

Utilizing YouTube Videos to Enhance Students' Speaking Skill
(A Classroom Action Research at the XI Grade Students of SMK
Negeri 3 Surakarta, Academic Year 2010/2011)



**Submitted to Teacher Training and Education Faculty of Sebelas Maret
University as Partial fulfillment of requirement for the Undergraduate
Degree of Education**

TEACHER TRAINING AND EDUCATION FACULTY

SEBELAS MARET UNIVERSITY

SURAKARTA

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ABSTRACT

Muhammad Sirrul Muna. X2208529. **UTILIZING YOUTUBE VIDEOS TO ENHANCE STUDENTS' SPEAKING SKILL (A Classroom Action Research at the XI Grade Students of SMK Negeri 3 Surakarta, Academic Year 2010/2011)**. A Thesis. Surakarta. Teacher Training and Education Faculty, Sebelas Maret University, 2011.

This thesis is written to know (1) does and to what extent the implementation of YouTube videos can improve the students' speaking skill; and (2) what happens in the speaking class when YouTube videos are utilized.

The method used in this research is a classroom action research in a vocational high school. The research was conducted from February 24 until April 28, 2011 at the eleventh grade of SMK Negeri 3 Surakarta. The research was conducted in two cycles, in which in the first and second cycles there were 3 meetings. Every cycle consists of four steps; planning, implementing, evaluation, and reflection. The research data are collected by using techniques of observation, interview, document analysis, and tests (pre-test and post-test). The data are analyzed through assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes (Burns' theory) for qualitative data and descriptive statistics for quantitative data.

The research findings show that YouTube video could improve: (1) students' speaking skill (2) class situation. Related to the improvement of students' speaking skill, there are five indicators of students' speaking skill. First, the students' fluency, in the pre-test, the students were not fluent and in the post test the students were becoming more fluent. Second, the students' vocabulary, the students used various words after the use of YouTube videos. Third, the students' grammar, they made sentences more grammatically. Fourth, the students' pronunciation, the students pronunciation well after using YouTube videos. The last, the students' ideas related the content of the topic, the students could show the content of the topic. Meanwhile, concerning on the improvement of class situation, it comprises five indicators. First, the students were not noisy during the teaching learning process and focused the teaching learning process. Second, the students were active and creative during the class. Third, the students paid attention to the teacher explanation during the teaching learning process. Fourth, the students could express their idea freely. The last, the teaching learning processes were more fun and enjoyable. In addition, the students' score in pre-test is 37.225, in Cycle 1 67.45, and the-post test 73.40 with KKM 65.00.

This research finds that the use of YouTube videos by some techniques such as pause and play combined by some methods such as drilling could improve students' speaking skill and situation of the class. The researcher expects that the use of YouTube videos could be used by the teacher as one of the media in the teaching learning process especially in teaching speaking.

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ABSTRAK

Muhammad SIRRUL MUNA. X2208529. **PENGGUNAAN VIDEO-VIDEO YOUTUBE UNTUK MENINGKATKAN KEMAMPUAN SPEAKING SISWA (Penelitian Tindakan Kelas Pada Siswa Kelas XI SMK Negeri 3 Surakarta, Tahun Akademik 2010/2011)**. Skripsi. Surakarta. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sebelas Maret, 2011

Skripsi ini ditulis untuk mengetahui (1) apakah dan seberapa jauh penggunaan video-video YouTube dapat meningkatkan kemampuan speaking siswa; dan (2) apa yang terjadi di kelas speaking saat video-video YouTube digunakan.

Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas di sebuah sekolah kejuruan. Penelitian ini dilaksanakan dari tanggal 24 Februari sampai 28 April 2011 di kelas sebelas SMK Negeri 3 Surakarta. Penelitian ini dilaksanakan dalam dua periode, dimana periode pertama dan kedua terdiri dari 3 pertemuan. Setiap periode terdiri dari 4 tahap; perencanaan, pelaksanaan, evaluasi, refleksi. Data penelitian diperoleh dengan menggunakan teknik observasi, wawancara, analisis dokumen, dan tes (pre-test dan post-test). Data tersebut dianalisis menggunakan pengumpulan data, mengkode data, membandingkan data, membangun pemikiran, dan melaporkan hasil (teori Burn) untuk analisis data kualitatif dan deskriptif statistik untuk analisis data kuantitatif.

Penelitian ini menunjukkan bahwa video YouTube dapat meningkatkan: (1) kemampuan speaking siswa, (2) situasi kelas. Berkaitan dengan peningkatan kemampuan speaking siswa, ada lima indikator dari kemampuan speaking siswa. Pertama, kelancaran siswa, di pre-test, siswa-siswa tidak lancar dalam speaking and di post-test siswa menjadi lebih lancar. Kedua, kosakata siswa, siswa menggunakan bermacam kosakata setelah penggunaan video-video YouTube. Ketiga, tata bahasa, siswa membuat kalimat lebih tertata. Keempat, pengucapan siswa, siswa mengucapkan dengan baik setelah menggunakan video-video YouTube. Terakhir, ide-ide siswa berkaitan dengan isi dari topik, siswa dapat menunjukkan isi dari topik. Sementara itu, mengenai peningkatan situasi kelas terdiri dari lima indikator. Pertama, siswa tidak ramai selama proses belajar mengajar dan fokus pada proses belajar mengajar. Kedua, siswa menjadi aktif dan kreatif selama di kelas. Ketiga, siswa memperhatikan penjelasan guru selama proses belajar mengajar. Keempat, siswa dapat mengekspresikan ide mereka dengan bebas. Terakhir, proses belajar mengajar lebih menarik dan menyenangkan. Sebagai hasilnya, nilai siswa di pre-test 37,225, periode 1 67,45, dan post-test 73,40 dengan KKM 65.00.

Penelitian ini menemukan bahwa penggunaan video-video YouTube dengan teknik-teknik seperti *pause and play* yang dikombinasikan dengan beberapa metode seperti *drilling* dapat meningkatkan kemampuan speaking siswa dan situasi kelas. Peneliti berharap bahwa penggunaan video-video YouTube dapat digunakan oleh guru sebagai salah satu media pembelajaran khususnya dalam pengajaran speaking.

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THE APPROVAL OF THE CONSULTANTS

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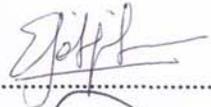
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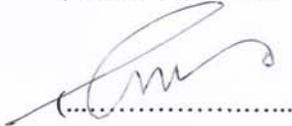
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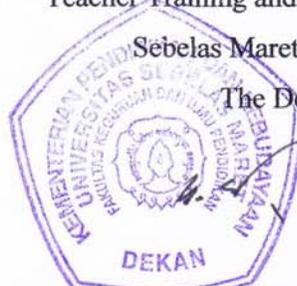
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MOTTO

Do the things you know, and you shall learn the truth you need to know (George
MacDonald)



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DEDICATION



This thesis is dedicated to:

*My beloved Mom and my Dad, thanks
for your care and prayer for me ever
where and every time.*

My sisters who give me support.

*Someone who strengthen me in facing
problems and always help me.*

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ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamin. Praise and thank to Allah for his blessing the reseracher so that he can accomplish the writing of this thesis. In this occasion he would like to express the deepest gratitude and appreciation to the following:

1. Prof. Dr. Furqon Hidayatullah, M.Pd as the Dean of Teacher Training and Education Faculty of Sebelas Maret University who approved this thesis.
2. Dr. Muh. Rohmadi, M.Hum as the Head of Art and Language Education Department of Teacher Training and Education Faculty and Drs. Suparno, M.Pd as the former of the Head of Art and Language Education Department of Teacher Training and Education Faculty who has given permission to write this thesis.
3. Endang Setyaningsih, S.Pd, M.Hum as the Head of the English Department and Drs. Martono, MA as the former of the Head of the English Department who has given permission to write this thesis.
4. Dra. Dewi Rochsantiningsih, MEd, PhD as the first consultant and Drs. Gunarso Susilohadi, MEd, TESOL as the second consultant who patiently gave me the guidance, advice, encouragement and time from beginning up to the completion of this thesis writing.
5. Dra. Sri Haryanti, MM, the Headmistress of SMK Negeri 3 Surakarta for facilitating and permission the writer in doing the research.
6. Drs. Suwarto, the English Teacher of class XI Ak 1 for the permission in doing this research and also the students of XI Ak 1 in SMK Negeri 3 Surakarta academic year 2010/2011 for their participation.
7. His beloved family, for their caring, love, and sincerity.
8. Takmir Nurul Huda, for borrowing of the tool for the research

Surakarta, September 2011

Muhammad SIRRUL MUNA

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LIST OF ABBREVIATION

SMK : Sekolah Menengah Kejuruan

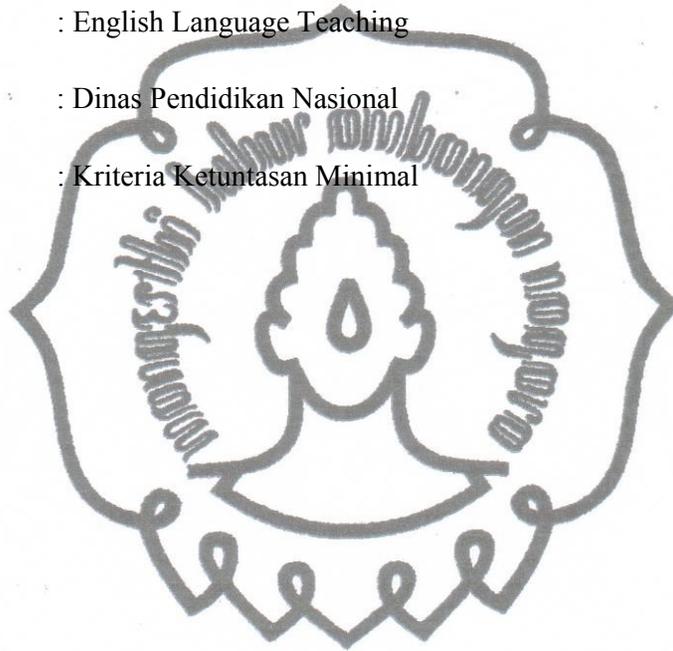
etc : etcetera

Ak : Akuntansi

ELT : English Language Teaching

Disdiknas : Dinas Pendidikan Nasional

KKM : Kriteria Ketuntasan Minimal



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CHAPTER I

INTRODUCTION

A. Background of the Study

Students of vocational high school especially in SMK Negeri 3 Surakarta have low skill in English especially in speaking. It can be shown from their speaking when the teacher asks them to make dialogue or to present something. The indicators are: 1) The students did not fluent in their speaking, for example: the students made incomplete dialogue. 2) The vocabulary of the students was very limited that can influence their skill in speaking, for example: the students did not know the word that the material explained. 3) Students also made many mistakes in the English structure when they present or speak with their friends, for example: the students make mistake in making plural word. 4) Students also made many mistakes in their pronunciations, for example: they make mistakes in diphthong. 5) Students also could not express the content of the material. It can be shown that they could not make the complete content of the topic.

The class situation also has some problems such as: 1) the students were grumble when they were asked to present in front of the class. They asked their other friends to change them that make the class very noisy. 2) The students also were not active and creative during the teaching learning process. 3) The students did not pay attention to the teacher explanation during the teaching learning process. 4) When the researcher gives them opportunity to express freely, they did not have courage to do it. 5) The teaching learning process was boring because the teacher just asked the students to practice based on the book.

There are some causes happened that make the problems in teaching speaking. Speaking covers many aspect or components in English such as grammar, vocabulary, cohesiveness, and coherence. The speaking class should more than one meeting to teach every components of speaking. However, the speaking class just one meeting. The teacher focused on the language function and ignored the other components such as grammar. Students also lacked confidence

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when they asked to present in front of the class. They felt afraid to make mistakes in their speech. The teaching learning process also was monotonous and uninteresting. Therefore, some of the students did not listen to the teacher explanation. Another problem was the teacher was focusing to get students' maximum score than improve skill.

To overcome the condition, the teaching learning process can use YouTube video. Wenner (2009: 1) states that YouTube is an online video sharing in the internet. YouTube is a website that the user of internet can upload and share about their video.

According to Kindarto, YouTube is a portal website that servicing of video sharing (2008: 1). By using YouTube, the students as the users can look the video.

The researcher chooses YouTube videos because videos can be used a media for teaching speaking. YouTube videos contain many interesting video. the video also contain of way of the learning speaking that will increase the students' speaking skill and class condition. The students, as teenagers, like watching film and browsing internet. By using YouTube as a media the students can learn speaking that will help them to improve their speaking skill.

From the explanation above, the researcher strongly believe that YouTube can improve students' speaking skill at the XI grade students of SMK Negeri Surakarta academic year 2010/2011.

B. Problem Statement

Based on the explanation of background of the study and fact in tenth grade students of SMK Negeri 3 Surakarta academic year 2009/2010, the problems can be formulated as follows:

1. Does and to what extent the implementation of YouTube videos can improve students' speaking skill?
2. What happens in the class when YouTube videos are used in the speaking class?

C. Objectives of the Study

This research has three objectives which are able to:

1. To identify whether or not and what extent YouTube videos improve the students' speaking skill.
2. To describe the class situation when YouTube videos are used in speaking class.

D. Benefits of the Study

The research result is expected to be able to give contributions for the students, the teacher, and for the school. The following are the significance contributions of the study:

1. Students

The use of YouTube videos can be used for them to learn by themselves in their home without helped of the teacher. Therefore, they will be encouraged to be active in learning individually so they can enhance their ability in conducting speaking.

2. Teachers

They can know a reference in solving problems related to speaking, developing the teaching learning process quality, and they can implement this technique in their classroom.

3. School

It can be used for developing of the school quality. The school could make and facilitating any facilities to make the students improve their speaking skill.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher discusses speaking, YouTube videos, teaching speaking using YouTube videos and rationale of the research.

A. Speaking

1. Definition of Speaking

According to Hornby (1995: 1140), speaking is to talk or say something about something. He also says speaking can be defined as to know and be able to use a language and to make speech to an audience. In Webster's Third New International Dictionary (1981: 2185), speaking is the act or an instance of uttering words.

Speaking definition by Byrne (1997: 8) is stated as oral communication in a two way process between the speaker and listener (or listeners). It involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding).

