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 10 | C10 | 3 | 3 | 3 | 4 | 3 | 16 | 64 |
| 11 | C11 | 3 | 4 | 3 | 3 | 3 | 16 | 64 |
| 12 | C12 | 3 | 3 | 4 | 4 | 4 | 18 | 72 |
| 13 | C13 | 3 | 3 | 4 | 4 | 3 | 17 | 68 |
| 14 | C14 | 3 | 3 | 4 | 4 | 4 | 18 | 72 |
| 15 | C15 | 3 | 3 | 4 | 4 | 4 | 18 | 72 |
| 16 | C16 | 3 | 4 | 4 | 4 | 4 | 19 | 76 |
| 17 | C17 | 2 | 2 | 3 | 3 | 4 | 14 | 56 |
| 18 | C18 | 3 | 3 | 3 | 4 | 4 | 17 | 68 |
| 19 | C19 | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 20 | C20 | 3 | 3 | 3 | 3 | 3 | 15 | 60 |

1. Data Pretest of Control Class

| No | Students | pronunciation | Vocabulary | Grammar | fluency | accuracy | total | Skor |
|----|----------|---------------|------------|---------|---------|----------|-------|------|
| 1 | C1 | 3 | 3 | 3 | 4 | 4 | 17 | 68 |
| 2 | C2 | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 3 | C3 | 4 | 4 | 4 | 4 | 4 | 20 | 80 |
| 4 | C4 | 3 | 3 | 3 | 3 | 3 | 15 | 60 |

| | | | | | | | | |
|----|-----|---|---|---|---|---|----|----|
| 5 | C5 | 3 | 4 | 3 | 3 | 3 | 16 | 64 |
| 6 | C6 | 4 | 4 | 3 | 4 | 4 | 19 | 76 |
| 7 | C7 | 4 | 4 | 4 | 4 | 4 | 20 | 80 |
| 8 | C8 | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 9 | C9 | 3 | 3 | 4 | 4 | 4 | 18 | 72 |
| 10 | C10 | 4 | 4 | 3 | 4 | 3 | 18 | 72 |
| 11 | C11 | 3 | 4 | 3 | 3 | 4 | 17 | 68 |
| 12 | C12 | 3 | 4 | 4 | 4 | 4 | 19 | 76 |
| 13 | C13 | 3 | 3 | 2 | 3 | 3 | 14 | 56 |
| 14 | C14 | 2 | 3 | 2 | 3 | 3 | 13 | 52 |
| 15 | C15 | 3 | 3 | 3 | 4 | 4 | 17 | 68 |
| 16 | C16 | 4 | 4 | 4 | 4 | 4 | 20 | 80 |
| 17 | C17 | 4 | 3 | 3 | 4 | 4 | 18 | 72 |
| 18 | C18 | 4 | 4 | 3 | 4 | 4 | 19 | 76 |
| 19 | C19 | 4 | 3 | 3 | 4 | 4 | 18 | 72 |
| 20 | C20 | 3 | 3 | 3 | 3 | 4 | 16 | 64 |

2. Data postes of control class

| N o | Stude nts | pronunci ation | Vocabu lary | Gram mar | flue ncy | accur acy | tot al | Sk or |
|----------------|----------------------|---------------------------|------------------------|---------------------|---------------------|----------------------|-------------------|------------------|
| 1 | C1 | 3 | 3 | 4 | 4 | 4 | 18 | 72 |
| 2 | C2 | 4 | 3 | 4 | 4 | 4 | 19 | 76 |
| 3 | C3 | 3 | 3 | 4 | 4 | 4 | 18 | 72 |
| 4 | C4 | 4 | 4 | 3 | 3 | 4 | 18 | 72 |
| 5 | C5 | 4 | 4 | 4 | 4 | 4 | 20 | 80 |
| 6 | C6 | 3 | 3 | 2 | 3 | 3 | 14 | 56 |
| 7 | C7 | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 8 | C8 | 4 | 4 | 3 | 3 | 4 | 18 | 72 |
| 9 | C9 | 4 | 3 | 3 | 3 | 3 | 16 | 64 |
| 10 | C10 | 4 | 4 | 4 | 4 | 3 | 19 | 76 |

| | | | | | | | | |
|----|-----|---|---|---|---|---|----|----|
| 11 | C11 | 3 | 4 | 3 | 3 | 3 | 16 | 64 |
| 12 | C12 | 3 | 3 | 3 | 4 | 4 | 17 | 68 |
| 13 | C13 | 4 | 4 | 4 | 4 | 3 | 19 | 76 |
| 14 | C14 | 4 | 3 | 3 | 3 | 3 | 16 | 64 |
| 15 | C15 | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 16 | C16 | 3 | 4 | 4 | 4 | 4 | 19 | 76 |
| 17 | C17 | 4 | 4 | 4 | 4 | 4 | 20 | 80 |
| 18 | C18 | 3 | 3 | 3 | 4 | 4 | 17 | 68 |
| 19 | C19 | 4 | 3 | 3 | 3 | 3 | 16 | 64 |
| 20 | C20 | 4 | 4 | 4 | 4 | 4 | 20 | 80 |

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3. Data pretes of experimental

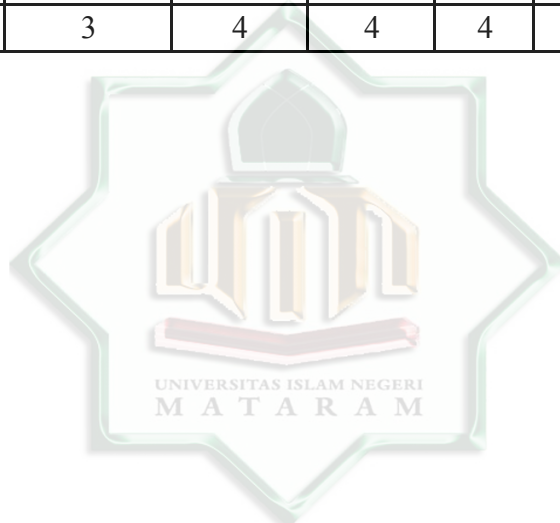
| N o | Stude nts | pronunci ation | Vocabu lary | Gram mar | flue ncy | accur acy | tot al | Sk or |
|----------------|----------------------|---------------------------|------------------------|---------------------|---------------------|----------------------|-------------------|------------------|
| 1 | S1 | 3 | 4 | 4 | 4 | 4 | 19 | 76 |
| 2 | S2 | 3 | 3 | 3 | 4 | 4 | 17 | 68 |
| 3 | S3 | 3 | 4 | 4 | 4 | 4 | 19 | 76 |
| 4 | S4 | 4 | 4 | 4 | 4 | 4 | 20 | 80 |
| 5 | S5 | 3 | 4 | 4 | 4 | 4 | 19 | 76 |
| 6 | S6 | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 7 | S7 | 4 | 4 | 4 | 4 | 4 | 20 | 80 |
| 8 | S8 | 4 | 4 | 4 | 4 | 4 | 20 | 80 |
| 9 | S9 | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 10 | S10 | 3 | 3 | 3 | 4 | 3 | 16 | 64 |

| | | | | | | | | |
|----|-----|---|---|---|---|---|----|----|
| 11 | S11 | 3 | 4 | 3 | 3 | 3 | 16 | 64 |
| 12 | S12 | 3 | 3 | 4 | 4 | 4 | 18 | 72 |
| 13 | S13 | 3 | 3 | 4 | 4 | 3 | 17 | 68 |
| 14 | S14 | 3 | 3 | 4 | 4 | 4 | 18 | 72 |
| 15 | S15 | 3 | 3 | 4 | 4 | 4 | 18 | 72 |
| 16 | S16 | 3 | 4 | 4 | 4 | 4 | 19 | 76 |
| 17 | S17 | 2 | 2 | 3 | 3 | 4 | 14 | 56 |
| 18 | S18 | 3 | 3 | 3 | 4 | 4 | 17 | 68 |
| 19 | S19 | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 20 | S20 | 3 | 3 | 3 | 3 | 3 | 15 | 60 |