Thomas (1987: 12) also states that communication implies more than one person. There must be someone to transmit a message, and someone to receive it. Communication is undertaken for a purpose. There is always a reason for transmitting a message to someone else (1987:14). Harmer (1991:53) states that speaking can be used for command in a great range in every possibility. That means that speaking can be used for make communication in time and places between people. The definitions above mean that speaking is a process of making communication from one person to another. It can be done between two people or more. Speaking is stated by O'Malley (1990: 66 – 67) as an example of a complex cognitive skill that can be differentiated into various hierarchal sub skills, some of which might require controlled processing while others could be processed automatically. In other words, it involves many skills in human's brain and it is consisting and automatic process. Anderson in O'Malley (1990: 38) identifies

three stages of language production. The first is construction, in which the speaker selects communication goals and identifies appropriate meanings. Second is transformation, in which language rule are applied to transform intended meanings into the form of the message. Third is execution, in which the message is expressed in its audible or observable form. It means that speaking is skill that the person need some processing that can be controlled or automatically produce by someone.

Meanwhile, Jordan (1997: 193) says that speaking as for academic purposes is an overall term used to describe spoken language in various academic settings. In addition, it suggests that the language used is normally formal or neutral, and obeys the conventions associated with the genre or activity. Typically of situations or activities are: asking questions in lectures, participation in seminars/discussions, making oral presentation, answering ensuing questions/points, verbalising data and giving oral instructions. That means speaking is a technique to express every activities by people orally.

Bygate states that speaking is a skill which deserves attention every bit as much as literary skills both first and second languages (1987: vii). Meanwhile Harmer (1991: 16) says that speaking involve language production and are often referred to as productive skill. In other word, speaking is an important skill that has to learn by the learners when they learn about language because speaking is a productive skill.

Therefore, it can be concluded that speaking is productive skill that someone as speaker and another as listener or listeners in making communication between them transmitted a message. Speaking for the students also has some elements that are fluency, vocabulary, grammar, pronunciation, and content. The elements will make them transmitted the message.

2. Language Features of Speaking

According to Harmer (2001: 269), they are some language features of speaking such as connected speeches, expressive devices, lexis and grammar,

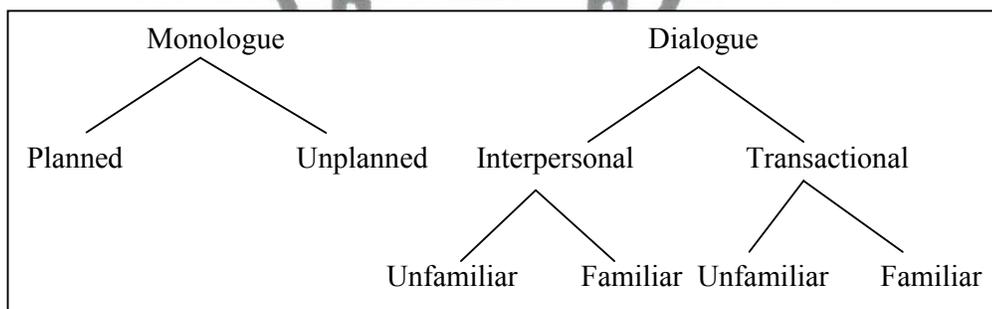
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negotiation language. In connected speech, sounds are modified (assimilation), omitted (elision), added, and weakened. Therefore, the speaker of English need to be able to not only to produce the individual phonemes of English but also to use fluent connected speeches. Expressive devices need to the people to be able to change the pitch and stress of particular parts of utterances vary volume and speed, and show by other physical and non verbal. The use of these devices contributes to the ability to convey the meaning. It also involves the expression of emotion and intensity. Lexis and grammar means that speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure what we are saying.

3. Speaking types

According to Nunan in Brown (2000: 251) there are two types of speaking: as monologue and dialogue. It can be shown in Table 2.1.

Table 2.1: Speaking types



Nunan in Brown (2000: 251) defines monologue happens when one speaker uses spoken language for any length of time, as in speeches, lectures, reading, news broadcast, etc. The hearer must process long stretches of speech without interruption. Planned monologues usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologue exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance and other hesitations can either help or hinder comprehension.

Meanwhile, dialogue involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose to convey proportional or factual information (transactional). Participants may have a good deal of shared knowledge. Therefore, the familiarity will produce conversations with more assumptions, implications, and other meanings hidden the lines. In conversations between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension. When the references are not explicit, it can be easily misunderstanding between the speakers.

4. Speaking Function

Brown and Yule in Richard (2008: 21-27) say that there are some functions of speaking. The functions are to talk as interaction, talk as transaction, and talk as performance.

First, talk as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. The main features of talk as interaction can be summarized as having a primarily social function, reflects role relationships, reflects speaker's identity, may be formal or casual, uses conversational conventions, reflects degrees of politeness, employs many generic words, using conversational register, and jointly constructed.

Next, talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

The last, talk as transaction is more easily planned since current communicative materials are a rich resource of group activities, information-gap

activities, and role plays that can provide a source for practicing how to use talk for sharing and obtaining information, as well as for carrying out real-world transactions. These activities include ranking, values clarification, brainstorming, and simulations.

5. Speaking processing

Harmer (2001: 271) says that there are some processes of speaking. They are language processing, interacting with other, and information processing.

First, language processing: speakers need to be able to process language in their own head and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meaning that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences.

Second, interacting with other: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.

The last is information processing: quite apart from our response to others' feeling, we also need to be able to process the information they tell us the moment we get it.

These mean that speaking is a process from our mind to produce language until meaningful and can be used to make interaction or communicating with other people. After that, the participant will give information and we can use the process of the information.

6. Teaching Speaking

One problem in teaching language is to make the students are able to use language (Bygate, 1987:3). The use of language usually can be proven by look at

the students speaking skill. By looking the students speaking skill, the teacher will be able to know how far the students use the language.

However, teaching speaking is not easy. Some of students usually fear to speak especially in formal speaking such as speech Wallace, Stariha, and Walberg in teaching speaking, listening and writing (1998:12) say that people as learners fear the challenges of speech by themselves. To face the problem like that Harmer (1991: 131-132) gives some solutions such as: (a) Use pair work or group work; (b) Allow them to speak in a controlled way at first; (c) Use 'acting out' and reading aloud; (d) Use role-play; (e) Use the media such as tape recorder.

The teacher can be teaching speaking the students by using some medias. One of the Medias is using audio visual. Lynch and Anderson (1992: 18) say:

Visual aids can provide useful support to spoken presentation: in particular they are an effective means of showing relationship, presenting statistical data or summarizing information.

It means that the use of visual aids such as picture or even though video can make the students to speak and also improve their speaking skill. Not only the students can speak, but the students also can make relation with someone else using visual aids or they can present what their watch from the video.

The media should be related to the theme of accommodation for students in their society (Lynch and Anderson 1992: 18). The use of media has to be related with the material. Therefore the students will not confuse with the material. The media also has to be known by the students. The students also will not find to find the media that are they use. Therefore the media must easy and cheap for the students. The media is as the technique for the students to improve their speaking skill. To know how they increase their speaking skill it can use a presentation. According to Tarone and Yule (1989) in Lynch and Anderson (1992: 3), a learner's use of interaction strategies should be judged by the effectiveness in getting the message conveyed, rather than by the accuracy of their form. The students have to send the message that they speak. One of the techniques that can use to know how far the students can send the message is using presentation.

However, in teaching speaking usually students will feel bored. Arnold states that the students feel bored they will not pay attention or not learn and they also can be easily distracted, get up to mischief, and prevent others from learning (1985: 2). To make students interested in the teaching learning process, the teacher has to make interesting technique.

Spratt in Arnold (1985: 5) states that an oral lesson which aims to teach new structures or functions is often divided into three stages, commonly known as the presentation stage, the practice or accuracy practice stage, and the production. In presentation stage Spratt in Arnold (1985: 5-6) say that it may focus on one or several exponents of functions, exponents of different functions grouped together in a natural sequence, a structure, and one of use of a structure. The aims of the presentation (1985: 6) to give students the opportunity to: (1) realise the usefulness and relevance of the new language and heir need to learnt it, (2) concentrate on the meaning of the new language and, where appropriate, its degree formality, (3) pay attention to the pronunciation, stress, intonation, and spelling of the new language. Spratt in Arnold (1985 6-7) divided the context of the presentation into two contexts. First is situational context. It is simply the situation language occurs in or, with reference to the presentation stage, the situation the teacher chooses to allow the new language to occur in. Second is linguistic context. It is the language surrounding a particular piece of language. The second stage is practice. Spratt in Arnold (1985:8) states that the rationale behind the practice or accuracy practices stage is that of giving students the opportunity to use the newly presented language in controlled framework so as to allow them to memorize its form and assimilate its meaning more fully. In teaching speaking, students not only just can be practicing their language, but also they have to produce their own language. There are some activities or techniques that can be used in production stages.

7. Speaking Activities

There are many activities that can be used in teaching speaking activities. The activities such as drills, information gap activities, games, personalisation and location, role play, discourse chain, discussion, etc.

According to Harmer (1991: 92), drills are usually very controlled and therefore they have limited potential because they are fairly repetitive and not very creative they should not be used for too long or too frequently. However, they do give the students the opportunity for 'safe' practice; accuracy can be focused on as the students get a chance to rehearse language. Meanwhile, Wilberg (1987: 127) states that drills use the form of instruction rather than address to get the students to speak. That means drills make the students limited but it make the students controlled and get chance to try to learn their language even though they do not produce their own language.

Information gap activities, students are given different bits of information. By sharing this information they can complete the task (Harmer, 1991: 95). The uses of information gap activities make the students practicing their speaking skill like in the real life communication.

Gower, Philips, and Walters (1995: 110) say that games are particularly useful and popular with students to appreciate them how they can help them improve their English. According to Harmer (1991: 101), games are vital part of teacher's equipment, not only for the language practice they provide, but also for therapeutic effect they have. They can be used at any stage of class to provide an amusing and challenging respite from other classroom activity, and are especially useful at the end of a long day to send the students away feeling cheerful about their English class. Therefore, games not only a technique in oral practice but also it can make the students feel happy in teaching learning process.

Personalisation and localisation refer to those stages practice where students use language they have recently learnt to talk about themselves and their lives. The stages can obviously be very controlled or very free, but it concerned

with personalisation and localisation which have been designed to practice specific items of language (Harmer, 1991: 102-103).

Another activity that is usually used in teaching speaking process is role play. Harmer (1991: 132) says that role play is to create the pretence of real-life situation in the classroom. Jones in Harmer (1991: 133) states that students must accept the function; they must not think of themselves as language students but as the people in the simulation. According to Dangerfield in Arnold (1985: 34), role play is an activity that makes the students freedom to produce language which they feel appropriate to the context and their assign role. In other word, role play is simulation that creates by students freely in the classroom based on the real life in the world.

Teacher also can use discourse chain in teaching speaking. According to Spratt in Arnold (1985: 29) discourse chain is a dialogue reduced to the names of functions and presented diagrammatically with the functions placed in order of occurrence under headings who says what. Therefore, discourse chain is a dialogue that was controlled by the teacher of the main idea.

Speaking teaching learning process also can use discussion as activity. According to Harmer (1991: 124), discussion can happen spontaneously during the course of a lesson. A student reacts to something that is said, another student joins in, and soon the class bubbling with life. Therefore, discussion can make the class active during teaching learning process but it can be uncontrolled. To make the class are not grumble, teacher should give a task or topic in the discussion activity.

A. YouTube Videos

1. Internet Media

Bovee in Sanaky (2009: 3) defines that media is a tool that has function to send messages. However teaching learning media is a tool that has function and can be used to send messages in teaching learning process.

There are some purposes of teaching learning media: (a) to make easy teaching learning process; (b) to increase teaching learning process more efficient; (c) to keep relevant between the material and the teaching learning purposes; (d) to help the learners concentrate in teaching learning process (Sanaky, 2009: 4).

Nowadays, there is some of teaching learning media that is usually used in teaching learning process. One of them is computer or internet. Internet or interconnected network is a global communication system that has relation that has relation to computers and network around the world (Iskandar: 2009: 1). However, Dodeney says that internet that abbreviated as net is the biggest communication revolution (2000: 1). In other word, internet is a system that can use by the user to make a communication or to give information to other people around the world.

Teeler and Gray define the internet as the information superhighway that serves electronic library and the digital revolution (2000: 1). Therefore, the internet is serving the people some of information around the world using electronic library, so the people will get faster information.

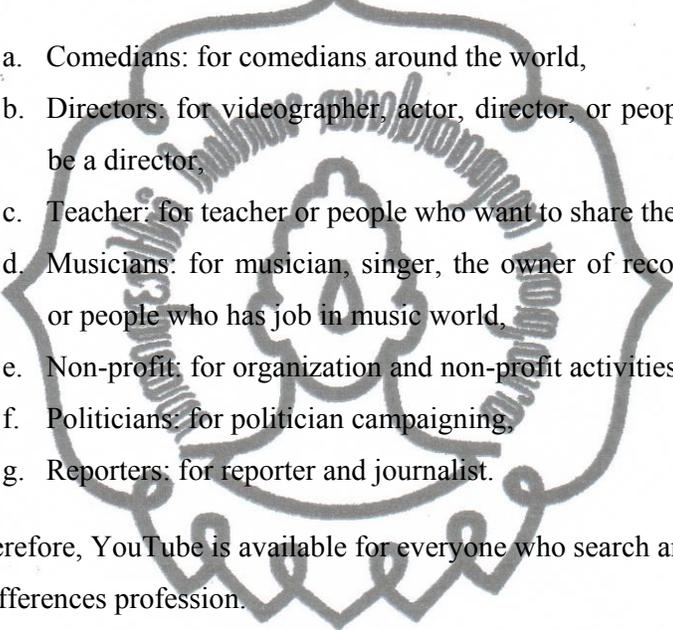
2. YouTube Video

One of the internet services that contain of information around the world is using video. One of the websites that contain of video is YouTube. Pardosi says that YouTube is a website that has free videos. By using YouTube, the people can search and watch the video using computer (2009: 1). Meanwhile, Prakoso (2009: v) states that YouTube is a web sharing videos that people can share video to other people around the world.

According to Leona (2010: 4) YouTube.com is one of the many Web 2.0 sites popping up on the web. It is a video sharing website. By some definition above, it can be concluded that YouTube is web that contain some videos that the people can share the video with other people.

Pardosi (2009: 3) adds that using YouTube can be done by the people without registering. That means that using YouTube is very easy. People can search and watch the video directly without registering.

Prakoso (2009: v) says that YouTube is available for everyone in community. He (2009: 12-13) also says YouTube has some profession account. The profession accounts that available in YouTube are:

- 
- a. Comedians: for comedians around the world,
 - b. Directors: for videographer, actor, director, or people who want to be a director,
 - c. Teacher: for teacher or people who want to share their knowledge,
 - d. Musicians: for musician, singer, the owner of recording company, or people who has job in music world,
 - e. Non-profit: for organization and non-profit activities,
 - f. Politicians: for politician campaigning,
 - g. Reporters: for reporter and journalist.

Therefore, YouTube is available for everyone who search and watch videos in many differences profession.

3. Video

According to Hornby (1995: 1327), Video is a device which, when linked to a television, can record and show programmes, etc on videotape or videodisc. Meanwhile Armes (1988: 1) says that video is at one level merely neutral recording device, with little more evident scope for creativity than a xerox machine. It can record and reproduce perfectly the systems developed within the film industry and broadcasting institutions to depict reality and to create meaningful combinations of sounds and images.

Harmer (2001: 282) says that there are some functions of using video such as seeing language in use, cross-cultural awareness, the power of creation, and motivation. For the students, video can be seeing language in use. The students do

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not only be able to hear the language but also they can see it too. This can be used for the lesson aids and make the students to know the general meaning conveyed through expression, gesture, and other visual clues. As cross-cultural awareness, video allows students a look at situations far beyond their classroom. This means that video give the students some information about another cultural in different country. Video makes the students creative to create something memorable and enjoyable. This means that video when the students are created by themselves make them to creative to make something.

Most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interest task.

4. Video Problems

According to Harmer (2001: 283), there are six problems that can happen in teaching learning process using video.

First, the 'nothing new' syndrome. The video is just switching on the monitor in classroom is not especially exciting for a television. Therefore, the teacher has to provide video activities that are unique learning experiences and do not replicate home television viewing.

Second, poor quality tapes and disk. Poorly filmed and woodenly acted material will not engage students who are used to something better. Teacher has to use videotape or disk with the quality sufficiently good to attract students' interest.

Third, poor viewing condition. Teacher has to know that the students can see and hear the video. The monitor must big enough for the people at the back of the class to see the screen clearly. Teacher also has to know the light sufficiently for the picture to be clear.

Fourth, stop and start. Some students become frustrated when teacher constantly stop and start the video, only showing little bit at a time. Therefore,

teacher should stop and start the video whether necessary and the students should know the video's content.

Fifth, the length of extract. Some students like to watch the whole of the video. Meanwhile, some students will feel bored when the video is too long. To solve the problem, the teacher has to design the activities to keep the students involved.

The last, fingers and thumbs. Students can be irritated by teacher who cannot find what they want or get back to where they have just been on the tape or disk. Teacher also can be frustrated when the machine does not work the way that they want it to. Therefore, teacher has to familiarize with the systems that are used.

5. Video types

According to Harmer (2001: 284), there are three basic types of video which can be used in class:

- a. Off-air programmes: programmes recorded from a television channel should be engaging for the students, and of sensible length. The teacher can use it to show some activities such as prediction, cross-cultural awareness, teaching language, and students' own creativity.
- b. Real-world video: the use of video shows the students of the real life in the outside of the class such as feature film, exercise 'manual', and wildlife documentaries. Therefore, video make the students understand the lifestyle in the real life. Teacher has to choose the video related the material that the students learnt.
- c. Language learning videos: many publishers now produce free language learning videos to accompany course book. The main advantage is that they have been designed with students at a particular level in mind. They are thus likely to be comprehensible, designed to appeal to students' topic interest, and multi-use that they not only use for language study but also for other activities. Besides of that, it also has risk for the students by using language learning videos when the videos' production is poor, the

situations and the language are inauthentic, or the content too unshopscated. Therefore, teacher has to be limited the sequences which the students will accept and enjoy.

B. Teaching Speaking Using YouTube Videos

Internet can be used in teaching learning process as a media. It can be like that because internet is easily to be used. Nowadays, the students not only use internet in internet shop but also from their school directly or even in their home. Sanaky states that the use of internet can do in teaching learning process in school because learner can find internet shop or in their home easily (2009: 102). Dodeny also says that internet make the students access to the world knowledge (2000: 30).

For the teacher, Dodeny states that internet can make the teacher easier in teaching learning process (2000: 29). According to Sanaky the use internet can do in teaching learning process more effective (2000: 186). The teacher not only uses the book as the material but also he or she can improve or make the material from internet. The use of internet will make different with the teaching learning process as usual. Therefore the students will not feel bored with teaching learning process.

Internet has characteristics for teaching learning process that are:

1. as media interpersonal and mass that can make communication one-to-one or one-to-many,
2. having interactive character,
3. able to make a communication (Sanaky, 2000: 187).

For ELT (English Language Teaching), internet can use for everything such as updating language skills, finding materials teaching, working on class project, and activities (Teeler and Gray, 2000: 5). In other word, internet is very useful in teaching learning process especially in teaching or learning foreign language. The teacher and the learner can know about how to use the language in daily life. The teacher also can find the material from the internet easily. For the

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students, internet is useful in their school project. As the teaching learning process, teacher will be able to find many activities in the class.

Internet has several advantages as a source of teaching materials: (1) Scope: Internet has unlimited information, but the people can make scope to make limitation that suitable with the material; (2) Topically: Internet always has new publication being added everyday; (3) Personalization: Internet helps the students to find the topic that difficult to discuss in the class (Teeler and Gray, 2000: 35-36).

In teaching speaking, internet can use for the topic that will discuss in the class. Teeler and gray state that web (internet) can provide a real impact for discussing topic (2000: 74). The material that they search in the internet can make them discuss or present with the friends.

One of the webs that can be used for the material in teaching learning process especially in teaching speaking is YouTube. Juju says that YouTube is a popular site that the user can find video about trailer film, accident, music concert, tutorial, etc. (2009: 1). YouTube not only use the user of internet to share their video but also the user can find the video that they want. In learning language, it serves many films about how to learn foreign language especially learning English language.

According to Prakoso, YouTube serves the user to find the type of video that their search (2009: ix). He also says that the people can find an animation or film in YouTube (2009: 46). Kindarto also states that the user of internet can find video from anywhere with different categories by using YouTube (2008: v). It means that the user of internet can find the every video that they search. The user even can find an animation or film from YouTube site.

The video that can find in YouTube has several categories such as comedy category, entertainment category, film and animation category, music category, news and politics category, people and blog category, pets and animal category,

science and technology category, sport Category, travel and events category (Prakoso, 2009: 46-49).

YouTube also has some education videos. The learners can learn not only in the class but also from a film. Kindarto says that the education not only teaching learning in the class but also can find from film. YouTube also serves about the film (2008: 84). Prakoso states that YouTube has about education and technology (2009: 49). Mann states that YouTube has very wide of videos about education (2009: 1). Meanwhile, Downes says that YouTube has very widely of videos about education (2008: 2).

In Education category, the user will find some of video clip that contains of educations. The user can find from making some juice until learning language (Kindarto, 2008: 82). In other word, YouTube serve many films of education. The learners will not find the video difficulty.

The use of videos has some aims as mentioned by Stempleski and Tomalin (1990:3-4) that videos can be used to improve:

- a. Motivation. The students feel interest quicken when language shown in a lively way through video. The use video in class gives the students experiencing in the real life.
- b. Communication. The use videos make the students more ready to communicate in the target language.
- c. Non-verbal aspects of communication. Video allows to see this in action and to freeze any moment to study the non-verbal communication in detail.
- d. Cross-cultural comparison. Videos make the students know the differences in cultural behavior.

Besides of that, they also (1990:6-7) say some purposes the use of videos in teaching learning process for: Active viewing that videos make the students active when they watch video material, and introduce them the content of each sequence. Vocabulary, they use for vocabulary development vocabulary review.

Grammar, they can be used for grammar presentation: activities for presenting particular grammatical structures and grammar review: activities reinforcing grammatical structures. For pronunciation, videos show in focusing on sounds, stress, and intonation. As for listening/speaking skill, teacher can make YouTube videos as viewing comprehension: focusing on the visual element, listening: focusing on what the videos said, oral composition: activities on telling story orally, speaking: focusing on structured presentation related to the subject discussion. It also can be used to improve reading/writing skill such as reading: comprehension based on reading material, note-taking, written composition: using on creative writing and/or summarizing, and the last is testing.

Stempleski and Tomalin (1990: 4) say that the use of videos can be used in every level of students. The videos can be used for supplementary material for language reinforcement and practicing skill that suitable material.

Therefore, in teaching speaking, YouTube can be used as viewing comprehension. Students can learn by watching some video related the material. They can watch the real life using video inside the class. After that, the students can telling story based on the video. It also can be used for discussion related the video. Another activity that can be used is the students can practice based on the video that they have watched.

C. Review of Related Researches

There are some studies conducted to improve speaking skill ability. Suparno (2010) in his study about YouTube videos to improve students speaking ability shows in the following findings. First, the factors causing students have low ability in speaking skill are: (1) teaching learning process is bored; (2) Students do not have motivation in teaching learning process; (3) Students have more attention to the outside of the class. Second, Students' speaking skill improves and they are able to get the information. Third, YouTube videos gives the students not only films but also models. And the last, YouTube videos make the students more

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active in teaching learning process such as the students can search YouTube videos, practice speaking, and share and discuss with their friends.

The research finding proves that using YouTube videos in teaching speaking is an effective technique to enhance students' speaking skill. It also makes the students more active and creative in speaking. The students are pay more attention in the teaching learning process through videos is used in teaching learning process. The teaching learning process is also more interesting by using YouTube videos.

Helmirayanti (2008) in her study about improving student's vocabulary mastery by using cartoon films shows that using films make the students enthusiastic in teaching learning process. When the activity is watching cartoon film, students paid attention to the film and did the instruction. The students not only did instruction from the film but also the teacher's instruction. By using film, the students understand the meaning of the word. They also still remembered the form and the meaning of the words taught in the previous meeting. The students' pronunciation was better than before. The students also always participate during teaching learning process. The students that are not pay attention in the beginning of the lesson also more pay attention in the middle of the lesson. Therefore, it can be concluded that using films can improve the students' motivation and make the students more attractive to pay attention in teaching learning process. The films also helped the students to understand the meaning of the words and practice their pronunciations well.

Siwi (2008) in her study about enhancing young learners' speaking skill using cartoon films shows that the use of film makes most of the students more enthusiastic to get the lesson. The students watched the cartoon film carefully and did the instruction in it. The students felt interesting and fun in teaching learning process using cartoon film. They enjoyed the teaching learning process from the beginning until the end. The students were also eager to participate in teaching learning process. The students also answer the teacher's instruction and practice to speak. They were not afraid when the teacher gave them chance to speak. They

were fluent to ask their friends to get some information or to answer well. By using cartoon film can enhance the students' speaking skill.

Cahyaningrum (2010) in her study about effectiveness of using video in teaching listening shows that teacher may use teaching media such as video in teaching leaning process. Visual information in video is important in teaching and learning process especially in teaching second-language listening. Video combines of both audio and visual supports. It is a perfect medium for students who are auditory or visual learners. Visual information such as settings, actions, emotions, and gestures can help the students to understand the whole message. Students will be able to catch the meaning of spoken narrative text better. Therefore, the result is a significant difference in listening achievement between the students taught by using video and those taught without using video. In other word, teaching listening of oral narrative text by using video more effective than teaching of oral narrative text without using video.

Supiyati (2011) in her study about improving students' speaking skill using audio-visual aids shows that by using audio-visual aids, are (1) The students speaking skill are increased; (2) Students were more active in doing the activities and they have high motivation. The students are more active joining in the speaking class. They were active both group work and individual work; (3) The use of audio visual aids improve classroom situation. The classroom situation was more alive. By using that, students feel enjoy and it motivate them to use the language; (4) The quality of teaching learning process was significantly increased. Some students who were not active in the class, decreased. The classroom situation was enjoyable and the students' achievement increased significantly. It indicated that the quality of teaching and learning process was significantly increased. Audio-visual was able to create interesting activity and she used the suitable media in the teaching and learning process. Therefore, the students did not feel bored and shy anymore in the class. On the contrary, if the students felt bored, they would lose their attention on the teaching and learning process. As a result, the students' would not able to catch the lesson easily because they lost their interest and participant.

D. Rationale

Speaking is a process of speaker communicates of the ideas to the listeners. It is a complex skill which requires a creative process of the speaker in formulating what he/she is saying that requires intelligibility, accuracy, appropriateness, and fluency in its process. However, the result of teaching learning speaking is not satisfactory yet. The students were not fluent, limited vocabulary, ungrammatical sentences, mispronunciation, and could not express the content. The students also were grumble, did not active and creative, did not have courage to express their idea, fell bored in teaching learning process, and they did their own activity inside the class during teaching learning process. As the result, the researcher proposes YouTube video as a media in classroom action research that is used to improve the students' speaking skill and make the class situation better.

YouTube is believed as an effective media that can improve students' speaking skill. There are several reason that YouTube can improve students' speaking ability. Firstly, YouTube is a media that contains many videos in it. Many videos of YouTube are interesting. YouTube also has many educating videos. The videos usually are easier understood the people watching it. Students, as teenagers, usually like watching movie or video. By using a video, they can think of what they watch. They also could watch some educating videos. By watching it, they will understand the material because the videos explain the materials.

Secondly, as teenagers the students always tell what they feel or watch to their friends. YouTube will be a media that is used of the students to tell to their friends based on the video. YouTube not only has many education videos but also has many interesting videos. Students can watch the interesting videos and retell the videos to their friends what their watch.

Speaking has some elements such as fluency, vocabulary, grammar, pronunciation, and content. The students had difficulties to understand the

elements. The students are not fluent, limited vocabulary, making sentences ungrammatically, bad pronunciation, and do not know the content that they talk about. By using YouTube videos, the students will learn about the real life that is different with the book that they read. Therefore, they could practice more fluently, with many vocabulary, grammatically, pronunciation well and understandable their content.

The class situation also has some problems such as the students grumble when they are asked to practice, not active and creative, do not pay attention, do not courage, and teaching learning process feel boring. The use of YouTube videos will solve the problems because they have some interesting videos. By watching interesting videos, the students will understand the material. Therefore, the students will active and creative, pay attention, courage to practice, teaching learning process enjoyable, and not grumble.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher describes research methodology which includes: (1) the research context, (2) research Subject, (3) the method of the research, (4) technique of collecting data, (5) technique of analysis data.

A. The Research Context

The research was conducted in SMK Negeri 3 Surakarta. The school is located on Jalan Brigjen Sudiarto No. 34 Gading Pasar Kliwon Surakarta Central Java. The school has three grades that are 10 up to 12 grades. This school is vocational high school. Therefore, it has some specific competences or programs to their students. The competences and the programs of the school are accountant, office administration, business management, multimedia, and garment. The school is in the near of street that make the students will not find difficulty of public transportation.