4. Data postest of experimental class

| No | Students | pronunciation | vocabulary | Grammar | fluency | accuracy | total | skor |
|-----------|-----------------|----------------------|-------------------|----------------|----------------|-----------------|--------------|-------------|
| 1 | S1 | 4 | 4 | 4 | 4 | 4 | 20 | 80 |
| 2 | S2 | 4 | 3 | 3 | 4 | 4 | 18 | 72 |
| 3 | S3 | 4 | 4 | 4 | 5 | 5 | 22 | 88 |
| 4 | S4 | 3 | 4 | 4 | 4 | 4 | 19 | 76 |
| 5 | S5 | 4 | 4 | 4 | 4 | 4 | 20 | 80 |
| 6 | S6 | 3 | 3 | 4 | 4 | 3 | 17 | 68 |
| 7 | S7 | 3 | 3 | 3 | 4 | 4 | 17 | 68 |
| 8 | S8 | 3 | 3 | 4 | 4 | 4 | 18 | 72 |
| 9 | S9 | 4 | 4 | 3 | 3 | 3 | 17 | 68 |
| 10 | S10 | 3 | 3 | 4 | 4 | 3 | 17 | 68 |

| | | | | | | | | |
|----|-----|---|---|---|---|---|----|----|
| 11 | S11 | 4 | 4 | 4 | 4 | 5 | 21 | 84 |
| 12 | S12 | 3 | 3 | 4 | 4 | 4 | 18 | 72 |
| 13 | S13 | 4 | 4 | 4 | 5 | 4 | 21 | 84 |
| 14 | S14 | 4 | 4 | 4 | 5 | 5 | 22 | 88 |
| 15 | S15 | 4 | 3 | 4 | 4 | 4 | 19 | 76 |
| 16 | S16 | 3 | 3 | 4 | 4 | 4 | 18 | 72 |
| 17 | S17 | 4 | 4 | 4 | 4 | 4 | 20 | 80 |
| 18 | S18 | 3 | 4 | 4 | 4 | 4 | 19 | 76 |
| 19 | S19 | 4 | 4 | 4 | 4 | 4 | 20 | 80 |
| 20 | S20 | 3 | 4 | 4 | 4 | 4 | 19 | 76 |



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KEMENTERIAN AGAMA RI
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Jln. Gajah Mada No.100, Jempong Baru, Mataram, 83116
Website: ft.uinmataram.ac.id email: ft@uinmataram.ac.id

Mataram, 30 Oktober 2023

Nomor : 655/Un.12/FTK/SRIP/PP.00.9/10/2023
Lampiran : 1 (Satu) Berkas Proposal
Perihal : Permohonan Rekomendasi Penelitian

Kepada:
Yth.

Kepala Bakesbangpoldagri Provinsi NTB

di-
Tempat

Assalamu'alaikum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama : Vani Putri Faradillah
NIM : 190107129
Fakultas : Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris
Tujuan : Penelitian
Lokasi Penelitian : MAN DOMPU (Madrasah Aliyah Negeri)
Judul Skripsi : THE EFFECT OF ENGLISH CONTENT ON YOUTUBE VIDEOS TOWARDS STUDENTS SPEAKING ABILITY AT SECOND GRADE OF MAN DOMPU

Waktu Penelitian : 31 Oktober -17 Desember 2023

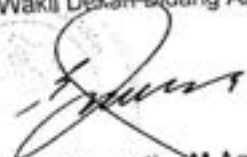
Rekomendasi tersebut akan digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan

Wakil Dekan Bidang Akademik,


Dr. Saparudin, M.Ag

NIP.197810152007011022



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KANWIL KEMENTERIAN AGAMA PROVINSI NTB
MADRASAH ALIYAH NEGERI DOMPU
Jalan Imam Bonjol No. 40 Telp. 403731/21516