The accountant program teaches the students to make administration of bank, make accountant skills, type some letters, etc. Meanwhile, in office administration program, the students learn about the subjects related with the office such as joining with partner or customer, communicating using telephone, using office tools, etc. Business management gives the students to learn about purchasing, bank, base accountant, tax, etc. The next program is garment. The students learn anything about textile such as garment management, textile base knowledge, modification of garment, etc. The last is multimedia. The students learn about servicing personal computer, understanding multimedia etymology, understanding the process of producing multimedia product, etc.

SMK Negeri 3 Surakarta has some facilities. The facilities are classrooms, laboratories, a library, a field, a mosque, etc. The facilities use for the students to

increase their ability in academic. They also use for increase their skills based on their hobbies and interest.

The research was carried out from February-April 2011. To know the subject and school background, the researcher did the pre-observation and pre-test in the first week and the researcher conducted the action research in the second week until end April 2011.

B. Research Subject

The subject of the research was at the eleventh grade students of SMK Negeri 3 Surakarta, especially the students of class AK1. It involves one class consisting of forty students. The students are thirty nine girls and one boy. The research was conducted through teaching and learning process in the classroom. The researcher chooses this class as the subject because the pre-observation reveals that the students in the class has enthusiast in English. Because the classrooms in SMK Negeri 3 Surakarta are limited, someday the class usually has moving class, but every class has same facilities. In the class, there are 20 tables and 40 chairs for students, a table and a chair for teacher, and a whiteboard.

C. The Method of the Research

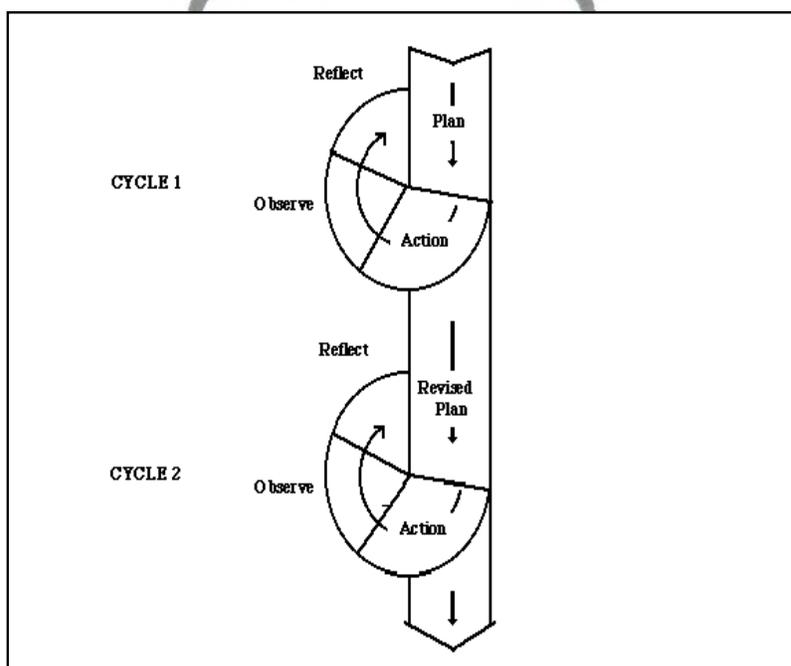
1. Action Research

Dörnyei (2007: 191) states that action research is generic term for a family of related methods that share some principles. Meanwhile McNiff and Whitehead (2006:7) say that action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work. While Mills (2000: 6) says that action research is any systemic inquiry conducted by teacher researcher, principals, school counselor, or other stakeholders in teaching / learning environment to gather information about the ways how their particular schools operate, how they teach, how well the students learn.

According to Kemmis and Mc Taggart in Burns (1999:32), action research occurs through a dynamic and complementary process, which consist of four essential moments: of planning, action, observation, and reflection.

Based on Kemmis and Mc. Taggart’s (1999:33) view of action research, the concept of action research can be illustrated as follows:

Picture 3.1: concept of action research



2. SCORING RUBRIC OF THE RESERACH

According to Suparno (2010: 24-25), the learners of speaking class are tested on fluency, vocabulary, grammar, pronunciation, and content. The scale score of testing speaking can be seen as in Table 3.1.

Table 3.1: scoring of the research

Fluency	Score	Vocabulary	Score
Fluent communication	17-20	Wholly appropriate	17-20

Good communication	13-16	Few limitation	13-16
Rather good communication	9-12	Sometimes limited	9-12
Hesitant communication	5-8	Limitation affected the task	5-8
Minimal communication	0-4	Inadequate for the task	0-4

Grammar	Score	Pronunciation	Score
Clear and appropriate use of grammar	17-20	Clear pronunciation	17-20
Few inaccurate grammar	13-16	Few inaccurate pronunciation	13-16
Inaccuracy of grammar does not seriously impede understanding	9-12	Inaccuracy of pronunciation does not seriously impede understanding	9-12
Inaccuracy of grammar impedes understanding	5-8	Inaccuracy of pronunciation impedes understanding	5-8
Inaccuracy of grammar makes understanding almost impossible	0-4	Inaccuracy of pronunciation makes understanding almost impossible	0-4

Content	Score
Students can highly relate content to all own experience topic	17-20
Students can relate content to all own experience topic	13-16
Students can relate content to many own experience topic	9-12
Students can relate content to some own experience topic	5-8
Students cannot relate content to own experience topic	0-4

D. Techniques of Collecting Data

In this action research the researcher use four types' instruments to collect the data. There are observation, interview, documents, and test.

1. Observation. It was done to know the activities that happened in the teaching learning process. The technique was done by the researcher as the teacher about the students' activities and behavioral during teaching learning process. It had been observed and made field notes of all activities done in the

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classroom. The observation was to know all activities done during the lesson, students' reaction and response to the teaching learning process. Observation was done to gain how the teaching learning process and how the students learn. It was also to know what the problems of teaching learning process.

2. Interview. The researcher made interview to the teacher and the students. The interview was done to know what problem faced especially in speaking. It used for to know whether the students feel of teaching learning process. It also gained the best method that the teacher uses in teaching learning process.

3. Documents. This technique used to provide information related with the problem. The documents that were used by the teacher are lesson plan, YouTube videos, and worksheet. The documents were done before the pre-test and post-test done. The documents used for making the research process and the teaching learning process run well.

4. Test. Test was used to know the improvement of students' achievement in speaking. The test was used by the students skill presents something that were related with YouTube (video) that they watch. The tests consisted of pre-test and post test. The students had to present something related with the material. In pre-test, students presented the test on front of the class with the teacher. While in post test, the students presented from YouTube that they have watched with their friend.

E. Techniques of Analyzing the Data

The analyzing of the data is consisting of qualitative and quantitative. The observation, documents, and interview is related to qualitative research. Meanwhile, the quantitative is used test to get the scores of the students.

The data is got from the observation, documents, interview and test. The observation, documents and interview are to find any problems during the teaching learning process and how to solve the problems. The qualitative research

is used to investigate field notes, observations, and interview. The data analysis is done early together with data collection.

Burns (1999: 153) states that data analysis involves moving away the action components of cycle to the research aspect. Data analysis is the point where statements about what the research produced.

According to Burns (1999: 156-160), there are the steps of the process of analysing data:

1. Assembling the Data

This step is to assemble the data that have collected over the period of the research. In this research, the data are collected from observation, documents, and interview.

2. Coding the Data

Coding is a process of attempting to reduce the large amount of the data that may be collected to more manageable categories of concept, themes or types. From the data collected, there are five indicators that could find in this research. The indicators are the students grumble when they are asked to present in front of the class, they are not active and creative, the students do not pay attention to the teacher, when the researcher gave them to express freely, they did not have courage to do it, the teaching learning process is boring. Therefore, the researcher use YouTube videos to make the class better.

3. Comparing the Data

The data have been categorised in some way. Comparisons can be made to see whether themes or pattern are repeated or developed across different data gathering techniques. The class situation that use book as media are compared with the class that using YouTube videos during the teaching learning process. The result is the class becoming better, for example, the students were becoming more active during

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the teaching learning process after the use of YouTube videos had been implemented.

4. Building Interpretations

This is the point where the data are moved beyond describing, categorising, coding, and comparing to make some sense of the meaning of the data. In this research shows that the use of YouTube could make the class situation better. For example, when the YouTube videos played, the students could watch and pay attention to the video.

5. Reporting the Outcomes

Meanwhile the test result is analyzed for comparing of the students' ability in learning English. The test is to know whether the students' speaking skill improvements or not.

The quantitative data is presented with the mean score. It is analyzed by calculating the mean of pre-test and post-test. It is done to compare the students' speaking skill before and after each cycle. The pre-test and post-test will show whether the students' speaking skill improve or not. The pre-test and post-test can be formulated by using mean as follow:

$$\bar{x} = \frac{\sum \bar{X}}{N} \qquad \bar{y} = \frac{\sum \bar{Y}}{N}$$

\bar{X} = means of pre-test scores

\bar{Y} = means of post-test scores

$\sum \bar{x}$ = total of pre-test scores

$\sum \bar{y}$ = total of post-test

N = the number of students

CHAPTER IV

RESEARCH FINDINGS AND DISSCUSSION

This chapter explains the research findings and the discussion dealing with the problems formulated in chapter I. The aims of this research are to investigate whether and to what extend the implementation of YouTube videos can improve students' speaking skills and to describe what happens in the class when YouTube videos are implemented in the speaking class of the eleventh grade students of SMK Negeri 3 Surakarta.

A. Research Findings

The research findings are divided into two sections which relate to the process of the research covering the situation before the research and the implementation of the research. In brief, the overall process of the research can be seen in Table 4.1.

Table 4.1: Process of the Research

	1. Pre-research
	<ul style="list-style-type: none"> • Observing teaching and learning process • Interviewing students and teacher • Conducting pre-test
	2. Implementation of the Research
Cycle 1	<ul style="list-style-type: none"> • Meeting 1: Presenting YouTube video and teaching vocabulary • Meeting 2: Drilling students pronunciation and intonation using YouTube video • Meeting 3: Presenting YouTube videos and speaking produce • Meeting 4: Conducting post-test 1
Cycle 2	<ul style="list-style-type: none"> • Meeting 1: Presenting YouTube video and teaching the grammar • Meeting 2: Drilling students pronunciation • Meeting 3: Presenting YouTube videos and speaking produce • Meeting 4: Conducting post-test 2
	3. General Reflection

The overall process of the research is described in more detailed as in following. This section is divided into three main parts including description of the previous situation, research implementation, and summary of findings during the research. In pre-research, the researcher observed teaching and learning process, interviewed students and teacher, and conducted pre-test. While in Cycle

1, he explained YouTube video and teaching vocabulary in meeting 1, teaching pronunciation and intonation in meeting 2, presented YouTube video again and produced the speaking in meeting 3, and conducted post-test 1 in meeting 4. Furthermore in Cycle 2, he presented YouTube video and taught grammar in meeting 1, teaching pronunciation in meeting 2, presented YouTube video and speaking produce in meeting 3, and conducted post-test 2 in meeting 4.

1. Situation Prior to the Research

In this section, it describes two things. They are the situation of pre-research and planning teaching learning activities using YouTube videos in speaking class.

a. Pre-research

The pre-research was conducted to investigate students' speaking ability and its problem during the teaching learning process. The pre-research consisted of interviewing, observing, and giving pre-test. As stated in chapter I that the students of XI Ak1 of SMK Negeri 3 Surakarta lack of speaking ability. The summary of situation to action research can be seen in Table 4.2.

Table 4.2: Students' competence prior to action research implementation

No	The Indicators of problem	Before the research
1	The students were not fluent in speaking	The students spoke minimal communication and hesitant. Example: students speak uncompleted (just one part of the topic) and need thinking some minutes to express their ideas
2	The students' vocabularies were limited	The students were not able to use appropriate vocabulary. Example: students could not ask about facilities
3	The students' sentences were ungrammatical	<ul style="list-style-type: none"> • The students made mistakes in making plural word example two night and two day • Students made many mistakes in making questions sentences example: what your room want
4	The students mispronounced English words	<ul style="list-style-type: none"> • The students made mistake to pronounce diphthong such as /eI/ in name to be /nem/ and /aI/ in night to be /net/ • The students mispronounced in consonant /t/ in word night to be /net/

5	The students could not express the content	The students just could use some content. Example: the students could not ask the hotel facilities
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Table 4.3: Class situation prior to action research implementation

No	The class situation	Before the Research
1	the students were grumble when they are asked to present in front of the class	<ul style="list-style-type: none"> • The students refused to practice • The students hidden from the teacher • students shoot (asked) the other friends
2	They were not active and creative	<ul style="list-style-type: none"> • They did not answer the question orally
3	The students do not pay attention to the teacher	<ul style="list-style-type: none"> • They talk with their friends • They do not know the material
4	When the researcher gave them to express freely, they did not have courage to do it	<ul style="list-style-type: none"> • They afraid to make mistake • They shy to their friends
5	The teaching learning process is boring	<ul style="list-style-type: none"> • They talk with their friends • They busy with their own

The result of the preliminary study carried out on March 2011 showed that the students of XI grade of SMK Negeri Surakarta academic year 2010-2011 had low speaking skill. It was indicated that when the students were asked to do exercise in pairs or groups, they only talked one another or busy with they want to do. They did not talk about the material explained but they talked with their own outside the material. The students were also grumble during the teaching learning process. They were also more grumbles when the teacher asked them to practice in front of the class. They refuse to practice. The students did not want to practice, so they asked the other friends to practice in front of the class. Some of the students hid from the teacher. They were not active and creative. It can be seen when they were asked some question, they were not answer it. They also waited their friends' answer the question. The students also did not do their exercise freely. They indicated shy to make mistakes. They also indicated shy to their friends because they would cheer to them such as "huuu". The teaching learning process also indicated boring. One of the students, student B, said that he want to learn that can express his idea, but in the teaching learning process was not like that. Therefore the students talk with their friends or busy with their activities. Some students said that they just had limited vocabulary. They also had difficult

in pronouncing the words or sentences. Therefore, they had mistakes in pronunciation. The students also had difficulty to understand English grammatical. They could not remember English tenses. The problems would give impact to their fluently in their speaking and made the students could not freely to make the content of the material.

Pre-test was executed on February 17, 2011. The students' performance during pre-test was very low. The preliminary observation showed that students were unable expresses their idea, produce meaningful sentences, produce accepted vocabulary, and pronounce some English words.

The students' score could be reported that the highest score was 58, the lowest score was 18, and the average score was 37.225. In brief the pre-test could be seen as follow:

Table 4.4: The Students' Pre-test Score

No	Explanation	Score
1	Highest score	58.00
2	Lowest score	18.00
3	Average score	37.225

Furthermore, those scores could be analyzed in more details based on the five elements of speaking. They were the score of fluency, vocabulary, grammar, pronunciation, and content. The result of the pre-test average scores is in Table 4.5.

Table 4.5: Pre-test average scores

No	Element of speaking	Scores
1	Fluency	5.75
2	Vocabulary	6.55
3	Grammar	8.95
4	Pronunciation	7.65
5	Content	6.325
	Total	37.225

b. Planning Teaching and Learning Activities Using YouTube Videos

The researcher arranged and analyzed the use of YouTube videos to make the activities in teaching learning process as a research doing well. These activities will be explained in detailed in lesson plan. The advantages of the activities using YouTube videos are to anticipate that all indicators of the problems can be overcome and maximum result can be realized and achieved. It also proved that YouTube videos can be used in teaching speaking. The list of activities of using YouTube videos in teaching speaking can be seen as in Table 4.6.

The Table 4.6 shows the activity, the aims, indicators, and meeting. The activity shows all the activities planned during the research. The aims explain the purposes of the activities in the research. The use of the activity is purposes to improve some indicators that are described in the indicators step. All of the indicators will explain in the Table 4.7. Meanwhile, the last table in Table 4.6 shows the meetings that the activities do in the research. For example, the students are asked to search and watch YouTube videos from internet that have aim to make students active to prepare the material. This activity can improve the B2. As in the Table 4.7, B2 means to make students more active and creative and the activity will be done in the pre-meeting.

Table 4.6: The activities of using YouTube Videos to overcome students' speaking skill and class situation

Activity	The Aims	Indicators	Meeting
1. The students are asked to search and watch YouTube videos from internet	To make the students were actively involved to prepare the material	B2	Pre-meeting
2. The researcher operates YouTube videos in teaching learning process without pausing	To make the students interested to join in speaking class	B3	Cycle 1/ meeting 2 Cycle 2/ meeting 1
3. The students are asked to say the words they heard in the YouTube videos	a. To activate them in teaching learning process b. To improve the students' vocabulary	A2 B2	Cycle 1/ meeting 2

4. The students are asked to say the other word (synonym) or similar word with the YouTube videos	a. To make the students active and creative in teaching learning process b. To improves students' vocabulary	A2 B2, B4	Cycle 1/ meeting 2
5. The students are asked to say the word based on the YouTube videos without looking at the videos	a. To make the students' understand the use of the words b. To improves the students' vocabulary	A2 B5	Cycle 1/ meeting 2
6. The students are asked to follow the expression of YouTube videos grammatically	To improve students' grammar	A3	Cycle 2/ meeting 1
7. The students are asked to make the question sentences	To improve students' grammar	A3 B4	Cycle 2/ meeting 1
8. The students are drilled the YouTube videos sentences	To improve the students' pronunciation	A4	Cycle 1/ meeting 3 Cycle 2/ meeting 2
9. The researcher corrects the students pronunciation using YouTube videos	To make the students' sure to pronounce of English word	A4 B2, B3, B5	Cycle 1/ meeting 3 Cycle 2/ meeting 2
10. The researcher operates of the YouTube videos by parts	To give the students the model of contents	A5 B3, B5	Cycle 1/ meeting 4 Cycle 2/ meeting 3
11. The students are drilled the expression of YouTube videos by parts	To make the students understand of the content	A1, A5 B3, B5	Cycle 1/ meeting 4 Cycle 2/ meeting 3
12. The students are asked to say the expression by sentences	To make the intonation of the students well	A4 B3	Cycle 1/ meeting 4 Cycle 2/ meeting 3
13. The researcher operate the YouTube videos again	To remind the content of YouTube videos	A1, A2, A3, A4, A5 B1, B3, B5	Cycle 1/ meeting 5 Cycle 2/ meeting 4
14. The students are asked to make they own dialogue	To make the students active	A1, A5 B1, B2, B3, B4, B5	Cycle 1/ meeting 5 Cycle 2/ meeting 4
15. The students are asked to act in front of the class	To investigate and to know the improvement of students' speaking skill	A1, A2, A3, A4, A5 B1, B2, B3, B4, B5	Cycle 1/ meeting 5 Cycle 2/ meeting 4
16. The researcher gives speaking test to the students	To get the students' score of speaking skill		Cycle 1/ meeting 6 Cycle 2/ meeting 5

Beside the list of activities, the use of YouTube videos progress to solve the students' indicators of problems and the solution can be seen as in Table 4.7.

Table 4.7 shows the problems, the indicators, and the activities to solve the problems. The problems divided into speaking skill and class situation. Every problem has five indicators. The activities are the problem can be solved by the activities. The activities can be compared with Table 4.6. For example: one of the indicators of speaking skill is students' vocabulary were limited. To solve the problem, it can be used the activity 3 that means the students are asked to say the words they heard in the YouTube videos.

Table 4.7: Checklist of Problems Indicators and Activities

The Problems	The Indicators	The Activities
A. Speaking skill	The students were not fluently in speaking	11, 13, 14, 15
	The students' vocabularies were limited	3, 4, 5, 13, 15
	The students sentences were ungrammatically	6, 7, 13, 15
	The students mispronounced of English words	8, 9, 12, 13, 15
	The students could not express the content	10, 11, 13, 14, 15
B. Class Situation	the students grumble when they are asked to present in front of the class	13, 14, 15
	They are not active and creative	1, 4, 9, 14, 15
	The students do not pay attention to the teacher	2, 3, 9, 10, 11, 12, 13, 14, 15
	When the researcher gave them to express freely, they did not have courage to do it	4, 7, 14, 15
	The teaching learning process is boring	4, 9, 10, 11, 13, 14, 15

2. Research Implementation

As stated in Chapter I that the XI grade students of SMK Negeri 3 Surakarta have problems in learning English. They have weakness in speaking ability. After identifying the problem faced by the students, the researcher tried to overcome the problems using YouTube videos in teaching speaking. The researcher believed that YouTube videos are one of the medias that can be used in teaching speaking. YouTube videos also are believed to improve students' speaking skill by the researcher. Hopefully, the use of YouTube videos can help the students enrich their experiences in learning especially learning speaking.

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They also improve the speaking elements such as students' fluency, vocabulary, grammar, pronunciation, and also make the students understand the content. By knowing and understanding that elements, the students can speak coherent, contextual, and acceptable.

The research implementation was divided into two Cycles, which are, Cycle 1 and Cycle 2. The result of Cycle 1 can be used as consideration of planning of Cycle 2. The Cycle 1 is consisted of 4 meetings. Each meeting consisted of 2 x 45 minutes. The research implementation in Cycle 1 was presented in four steps. They are planning, action, observing and reflecting.

a. Cycle 1

The summary of the research implementation of Cycle 1 can be seen in Table 4.8.

Table 4.8: summary of research implementation of Cycle 1

Description	
Cycle 1	
Planning	<ol style="list-style-type: none"> 1) Sharing ideas with collaborator <ol style="list-style-type: none"> a) the problems the students faced in learning English b) the materials c) the classroom condition 2) Making lesson plan 3) Preparing the materials to implement teaching speaking 4) Dividing the teaching activities: pre-teaching speaking, whilst teaching speaking, and post-teaching speaking 5) Designing post-test
Action	<ol style="list-style-type: none"> 1) Meeting 1: <ul style="list-style-type: none"> • Presenting YouTube videos • Teaching vocabulary: to improve the students vocabulary 2) Meeting 2: <ul style="list-style-type: none"> • Presenting YouTube videos • Teaching pronunciation: to improve students' pronunciation using drilling • Teaching intonation: students practice the sentences using correct intonation 3) Meeting 3: <ul style="list-style-type: none"> • Presenting YouTube • Producing speaking with students own word 4) Meeting 4: <ul style="list-style-type: none"> • Post-test 1

Observing	<p>Students</p> <ol style="list-style-type: none"> 1) Were active in teaching learning process 2) Showed the students interest using YouTube videos 3) Pronunciation improved but some words were still incorrect 4) Vocabulary and grammar improved 5) Fluency and content improved and understandable <p>Teacher</p> <ol style="list-style-type: none"> 1) Prepared the materials and gave modeling 2) Divided the students into pairs 3) Divided the main activities of teaching learning process 4) Asked the students to learn not only in the classroom but also out the classroom <p>Class situation</p> <ol style="list-style-type: none"> 1) Alive, crowded in conducting the pair work 2) Enjoyable
Reflecting	<p>Strength</p> <ol style="list-style-type: none"> 1) Modeling helped the students improve their pronunciation, although some words is still pronounce incorrectly 2) By using drilling, the students more active in the classroom during teaching learning process 3) The use of YouTube make teaching learning process enjoyable 4) The use of YouTube make the students understand the content of the material <p>Weakness</p> <ol style="list-style-type: none"> 1) The use of 1 video could make students feel boring 2) Some words still pronounced incorrectly 3) Some of the students felt sleepy by using videos 4) Some of the skills are not improve optimally

Cycle 1 was conducted in four meetings. It was held in 24 February, 2 March, 3 March, and 10 March. The researcher used four fundamentals steps in a spiraling process: planning, action, observing, and reflecting.

1) Planning

The plan of the action in the first Cycle was made based on the identified problems on the pre-research. The researcher had to plan some activities to do before the action of the research to get the maximum result. They were sharing ideas with the collaborator, asking the students to search and watch YouTube videos, preparing the materials, implementing the steps of using videos in speaking class, dividing the teaching activities into pre-teaching, whilst teaching, and post-teaching, and making post-test instrument.

a) Sharing ideas with collaborator

Before the research conducted, the researcher asked to the English teacher, Mr. Suwanto, as a collaborator in order the research could run optimally. There were many things which the researcher could share with the collaborator. They were the problems the students faced in learning English, the materials, observing what happened in the classroom during teaching learning process.

There were many things found out when the researcher discussed ideas with the collaborator. First, the class is good enough but because from Disdiknas just look at the succeeded of the school from the score, the teaching speaking became rarely. Therefore, the teacher also rarely to teach it even though the vocational high school especially SMK Negeri 3 Surakarta should teach more practicing for their future after school. It also made the students difficult to make communication using English because they did not practice it every times. Seconds, the collaborator agreed that the researcher would implement YouTube videos to improve students' speaking skill. The use of YouTube especially in teaching speaking will help the students to learn by themselves. It also could make the students improve their pronunciation. Third, the collaborator suggested the researcher to observe some other points during the implementation of YouTube videos. They included students' present and attention to the lesson, response to the teaching learning process, and unexpected thing that happened in the classroom.

b) Making Lesson Plan

According to Todd (1997: 4), lesson planning defined as the scivities of teacher that are concerned with organizing lesson prior to the lesson. According to Dangerfield in Arnold (1985: 18), planning can involve anything from a series of mental notes to a detailed written procedure for the lesson. He (1985: 18-19) state that some useful section of any lesson plan are level or year, aims, aids, anticipated problems, and procedure of teaching learning process. While, Harmer (1991: 268) said that there is one particular situation in which a detailed plan is beneficial and that is when a teacher is to be observed: by providing a plan such a

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teacher early shows why he or she is doing things in the classroom, and where an activity is not totally successful, the observer can see how it would have gone if it had been performed or organized more efficiently. He added that the plan has five major components: description of the class, recent work, objectives, contents, and additional possibilities. Underwood (1987: 61) stated that teachers are required to make lesson plans according to an officially laid down format. Inexperienced teachers find that a carefully prepared lesson plan is great help when they are in the class.

There were some problems in the research. The problems were speaking skill and class situation. The problems had some indicators. The activities did to make the students speaking skill and the class situation improved. The activities such as, the researcher played the videos to make the students pay attention, the researcher were asked to say the other words or similar word with the YouTube videos to make the students' vocabulary improved, in the last meeting, the students were asked to act in front of the class to know the improvement of the indicators and also the problems solved. The complete activities in the lesson plan will be described in the appendices.

Lesson plan was made to make the teaching learning process run well. It is the planning during the teaching learning process. The plan is consisted not only the teaching learning process but also the objectives that the teaching learning process should get. The summary of the lesson plan that the researcher use in Cycle 1 can be seen as follow:

- (1) Competence standart: to communicate as level elementary
- (2) Base competence: Express the dialogue fluently, true, and acceptable
- (3) Indicators:
 - Mention and understand the vocabulary based on the topic
 - Pronounce the words correctly
 - Express the expression based on the topic with correct intonation
 - Be able to make a dialogue correctly

(4) Teaching material: Hotel reservation

(5) Time: 16 x 45 minutes (1 Cycle)

(6) Method:

- Explaining
- Modeling
- Drilling
- Questioning and answering
- Speaking practice (dialogue)

(7) Teaching activities

- Opening
- Main activities

Example:

- The researcher operates YouTube videos in teaching learning process without pausing
- The students are asked to say the word containing the YouTube videos
- The students are asked to make they own dialogue
- etc

- Closing

(8) Media and source:

- Media: laptop and LCD projector
- Source: YouTube videos

(9) Evaluation: asking the students to make dialogue based on the topic (hotel reservation) as guest and receptionist

c) Preparing the materials

The materials were prepared to make the teaching learning process run well. The researcher prepared the material based on the syllabus of the school. Therefore, they would consider of the students level. They also consider to the students need as in vocational high school that different with senior high school.

There are many kinds of materials. One of them is short videos from internet. The most famous web that contains of short videos in internet is YouTube.

The researcher had to prepare the YouTube videos. Beside of that, the students also were asked to search videos from YouTube based on the material that would be learned by them. It was used to make the students ready before teaching learning process. After the students searched the videos, the researcher could teach by using the videos that can be seen by the students in the internet.

d) Designing post-test

Post-test was used to know the students score and achievement after the teaching learning process. The result of the post-test showed the success or unsuccessful of the students. It also makes the plan of the next meeting. The post-test is used dialogue by the students. The students had to go to in front of the class and make dialogue with their friend in pair. They did not to bring their written text. They had to produce their speaking freely based on the material. The students had to act as the receptionist and guest of the hotel using role play.

There were five elements of speaking test that are fluency, grammar, pronunciation, vocabulary, and content. The score of each element ranged from one to twenty. The total score of the students got from multiple of the elements.