Nomor : B **428**/Ma.18.11/046/PP.00.6/11/2023

Dompu, 11 November 2023

Perihal : Telah Melaksanakan Penelitian

Kepada
Yth. Ketua UIN Mataram
di-
Mataram,-

alamu'alaikum Warahmatullahi Wabarakatuh,

Jasukan Surat dari Kepala Kantor Badan Kesatuan Bangsa dan Politik Dalam Negeri Nomor :
3103/X/R/BKBPDN/2023 tanggal, 27 Oktober 2023 Perihal : Rekomendasi Penelitian Atas Nama :

di : **VANI PUTRI FARADILLAH**
: 190107129
an / Program Study : Tadris Bahasa Inggris
Skripsi : **THE EFFECT OF ENGLISH CONTENT ON YOUTUBE VIDEOS
TOWARDS STUDENTS SPEAKING ABILITY SECOND GRADE
OF MAN DOMPU 2022/2023. A M**

in ini diberikan keterangan dengan sebenar-benarnya bahwa yang bersangkutan di atas telah
aksanakan Penelitian sejak bulan Oktober 2023 s/d bulan Desember 2023 pada MAN Dompu Kec.
ab, Dompu.

an surat Keterangan Penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wassalam.,



Kepala
[Signature]
Hj. Siti Hafsyah, S. Pd
NIP. 197005111999032002



Pemerintah Provinsi Nusa Tenggara Barat
BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI

Kantor Perwakilan Provinsi - Jl. Pahlawan 110, Kota Mataram, NTB 83131
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MATARAM

Kode pos 83123

REKOMENDASI PENELITIAN
 NOMOR: 070/2024/KB/BKPPDN/2023

1. **Dasar:**
 - a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penyelenggaraan Rekomendasi Penelitian
 - b. Surat Dan Laman Lajikan Terbaru Dan Kejuruan (ITK) Universitas Islam Negeri Mataram
 Nomor: 955/Un 1281/K/SAR/PP 00 910/2023
 Tanggal: 30 Oktober 2023
 Perihal: Permohonan Rekomendasi Penelitian
2. **Membang:**
 Setelah mempelajari Proposal Survey/Rencana Kegiatan Penelitian yang diajukan, maka dapat diberikan Rekomendasi Penelitian ke pada:

| | |
|--------------------|---|
| Nama: | VANI PUTRI FARADILLA |
| Alamat: | Dusun Lingsa RT/RW 06/002 Kelurahan Kabanjahe Kecamatan Dompu Kabupaten Dompu Nusa Tenggara Barat |
| Pekerjaan: | Mahasiswa Jurusan Tadris Bahasa Inggris |
| Bidang Judul: | THE EFFECT OF ENGLISH CONTENT ON YOUTUBE VIDEOS TOWARDS STUDENTS SPEAKING ABILITY AT SECOND GRADE OF MAN DOMPU |
| Lokasi: | MAN Dompu |
| Jumlah Peserta: | 1 (Satu) Orang |
| Lamanya: | Oktober - Desember 2023 |
| Status Penelitian: | Baru |
3. **Hal-hal yang harus ditaati oleh Peneliti:**
 Sebelum melakukan Kegiatan Penelitian agar melaporkan kedatangan kepada Bupati/Walikota atau Pejabat yang ditunjuk.
 - a. Penelitian yang dilakukan harus sesuai dengan jadwal beserta data dan berkas pada Surat Permohonan dan apabila melanggar ketentuan, maka Rekomendasi Penelitian akan dicabut sementara dan menghentikan segala kegiatan penelitian.
 - b. Peneliti harus mematuhi ketentuan Perundang-undangan, norma-norma dan adat istiadat yang berlaku dan penelitian yang dilakukan tidak menimbulkan keresahan di masyarakat, disintegrasi Bangsa atau keutuhan NKRI. Apabila masa berlaku Rekomendasi Penelitian telah berakhir, sedangkan pelaksanaan Kegiatan Penelitian tersebut belum selesai maka Peneliti harus mengajukan perpanjangan Rekomendasi Penelitian.
 - c. Melaporkan hasil Kegiatan Penelitian kepada Gubernur Nusa Tenggara Barat melalui Kepala Bakesbangpol/dagri Provinsi Nusa Tenggara Barat.
 Demikian Surat Rekomendasi Penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

UNIVERSITAS ISLAM NEGERI
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Mataram, 31 Oktober 2023
 AS KEPALA BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI PROVINSI NTB



Perpustakaan UN MATARAM

Tembusan Disampaikan Kepada Yth:

1. Kepala Badan Riset dan Inovasi Daerah Provinsi NTB di Tempat
2. Bupati Dompu Ca. Ka. Kesbangpol Kab. Dompu di Tempat
3. Kepala Kantor Kementerian Agama Kab. Dompu di Tempat
4. Kepala Sekolah MAN Dompu di Tempat
5. Yang bersangkutan
6. Arsip



Perpustakaan UIN Mataram



UPT PERPUSTAKAAN UIN MATARAM Sertifikat Bebas Pinjam

No.3217/Un.12/Perpus/sertifikat/BP/01/2024

Sertifikat ini Diberikan Kepada :

YANI PUTRI FARADILLAH

190107129

FTK/TBI

Mahasiswa/Mahasiswi yang tersebut namanya di atas ketika surat ini dikeluarkan, sudah tidak mempunyai pinjaman, hutang denda ataupun masalah lainnya di Perpustakaan Universitas Islam Negeri (UIN) Mataram. Sertifikat ini diberikan sebagai syarat **UJIAN SKRIPSI**.



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Perpustakaan UIN Mataram

UNIVERSITAS ISLAM NEGERI
MATARAM FAKULTAS TARBIYAH DAN
KEGURUAN PROGRAM STUDI PENDIDIKAN
BAHASA INGGRIS

Jl. Gajah Mada Jember Raya, Telp: 0370-427296, 427317, 427490 Fax: 427447 - Mataram NTB

KARTU KONSULTASI


Nama Mahasiswa: Vani Putri Faridillah
NIM: 1901070129
Pembimbing I: Dr. Ribahan, M Pd
Pembimbing II: Najamuddin, M Hum
Judul/Skripsi: THE EFFECT OF ENGLISH CONTENT ON YOUTUBE VIDEOS
TOWARDS STUDENTS SPEAKING ABILITY AT SECOND GRADE
OF MAN DOMPU 2022-2023

| No | Tanggal | Materi Konsultasi | Paraf |
|----|------------|---------------------------------------|-------|
| 1 | 3/11/2023 | Chapter IV Findings & Data Display | RJ |
| 2 | 14/11/2023 | Chapter IV Data Display or Discussion | RJ |
| 3 | 20/11/2023 | Chapter V Conclusion or Reference | RJ |
| 4 | 6/12/2023 | Chapter V and Reference | RJ |
| 5 | 27/11/23 | Ace | RJ |

Mataram, 27-12-2023

Pembimbing



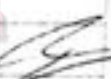
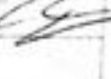

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**UNIVERSITAS ISLAM NEGERI
MATARAM FAKULTAS TARBIYAH DAN
KEGURUAN PROGRAM STUDI PENDIDIKAN
BAHASA INGGRIS**

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 Pembimbing I : Dr Ribotian, M Pd
 Pembimbing II : Najamuddin, S.Pd, M.Hum
 Judul Skripsi : THE EFFECT OF ENGLISH CONTENT ON YOUTUBE VIDEOS TOWARDS STUDENTS SPEAKING ABILITY AT SECOND GRADE OF MAN DOMPU 2022/2023

| No | Tanggal | Materi Konsultasi | Paraf |
|----|---------|--|---|
| 1. | | Skripsi: focus under and on our teacher gentle |  |
| 2. | | Skripsi - Revisi dan perbaikan yang sudah saya follow ke Hani Broto |  |
| 3. | | Skripsi - Cost Hani Broto |  |
| | | Skripsi per. Hani Broto at Pembimbing I |  |

Mataram, _____ 2023
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Perpustakaan UIN Mataram

The writer Vina Putri Faradillah, S.Pd was born on April 7th 2001 in Jakarta. She is the last child of five children from the marriage of her parents Mayor S.P and Siti Rahmah, S.Pd. She started to school at SDN 28 Dompu in 2012 and continued her Junior High School at SMPN 2 Dompu in 2017, she registered herself in SMAN 1 Dompu in 2017. In 2019, she graduated from Senior High School. She became the student at the State Islamic University of Mataram in 2019 and took English Department there, and she graduated from UIN Mataram first year in 2024.