2) Acting

The researcher done the activities based on the plan that was made before the teaching learning process in Cycle 1. There were four meetings for the activities in Cycle 1. In meeting 1, the researcher gave some treatments as follow: (1) giving the students a short video and explain about hotel reservation as the material. This was used to make the students understand the material that they learnt. It also made the students know the steps of reserve the hotel. The students also would feel interest with the material because the researcher used cartoon videos to teach the material. The activity also was given by asking question that identify the students understand about the material. (2) Students asked to mention

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the words based on the videos and the researcher explains about the word such as book. The teacher explained that book there is different with book as noun. The book in the word is reserve of hotel room. (3) Students were asked to make the other word or find the synonym. The students made the other word or other sentences such as “I want to book a room” they made other sentences “I want to make a reservation”. These activities would help the students to improve their vocabulary because they understand the other words that can be used. (4) The students were drilled the word based on the videos. This activity made the students to memorize the words easily.

In meeting 2, the researcher focuses on teaching students' pronunciation and intonation. The researcher used drilling to improve students' pronunciation. The activities in meeting 2 are: (1) the researcher plays the YouTube videos sentences by sentences. It was used to make the students understand the pronunciation of the words. The use of videos also helped the teacher to make the students pronounce well when he did not well in pronunciation. (2) the students say the sentences based on the videos. This activity helped the students to pronounce well. They would pronounce better because they learn from native using the videos. (3) the researcher helped the students to pronounce well. Although the students learnt from videos, they also found some difficulties to pronounce well because of their mother tongue. The teacher helped to the students pronounces by saying the sentences also. (4) The students were asked to understand the steps of hotel reservation. It would give the students understand the practice of the hotel reservation. (5) Students were drilled the expression of the hotel reservation and the teacher correctness of the students' intonations. The students would understand the intonation of hotel reservation. Some students that did not intonate the sentences would be helped by using videos.

In meeting 3, the students had to produce of their dialogue based on the material learnt. The activities were: (1) the researcher plays the videos. It made the students to remember the material, contents, steps that they learnt. (2) students were asked to make their own dialogue. The activity made the students creative to

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make dialogue. (3) students practiced their own dialogue in front of the class in pair. It gave the students more experiences before the test. The researcher also gave some suggestion to the students if they had some mistakes.

In meeting 4, there was a speaking test. It was to know more the research done in each meeting.

a) First meeting

The first meeting was conducted on February 24, 2011. The class was held in the second and third period. It was started at 07.45 a.m. the researcher came to the class then greeted the students. He asked them who was absent that day. There were 40 students who were joining in the speaking class.

The researcher did three phases in the first meeting. They were pre-teaching, whilst teaching, and post-teaching. In the pre-teaching, the researcher greeted the students by saying “good morning, students”. The students answered, “Good morning, sir”. The researcher then asked, “How are you today”. They answered, “I’m fine, thank you, and you”. The researcher answered, “I’m fine too, thank you”. Then the researcher asked to the students, “is there any students who absent today?” The students answered that they had not been absent that day.

In the whilst-teaching, the researcher did some activities. The first activity, the researcher played a YouTube video. The students watched the videos carefully. After that, the researcher asked the students what the videos tell about. The students asked that the videos had told about hotel reservation. The researcher asked the students, “How do you know it tell about hotel reservation?” The students did not answer directly because they had confused to tell the caused. However, the researcher knew that the students understood about it but confuse from their expression. Therefore, the researcher told that it can be seen from the dialogue. The videos showed that a couple books a room.

The researcher asked the students the words that contain in the videos. The students had to be remembering the words in the videos. They mentioned the

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word that they remembered. Even though, they had watched videos, they also had difficulties to remember all of the words. Therefore, the researcher asked, “what is the word, not all the words, in the video?”. “book, sir”, student A, one of the students, answered. Student B, another student, said, “room”. Some of the students also said, “Single, sir” or “double, *pak*”. The researcher could make summary that the students understand the words.

After that, the researcher asked the students to find the similar words containing the videos. The students had difficulty to find it because they did not memorize all of the words. Therefore, the researcher played the video again but sentences by sentences. The researcher give a sentences from videos such as, “I would like to book a room for three days”. The students thought some minutes to find the similar word. Student A said, “I want to make a reservation for three days”. Then, the researcher asked to the students together to say it. The researcher then gave some explanation the use of the word. After that, the researcher repeated the activity until the videos over.

In the post-teaching, the researcher asked to learn them by using the videos. He also gave information to the students that the next meeting they would learn about pronunciation and intonation. After whilst- teaching, the researcher also asked the students where they had any question.

Students were more active in the teaching learning process. Even though, they still indicated felt shy and confuse. They enjoyable in teaching learning process especially when they watched the videos.

b) Second meeting

The second meeting was carried out on Wednesday of March 2, 2011. The class was held in third and fourth period. The second meeting had a problem because the period had a gap in the middle between the third and the fourth period. The gap was rest time. Therefore, the researcher divided the time into taught pronunciation in the third period and taught students intonation in the

fourth period. The class started by the researcher greeted to the students. He also asked to the students who absent that day.

The researcher also did pre-teaching, whilst-teaching, and post-teaching for the second meeting. In the pre-teaching, the researcher greeted to the students, “good morning class”. The students answered, “Good morning, sir”. After that, the researcher asked, “How are you today?”. They answered, “fine, thank you, and you?”. He answered, “I’m very well thanks”. The researcher also checked the students attendance, “who is absent today?”. The students answered, “No sir”.

After that, the researcher started to the teaching learning process in whilst teaching. The researcher played the video and asked the students to focus on the pronunciation. The students watched the videos carefully. After that, the researcher played the videos sentences by sentences. The students were asked to pronounce the sentences together. The students said the sentences by sentences based on the researcher played. The researcher gave correctness the pronunciation while the students had difficulties in pronunciation. The students said the pronunciation after the researcher said. Meanwhile, if the students had good enough to pronounce the sentences, the researcher had not given the correctness. The activity was done until the rest time came.

After the rest time, the teaching learning process was continued by one of the elements of pronunciation that is intonation. The activity was similar with the activity before. The students repeated the sentences based on the sentences were played by the researcher. The students repeated them together. The researcher also repeated the videos some times when the students had difficulties to say the intonation. The researcher also gave the students correctness the students’ intonation when the students still had difficulties to said the intonation. After that activity, the researcher did post teaching. The researcher asked the students when they had some questions. The researcher also said to the students that the next meeting the students had to produce dialogue.

In second meeting, the researcher tried to optimize the YouTube videos to teach pronunciation. The researcher used drilling method to teach the students. By using YouTube played sentences by sentences, the students could watch the videos how to pronounce and intonate well. YouTube that played by the researcher also had a problem in the meeting. The students indicated felt boring because the YouTube videos just one. Some of the students said, "*bosen pak, filmnya hanya itu saja*". Meanwhile, Student N, one of the students, said, "*enak pak pakai video, tapi lama-lama ngantuk*". Therefore the researcher had to prepare another video in the next meeting.

c) Third meeting

The third meeting the students learnt about the content and produce the dialogue. Similar with previous meeting, there was pre-teaching, whilst teaching, post-teaching. In pre-teaching, the researcher greeted the students. The researcher said, "Good morning, students". They answered, "Good morning, Mr. Sirul". Then, he asked, "how are you today?". They replied, "fine sir, and you?". He said, "I'm very well, thank you". The researcher then asked who the students absent today. They answered that they had attendance today. After greeting, the researcher played same videos with the previous meeting. The students said, "*kok itu lagi pak, bosen*". The researcher said that just looked at it. Therefore the students indicated that they bored. After that the researcher played another video. The students then felt interesting again. The playing of the videos was to make the students to remember what they learnt before.

The researcher asked the students to watch them carefully. After that, the researcher explained and showed the step of reservation hotel to the students. The researcher divided the steps of the hotel reservation into three steps based on the videos. The students listened to the researcher explanation and watched the videos played the researcher. After that, the researcher asked the students to make their own dialogue about hotel reservation in pair. The researcher gave about twenty minutes to the students to prepare it. The students then practiced as role play the

dialogue in the class in pair. After they practiced, the researcher gave some suggestion that the students still had mistakes. The mistakes of the students were the making of question sentences.

After that the researcher asked to the students to prepare the dialogue for the next meeting. The researcher then asked whether the students had any questions. The researcher finished the meeting by said, "I think time is over, see you". The students replied, "See you sir".

d) Post-test

The researcher conducted post-test after the third meeting finished. It was to know the students achievement. The post-test of Cycle 1 was carried out on Thursday, 10 March 2011. It was followed by 40 students in pair. Therefore, there were 20 pairs of students. The researcher had informed the post-test to the students in the previous meeting. The post-test was done in the second and third period. The class started at 08.45 a.m. The researcher greeted to the students and asked the students preparation. The researcher gave the students about 15 minutes to prepare their dialogue. The dialogue was told about hotel reservation that they learnt before. It was hoped that the students could express their own idea based on they learnt before.

3) Observation

a) Teaching and Learning Process

Teaching learning process in the first meeting ran well. When the researcher played YouTube videos, the students had watched carefully. They felt interest to the videos. No one of the students crowded during the videos playing. All of them focused on the screen that showed the short movie. Therefore, when the researcher asked to them about the video told about, they could understand and answer it correctly. However, the students felt confuse when the researcher continued to ask them about the words that they found. They looked confuse to say them even though they know some words. Therefore, the researcher asked them to say what they got it. The students, then, said some words although looked

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unconfident with they answer. The researcher said that their answer was right and the students felt interest with they answer.

The researcher continued the teaching learning process by playing the video with pause every sentence. The students asked to look at the every word. The researcher asked to the students to find similar word. The students felt helped by using the videos. Even though, they had to think some times, they could get similar word.

The researcher also asked to the students to make a sentence when they got similar word. The students also could do that. The teaching learning processes actually made the students felt interest because they never felt learning using videos. When the researcher asked to them that they had been learning using videos or not, the students answered no together. The researcher also asked to the students what they felt learning using videos. The students answered that it was very interesting and they felt enjoyable to learn using it. Therefore, the researcher could make a conclusion that the first meeting in the teaching learning process ran success.

The teaching learning process in the second meeting also ran well. In the second meeting, the researcher tried to make the students more active during teaching learning process using drilling method. The researcher started the teaching learning process by playing the videos. Most of the students watched the videos carefully but some of them watched did not carefully. The researcher asked to the students to watch the videos especially about the pronunciation. The researcher then played the videos with paused every sentences. The students were asked to try the pronunciation. The process ran well. All of the students wanted to say the sentences that the video played. The researcher sometimes played a sentences of the videos more than one when the students still uncorrected of the pronunciation. The researcher also sometimes asked to one of the students that she pronounced incorrectly whether they friends correct. The use of the videos could make the students understand how to pronounce that. However, the students sometimes also got some difficulties to pronounce some words because of their mother tongue. If there happened, the researcher had to help them to pronounce

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that and the student tried to follow that. After forty minutes of the class, the students very crowded because the period had separate of rest time. Therefore, after forty five minutes, the researcher gave the students to rest.

After the rest time, the teaching learning process continued. The researcher played again the videos by paused. The researched asked the students to follow the sentences in the videos. The students answered together. However, some of the students were looked boring with the teaching learning process. The researcher tried to continue the teaching learning process. The researcher taught the students to intonate the sentences correctly. Before the end of the period, the researcher asked to the students why they felt uninterested with the teaching learning process that day. Some of the students said “*bosen pak. Filmnya itu-itu aja*”. Another student, student B, said, “*saya lebih suka kalau saya bebas ngomongnya pak*”. The researcher, then, gave suggestion that the videos would be added and in the next meeting the students would be practice themselves.

In the third meeting, the researcher wanted to make the students produced their own words. The students would be practice in front of the class to make a dialogue. First, the researcher tried to play same video first. It was hoped that the students would remember the lesson before. When the researcher played the same videos, some of the students said together “*bosen pak*”. The researcher asked them to watch that first. After that, the researcher played another video. Different with the previous video that cartoon film, the new video was a people that act as the receptionist and the guest of a hotel. The researcher asked the students to watch carefully. The students watched carefully and calm during the video played. After that, the researcher asked to the students to make a dialogue with their friends in pair. The students made the dialogue. The researcher then asked the students to practice their dialogue. The students wanted to practice it.

By the explanation above, it can be concluded that the teaching learning process using YouTube videos could run well. The students felt interest to join the class. However, the students also would indicate bored if the videos monotonous and unchanging. Therefore, the researcher should prepared more than one videos to teach the students using YouTube videos.

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b) Learning progress

The implementation of YouTube videos was able to improve the students speaking skill. YouTube videos were very helpful to the students in learning speaking. The students could learn the pronunciation, improve their vocabulary, their grammatical, and also know the content and how to answer it. Therefore, YouTube videos were very helpful for them.

By studying in pair, the students could study together. They also could share their ideas with their friends. In pair, they could make them to produce the dialogue and practice their English.

The students' performance in the first post-test was very different from the pre-test. The pre-test showed that the students were unable express their idea easily, did not fluently in speaking, the sentences were ungrammatical, the vocabularies were limited, mispronounced of English words. The result of the post-test showed that the students' performance was better than the pre-test. The result of the post-test could be shown in Table 4.9.

Table 4.9: The Students' Cycle 1 Score

No	Explanation	First examiner's score	Second examiner's score	Average
1	Highest score	76.00	70.00	73.00
2	Lowest score	52.00	65.00	58.50
3	Average score	67.80	67.10	67.45

The score from both examiners could be reported that the highest score was 73.00, the lowest score was 58.50, and the average score was 67.45. The score was from fluency, vocabulary, grammar, pronunciation, and content. The result of the post-test average of each speaking elements are in Table 4.10.

Table 4.10: The Cycle 1 Average Score

No	Speaking elements	First examiner's score	Second examiner's score	Average
1	Fluency	13.75	13.40	13.575
2	Vocabulary	14.45	14.175	14.29875
3	Grammar	12.675	12.75	12.7125
4	Pronunciation	12.725	12.30	12.51525
5	Content	13.975	14.525	14.25
Total		67.80	67.10	67.45

Based on the table above, it showed the students grammar and pronunciation still the lowest that can be increased again. The students' fluency also can be increased even though they have improved skill.

4) Reflection

Reflecting of Cycle one based on the observation and the test can be shown some strength and weakness in using YouTube to improve students speaking skill. The strength shows that the use of videos was succeeded and the weakness show that not succeeded and optimally yet of using videos.

The use of YouTube in teaching speaking made the students enjoy in the teaching learning process. It could be shown from the students' attention when the researcher had played the videos. The students kept silent and watched carefully. The students also were more active and creative. They also did not grumble and courage to express their idea. The use videos also helped the students pronounce better. Although some words still pronounced incorrectly, they could listen from the native using videos. The researcher used drilling to improve students speaking skill especially to improve students' pronunciation. By using the method, they felt easier to pronounce the words based on the videos played. They could watch the situation and said correctly. The students also had various words after using videos. By watched the videos, the students also understood the situation and the content. They could feel and practiced it based on they watched.

Although they were some strengthens, they also had some weaknesses. First, the use of one video made the students bored with the teaching learning process. In the first meeting, the students interested with the material. However, in the second meeting, some of the students were busy with their own activities. Some of the students also said "*bosen pak, filmnya hanya itu saja*". It showed that the students indicated that they felt boring. Another student also felt sleepy when the videos played. She said, "*enak pak pakai video, tapi lama-lama ngantuk*". Next, the students also could not optimally improve their skill. One of them is

pronunciation. The students' pronunciation could be improved more. It could not optimally because their mother tongue still influences them. The other skill that could optimally improve yet is grammar. The students still made grammar mistake especially when they made questions sentences. Another one is students' fluency. Some of the students still thought some times before they answered in their producing or role play.

There were some factors that caused them. First the use of YouTube also was not optimal. The students just watched same videos with the previous meeting that made them bored. Second, the researcher could not optimally yet in manage the class. When the students said they are bored, the researcher still continuing the class without changing the method or videos. The students said that they had bored with the videos and the researcher still continuing the videos without changing because limited of the video. As the result, the students looked bored again and noisy inside the class.

Therefore, to get better result they are some action to do in the next Cycle. First, the researcher also was should prepare some videos to teach the students. That made the students interested with the teaching learning process. The limited videos made the students indicated that they felt bored again. The videos also had to make the class more enjoyable. Second, the researcher should manage the class optimally. The use of drilling and role play as the method was succeeded in the Cycle 1 but did not optimal. Therefore, the researcher uses drilling with different video type that the students watched. The videos just containing sentences and voice that make the students should think and make them did not bored again. The researcher also had to prepare some videos to manage the class well. The researcher was should teach some skill that not optimally improved. The students also had to more practice during the teaching learning process. The use of method had to make the students did not feel boring and feel sleepy.

b. Cycle 2

The Cycle 1 has some weaknesses. The researcher tried to overcome that weakness and increased the students' achievement by implementing YouTube videos in teaching speaking activities. The result of Cycle 1 became the consideration of planning Cycle 2. The Cycle 2 was carried out in four meeting including post-test 2 for the implementation of YouTube videos. Each meeting lasted 2 x 45 minutes. The activities of the research implementation in Cycle 2 were presented in four parts that are planning, acting, observing, and reflecting. The problems which the researcher were investigate in Cycle 2 can be seen as in Table 4.11.

Table 4.11: Cycle 2 Action Research Implementation

No	The Indicators	Cycle 1	Students
1	Some of the students were not fluent	some of the students could not express their idea fluently	They were need some times to think their idea
2	Some of the students had grammar error	Some of the students could not make question sentences	What facilities you want?
3	Some of the students mispronounced the words	Some of the students made mistake in diphthong	/eI/ they were /e/
4	The students indicated felt boring again and sleepy	Students indicated felt boring with one video or sleepy watching same video	

The overall implementation of YouTube videos in Cycle 2 can be seen in Table 4.12.

Table 4.12: summary of research implementation of Cycle 2

	Description
Planning	1) Sharing ideas with collaborator 2) Making lesson plan 3) Preparing the suitable materials to implement in teaching speaking 4) Dividing the main teaching into pre-teaching, whilst teaching, and post-teaching activity 5) Designing post-test

Acting	<ol style="list-style-type: none"> 1) Meeting 1: <ul style="list-style-type: none"> • Presenting YouTube videos • Teaching grammar: to improve students' grammar especially to produce in speaking 2) Meeting 2: <ul style="list-style-type: none"> • Presenting YouTube videos • Teaching pronunciation: to improve students pronunciation • Teaching intonation: to give the students understand the intonation with new topic 3) Meeting 3: <ul style="list-style-type: none"> • Presenting YouTube videos • Producing speaking using students idea and role play 4) Meeting 4: <ul style="list-style-type: none"> • Post-test 2
Observing	<ol style="list-style-type: none"> 1) Students: more active, the students more enjoy, pronunciation improved, vocabulary and grammar improved, fluent in practice, and the average score improved. 2) Researcher: prepared the material well, gave modeling when the students got difficulty, improved the method that suitable to the students, and divided the main activities into three phases. 3) Teaching and learning situation: more alive and fun, learning by implementing YouTube videos helped the students to improve their speaking skill, the class was not crowded.
Reflecting	<ol style="list-style-type: none"> 1) Modeling from the researcher using drilling and role play helped the students to improve their skill in speaking. 2) Learning by implementing YouTube videos provided them to practice more time. They could show the example of using the words or sentences, and the class were more alive
Final Reflection	<p>Strength</p> <ol style="list-style-type: none"> 1) YouTube videos can improve students' attention in speaking class 2) There is improvement of students' speaking skill 3) YouTube videos can be used to various types in teaching speaking 4) YouTube videos make the students learn to be able to study outside the class

1) Planning

The researcher had to plan some activities before carrying out the research for Cycle 2 to get the maximum result. As in the reflecting in the Cycle 1, there were two causes faced by the researcher to get maximum result. The causes were the researcher used of same video and managed the class. For the solution, the researcher prepared some videos to make the students more enthusiastic in the teaching learning process. The researcher used same method but using different video type to manage the class better. The researcher also prepared more videos if the class bored again.

a) Sharing ideas with collaborator

In order that the research could run optimally, the researcher asked the collaborator to give some suggestion. The collaborator gave suggestion to the

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researcher about designing the lesson plan in the classroom to use in Cycle 2. The formats of the lesson plan same with Cycle 1. However, the material was changed. They were about order food.

b) Making Lesson Plan

The main of the lesson plan can be seen as follow:

- (1) Competence standard: to communicate as level elementary
- (2) Base competence: Express the dialogue fluently, true, and acceptable
- (3) Indicators:
 - Students can express grammatically based on the topic
 - Pronounce the words correctly
 - Express the expression based on the topic with correct intonation
 - Be able to make a dialogue correctly using role play
- (4) Teaching material: Food Order (restaurant)
- (5) Time: 16 x 45 minutes (1 Cycle)
- (6) Method:
 - Explaining
 - Modeling
 - Drilling
 - Questioning and answering
 - Speaking practice (dialogue)
- (7) Teaching activities
 - Opening
 - Main activities
 - The researcher operates YouTube videos in teaching learning process without pausing
 - The students are asked to follow the expression of YouTube videos grammatically
 - The students are asked to act in front of the class
 - etc

- Closing
- (8) Media and source:
- Media: laptop and LCD projector
 - Source: YouTube videos
- (9) Evaluation: asking the students to make dialogue based on the topic (food order) as guest and waiter or waitress
- c) Designing Post-test

Post-test was to assess the students' achievement after the teaching learning process. The post-test was a dialogue and acting or role play of the students. The students had to go in front of the class in pair to express their ideas based on the topic: one of them as a guest or customer and another as waiter or waitress.

The speaking elements were fluency, grammar, pronunciation, vocabulary, and content. The score of each element ranged from 0 to 20. The total score students got from the total score of elements. To get the valid score, the students scored by the researcher and collaborator.

2) Acting

a) First Meeting

The first meeting of Cycle 2 was conducted on Thursday of 14 March 2011. The class was held in the second and third period. It was attended by thirty nine students. One of them, Reni, was absent because she was sick.

Like in the meeting before, the class was started by greeting. The researcher greeted the students, "good morning class". The students answered, "good morning, Sir". He asked them, "how are you, today?". They answered, "I'm fine, thank you, and you". He replied, "I'm very well. Who is absent today?". The students replied, "Reni, *pak*". He asked, "why she is absent today?". They answered, "She is sick".

After that the researcher played a video without pausing. The students watched carefully to the video. After the video finished, the researcher asked to

the students, “what the video tell about?”. The students thought several times then one of them, Student B, said, “Restaurant, Sir”. Another student, Student A, said, “Order food, Sir”. The researcher said, “That’s right”. Then, the researcher explained that they will learn about how to order foods in the restaurant. He also said that the first meeting they will learn about grammar especially in making question sentences. After that, he explained the grammar that the video use. The grammar was used is simple present tense. Therefore, he asked to the students to more careful in using do or does and using to be to make the question sentences. The students listened him carefully. Then, he played the video again and paused the video every sentences. The students replied the sentences that the researcher played. Every sentence, the researcher asked to the students to make another example to check the students’ grammar. He played such as, “hi. Do you have table for two?”. The students follow the sentences. Then, the researcher asked them to make similar sentences grammatically. They had to think several minutes then answered together, “May I reserve a table for two”. The activities did until the end of the class.

In the end of the class, the researcher asked the students, “any question?”. They answered, “No”. Then, he said, “Thank you for your attention, and see you”. They replied, “See you”.

b) Second meeting

The researcher came into the classroom on the second period that was at 07.45. The researcher greeted to the students and asked who was absent today. The students answered the researcher greeted. They also answered “Reni, pak”. He replied, “is she still sick?”. They answered, “yes, Sir.

Whilst activities was started by played a video. The video was different with other videos because it just shown the text and audio without picture of act. The students watched carefully the video. The video played to remind the students to the topic. After that, he played sentences and asked the students to repeat together the sentences. The students had to pronounce well. The researcher would played again whether the students incorrect in pronunciation. The researcher also

gave some suggestion when the students still incorrect pronunciation because of their mother tongue. The students would repeat the sentences.

After that, the researcher played another video. The students watched carefully. He also gave explanation about the steps of ordering food in a restaurant. He asked them to repeat the sentences played with correct intonation.

The researcher should watch the students' pronunciation with the intonation. The use of drilling method would help the students familiar with the pronunciation of the words and the intonation in the sentences. After doing activities above, the researcher asked them if they had questions. Then, he closed of the meeting and said to prepare to practice in the next meeting.

c) Third Meeting

The class started on the second period. It was done on Thursday, 31 March 2011. Like previous meeting, the researcher greeted to the students, "good morning, how are you today?". They answered, "good morning, I'm fine, and you?". He answered, "I'm very well thanks". Then, he asked, "Who is absent today?". They answered, "No, Sir, complete, Sir".

The researcher then played some videos. The students had to watch carefully. The students reminded the previous meeting. After that, the researcher asked them to make a dialogue with their friends in pair. The students needed some minutes to make the dialogue. The students did not only remember the text but also they had to act or role play. They were practice their dialogue as role play in front of the class. After that, the researcher gave them some suggestion to make students' performance better. The researcher also gave them information to make preparation for the test in the next meeting.

He asked them whether they had questions. He closed the class, "thank you for your attention and see you". They replied, "See you".

d) Post-test

The researcher conducted post-test after the third meeting finished. It was to know the students achievement. The post-test of Cycle 2 was carried out on Thursday, 28 April 2011. It was followed by 40 students in pair. Therefore, there were 20 pairs of students. The researcher had informed the post-test to the students in the previous meeting. The post-test had done in the second and third period. The class started at 08.45 a.m. The researcher greeted to the students and asked the students preparation. The researcher gave the students about 15 minutes to prepare their dialogue. The dialogue told about food order that they learnt before. It was hoped that the students could express their own idea based on they learnt before.

3) Observation

Based on the researcher and collaborator observation and also students' interview, the researcher can describe what happen during the teaching learning process. The result can be described as follow:

a) Teaching and Learning Process

In the first meeting, the teaching learning process ran well. The focus of teaching in the first meeting was grammar. The students actually knew the grammar but they little to practice it. The students watched the video first then they understand what they would do. The researcher chose to teach grammar because the students forgot to make some sentences grammatically. The problems of the students were making question sentences. Therefore, the use of YouTube videos helped them to understand the grammar.

The students grammatical were also improved. The main of the problem faced by the students in grammar was they forgot to use to be in making question. The researcher not only asked them to watch the videos but also asked them to make similar sentences especially in making question sentences. By using that

method, the students would improve their grammatical. They also could improve their vocabulary because they learnt new topic.

In the second meeting, the researcher chose to teach pronunciation and intonation. The researcher used drilling method. His method was chosen because it was effective method to make the students active during the teaching learning process. The use of the method also showed the students improvement in the teaching learning process. However, the researcher used a video that was different with video in Cycle 1. In this meeting, the students just watched the text and listened the video without watching the acting. Therefore, it made the students focused to the pronunciation and the intonation. The used of YouTube made the students interesting with the teaching learning process. One of the students said “*Lebih mudah dan enggak ngebosenin pakai video, pak*”. That means that the use videos made the students paid attention with the teaching learning process.

The researcher played the video by sentences. The paused sentences by sentences made the students easier to pronounce it. The researcher also played back the sentences before if the students still make mistakes. The method also made the students active because they said it together based on the video played. The use of YouTube made the students interesting with the teaching learning process. One of the students, student I, said “*Lebih mudah dan enggak ngebosenin pakai video, pak*”. Another student, student W, said “*pakai video enak pak dan lebih mudah*”. While student F said “*bisa juga menghilangkan rasa jenuh*”. Those meant that the use videos made the students paid attention with the teaching learning process.

In the third meeting, the researcher played some videos. The students could watch carefully. After that, the researcher asked them to make their own dialogue. It would make them active and creative. The researcher asked them to act in front of the class using their own dialogue in pair. The students could show that they could make the dialogue freely. The practice in front of the class also showed that students speaking skill improved. The teaching learning process also

ran enjoyable. The researcher also asked them to practice more and improve their skill to prepare the test in the next meeting before the time was up.

b) Learning Progress

The implementations of YouTube videos also improve the learning progress. YouTube videos were very helpful for the students to express their idea fluently by considering accepted pronunciation, grammatical rules, and appropriate vocabulary.

By studying in pair, YouTube videos made the students studied better. They could share their idea with their friends. They also could discuss their dialogue with their friends. After that, they could make a good dialogue with the appropriate topic.

Post-test was executed on Thursday of 28 April 2011. The students' performance during the post-test was same with the third meeting. The post-test showed that the students' performance was better than post-test before in Cycle 1. The students were able to express their idea, produced meaningful sentences, produced accepted vocabulary, and pronounce some English words.

The score both examiners showed that the highest score was 82.50, the lowest 65.00, and the average score was 73.40.

Table 4.13: The Students' Cycle 2 Score

No	Explanation	First examiner's score	Second examiner's score	Average
1	Highest score	87.00	78.00	82.50
2	Lowest score	57.00	73.00	65.00
3	Average score	72.05	74.75	73.40

Those score could be analyzed from the five elements of speaking. They were fluency, vocabulary, grammar, pronunciation, and content. The score of the elements can be seen as in Table 4.14.

Table 4.14: Cycle 2 Average Score

No	Speaking elements	First examiner's score	Second examiner's score	Average
1	Fluency	14.675	14.95	14.8125
2	Vocabulary	14.05	15.675	14.8625
3	Grammar	14.10	14.35	14.225
4	Pronunciation	13.875	14.00	13.9375
5	Content	15.35	15.575	15.4625
Total		72.05	74.75	73.40

Based on the table, it shows that the students score increased that means the students' speaking skill improved.

4) Reflection

Based on the observation, the implementation of YouTube videos in teaching speaking had some affect. First, YouTube videos can improve students' attention. The students would watch carefully especially when the researcher played the videos. Second, the uses of YouTube videos make the students improve their skill especially in their speaking ability. The students could show the video and they could practice it. Third, the videos can be used for some types of teaching speaking. The researcher use some types such question-answer, drilling, and role play to teach the students speaking. The use of the videos makes the students easier to learn speaking. They also could practice based on the videos played. Fourth, the students would know how to learn outside the class. Before the teaching learning process, some of the students did not understand to learn outside the class. The students went to internet. However, they could not optimize the facilities of the internet. The use of YouTube in teaching learning process would make them to know one of the facilities that the students could use to learn outside the class.

c. Summary of Research Findings

The summary of research findings is presented the description of the improvement either students' competence or class situation. The improvement of students' competence and class situation can be seen as in Table 4.15.

Table 4.15 : Summary of the Research Findings

Problem Indicator	Situation Prior to the Research	Cycle 1				Cycle 2			
		Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 1	Meeting 2	Meeting 3	Meeting 4
a. the students were not fluent in speaking	The students speak minimal communication and hesitant	Focusing on improving vocabulary. The students fluency could not see yet	Focusing on Pronunciation . Some of the students show understand the way to answer the question	The students' fluency improved but they have make their dialogue first	The students more fluently in speaking but they have more time to think first	Focusing on grammar. The students fluency improvement could not see yet	Pronunciation . Some of the students show understand the way to answer the question	Most of the students fluency in their dialogue	Almost all of the students fluent in speaking
b. the students sentences were ungrammatically	<ul style="list-style-type: none"> The students made mistakes in making plural word Students made many mistakes in making questions sentences 	Most of the students still make plural word mistakes	Some of the students still make mistakes in plural	Almost the total of the students could make plural words	<ul style="list-style-type: none"> The students could make plural words The students still made mistakes in making questions sentences 	Some of the students made sentences grammatically	The students grammar improvement could not see	Most of the students make sentences grammatically	Students sentences grammatically
c. the students' vocabularies were limited	The students were not able to use appropriate vocabulary	The students vocabulary improved	Almost half of the students could find new words	Almost half of the students could make various words	The students were able to use appropriate vocabulary	Some of the students vocabulary improved	More than half of the students found new vocabulary	Most of the students use various vocabularies	The students were able to use various vocabulary

continue to use

d. the students mispronounced of English words	<ul style="list-style-type: none"> The students made mistake to pronounce diphthong such as /eɪ/ in name and /aɪ/ in right The students mispronounced /s/ in consonant /s/ in word night 	The students still make mistakes in pronunciation	Some of the students could pronounce English words	Almost half of the students could pronounce well	The students' pronunciation improved. Some of them still in correct	The students still make mistakes pronunciation like in cycle 1	Some of the students pronounce well	Half of the students pronounce well	Most of the students pronounce well	
e. the students could not express the content	The students just could use some content	The students still did not understand the content	Half of the students understand the content	The students understand the content	The students could show the content of the topic	Some of the students understand the topic	Almost a half of the students understand the topic	Most of the students understand the topic	Almost all of the students could show the content of the topic	
Score	The mean of Pre-test = 37,215				The mean of test in Cycle 1 = 67,43				The mean of Post-test = 73,40 (KKM = 65)	
3. Class situation										
a. the students grumble when they are asked to present in front of the class	<ul style="list-style-type: none"> The students ask the other friends The students refuse to practice The students hidden from the teacher 	Some of the students could express	Almost half of the students could practice it. However, some of them looked boring with the same video	The students want to express and practice their idea	<ul style="list-style-type: none"> The students want to express their idea and practice it The students grumble if they feel boring with a video 	Some of the students wanted to express their idea	Most of the students wanted to practice	Almost all of the students expressed their idea	<ul style="list-style-type: none"> The students express various ideas The students not did grumble again 	

b. they are not active and creative	They did not answer the question orally	Some of the students were active and creative	Almost all of the students active	Almost all of the students active and creative	The students more active and creative	Some of the students active and creative	Most of the students active	Most of the students active and creative	Almost all of the students active and creative
c. the students do not pay attention to the teacher	<ul style="list-style-type: none"> • They talk with their friends • They do not know the material 	Most of the students pay attention	Some of the students pay attention	Almost all of the students pay attention	The students pay attention	Half of the students pay attention	Most of the students pay attention	Almost all of the students pay attention	The students more pay attention
d. when the researcher gave them to express freely, they did not have courage to do it	<ul style="list-style-type: none"> • They afraid to make mistake • They shy to their friends 	Some of the students express their idea freely	Most of the students express their idea freely	Most of the students express their idea freely	The students could express freely	Some of the students express their idea	Almost all of the students express their idea	Almost all of the students express their idea	The students more freely express their idea
e. the teaching learning process is boring	<ul style="list-style-type: none"> • They talk with their friends • They busy with their own 	The students did not talk with their friends	Some of the students bored, talked with their friends and sleepy	Almost half of the students unsleppy and unborring	The teaching learning process was enjoyable but the use only one video made boring and sleepy the students	The students did not talk with their friends	The students follow the instruction	The class more alive	Students unborring, unsleppy and unsleepy

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B. Discussion

The action research which implemented YouTube videos in order to improve students' speaking skill has improvement on students' language competence in speaking and class situation. Based on the result of the research, it can be concluded as a theory that is YouTube videos can improve students' speaking skill. YouTube videos could improve the students' fluency, grammar, pronunciation, vocabulary, and make understand the content. The implementing of YouTube videos in speaking class can improve class situation better. The students showed that the use of YouTube make them interest to join the class. They also were more active and creative during teaching learning process.

1. YouTube videos can Improve Students' speaking skill

YouTube videos implemented by the researcher could improve students' speaking skill. The students improved all of the elements of the speaking skill. The elements are: (a) fluency. Students did not say the idea fluently in the pre-test. In the post test, they made the dialogue fluently, (b) vocabulary. The pre-test showed that the students had limited vocabulary. However, in the post test, the students had more various vocabularies to express their idea, (c) grammar. Before the research, the students made some sentences ungrammatically and they got better grammatical sentences after the research done, (d) pronunciation. The students had difficulties to pronounce well. The use of YouTube videos made them to make words and sentences with correct pronunciation because they could watch and listened from the videos, (e) content. The students did not express the content that they expressed in the pre-test. However, the use of videos made them knew how to make the content based on the material. This is supported by the result finding stated in pre-test and post-test 2. The students' score improve from each element. The improvement of the score can be shown as follow:

- a. The average students' fluency improved from 5.75 to 14.8125
- b. The average students vocabulary improved from 6.55 to 14.8625
- c. The average of students' grammar improved from 8.95 to 14.225
- d. The average of students pronunciation improved from 7.65 to 13.9375

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- e. The average of content improved from 6.325 to 15.4625

The use of YouTube makes the students' speaking skill improved because the students could watched the video and listen them as the model. According to Gower, Phillips, and Walters (1995: 75), videos has several advantages because the students can see well as hear what is being said the recording is much closer to 'real life' and they much easier to understand; the facial expression, the gestures, and the physical background all give additional information. Underwood (1987: 89) said that video is powerful tool for bringing the outside world into your classroom. According to Brown (2000: 144), videos offer documentaries on special topics, movies, films, and news media, and program designed specifically to instruct students on certain aspect of English. An option that some have found useful is the use of close-captioned video to offer students written-language input simultaneously with oral. Harmer (2001: 282) stated that the use of videos make the students not only hear that but also see that. Todd (1997: 88) said that video allow the students to hear a variety of accents and more than one speaker. Yuni (2008: 2) stated that video can be used in English language learning to provide a rich context for students so that they can improve their comprehension and practice listening and speaking.

2. Implementing YouTube videos can Improve Class situation

The students can do many activities using YouTube videos such as (1) the students can watch the videos and understand the situation that they learn, (2) the students can find some new vocabulary using YouTube videos, (3) the students can practice the pronunciation, (4) the students can share and discuss in pair to make a dialogue, and (5) the students can practice a dialogue. It can be concluded that YouTube videos make the students active during the teaching learning process.

Besides improving students' speaking skill proved by the students' scores, YouTube videos also make some affect to the class situation better. The improvements of class situation are:

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a. The students do not noisy during the teaching learning process and have variant idea. The students focused to the teaching learning process. Therefore, they did not grumble during the teaching learning process. The affect of that the students had variant idea to process in teaching learning process. Prijana (2010) stated that the use of video could improve the students' speaking performance and give them positive attitude to the implementation activities. He also added that the use of video as teaching media can be one of the solutions to improve not only the students' speaking skills but also the their' positive attitude in the teaching of speaking.

b. The students active and creative during the class. The use of YouTube made the students more active and creative. It was proven by the students' activities during the research. The students could follow the researcher instruction. They also could make their ideas that were proven of their creativity. According to Rahayuningsih (2010: 80), the use of YouTube could make students interesting and active to answer teacher's questions. According to Downes (2008: 2), YouTube videos can be creating the students express themselves and to see their own learning reflected back to them in a familiar environment.

c. The students pay attention to the teacher explanation. In the pre-research, the students show that they did not pay attention to the teacher explanation. The use of YouTube videos made the students paid attention to the teacher explanation. Student I said "*Lebih mudah dan enggak ngebosenin pakai video, pak*". Another student, student W, said "*pakai video enak pak dan lebih mudah*". While student F said "*bisa juga menghilangkan rasa jenuh*". According to Gower, Phillips, and Walters (1995: 75) that videos as the visual elements are attractive and commands the attention. Videos also are often intrinsically more interesting, as many people are more familiar with watching television and video than listening to audio material other than music or song. Yuni (2008: 2) stated that the visual and contextual input of the video can stimulate and encourage the students to learn. According to Jusoh and Jusoff (2009: 6-7), YouTube videos can

be powerful educational and motivational tool that can be achieving the goal of the teaching learning process if the teacher can use them.

d. The students express their idea freely. The videos influenced them to express their idea freely. The students showed that they could make their own idea. Harmer (2001: 282) said that videos make the students creative and communicative use the language, with the students finding them ‘doing new things in English’.

e. The teaching learning process more fun and enjoyable. The teaching learning process would not monotonous. YouTube made the class fun and enjoyable during the teaching learning process. Harmer (2001: 282) said that the use of videos make most of the students show an increased level of interest when they have a chance to see language in use as well as hear it. According to Kadnár and Tináková (2011: 3), the implementation of interactive boarding included using videos in the teaching learning process make the lesson more interesting.

Based on the discussion, the use of YouTube videos could be used for a media or technique in teaching speaking. It is proven by the students’ mean score and the activity of the students during teaching learning process. The students more active during the teaching learning process that implemented YouTube videos as media. Therefore, the use of YouTube video could improve the students’ speaking skill. It is proven by that YouTube videos can enhance eleventh grade students’ speaking skill of SMK Negeri 3 Surakarta.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter describes the conclusion, implication and suggestions of Action Research conducted the eleventh grade students of SMK Negeri 3 Surakarta academic year 2010/2011. They are presented as the final discussion from the research findings.

A. Conclusion

Based on the research findings, it can be concluded that utilizing YouTube videos can enhance the students speaking skill. the improvement was proven by the findings after the research conducted. The improvement was found that the scores of all elements of speaking that covered fluency, vocabulary, grammar, pronunciation, and content increased well. The mean score got improved from the pre-test to the Cycle 2 test. The mean of the pre-test was 37.225, in the Cycle 1 test was 67.45, and the mean of Cycle 2 test was 73.40.

Besides YouTube videos enhance elements of speaking, they also enhance class situation. the improvement could be indicated by some reasons. They were the students did not noisy during the teaching learning process and have variant idea, the students was active and creative during the class, the students paid attention to the teacher explanation, the students expressed their idea freely, and The teaching learning process was more fun and enjoyable.

Based on the statements, it can be concluded that YouTube videos can be enhance students speaking skill and the class situation during the teaching learning process.

B. Implication

Based on the fact, there was improvement achieved by the students when YouTube in the teaching speaking. It implied that utilizing YouTube videos could make the eleventh grade students of SMK Negeri 3 Surakarta enhance their speaking skill. the use of YouTube also made the students do some activities. They were: (1) the students can watch the videos and understand the situation that they learnt, (2) the students can find some new vocabulary using YouTube videos, (3) the students can practice the pronunciation, (4) the students can share and discuss in pair to make a dialogue, and (5) the students can practice a dialogue.

The result showed not only the students speaking skill improved but also class situation. the indicators were the students did not grumble again and have variant idea, the students were more active and creative during the teaching learning process, they also paid attention to the YouTube videos and teacher explanation, they could express their idea freely, and the teaching learning process enjoy.

From the explanation, it can be said that YouTube video can be used as a media to achieve an optimum result in teaching speaking. Therefore, the teacher should understand well all about YouTube videos including its characteristics, benefits, and the way to get it.

C. Suggestion

Based on the research findings, the researcher would give some suggestions related to the teaching speaking as follow:

1. The students

The students should more active and creative during the teaching learning process because whatever the methods if the students do not active their skill will not improve. Learning is not only inside of the class. Therefore, they should active to learn also outside of the class.

2. The teacher

The teacher should give more the students opportunity to practice speaking and develop their speaking skill. the teacher also should create the enjoyable situation during the teaching learning process. It can be done by using a media. the use of YouTube videos could be used and recomended. By using YouTube videos, the students will be attracted to join the speaking class and the speaking will be run well and can be achieved of the objectives.

3. The school

For SMK Negeri 3 Surakarta, it is necessary to provide any facilities and media needed to support the teaching and learning process. The complete facilities and media will help the students and teachers in improving the language skill especially for speaking.

