THE EFFECTIVENESS OF EASY ENGLISH YOUTUBE CHANNEL AS A

MEDIA IN LEARNING ENGLISH

(A Pre Experimental Research)

A THESIS

Submitted to the Faculty of Teacher Training and Education Universitas

Muhammadiyah Makassar in Partial to Fulfill the Requirement for Degree of

Education in English Education Department

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UNIVERSITAS MUHAMMADIYAH MAKASSAR

2024

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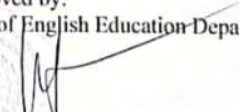## COUNSELING SHEET FOR THESIS CONSULTATION

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Day / Date	Chapter	Note	Sign
Senin, 3 -8-2024	IV	Display of Data Analysis	
		will x → v2	
Sabtu, 10-8-2024	iii -IV	Edit grammatical mistakes	
	IV	Data frequency tables	
Jumat, 16-8-2024	IV	Relate theses - themes in discussion part	
		Use correct graph	
		Too more elaborate conclusion	
	V	conclusion & suggestion	
		References	
Sabtu, 17-8-2024		Abstract	
		Bring your whole	
Rabu, 18-8-2024		ACC	

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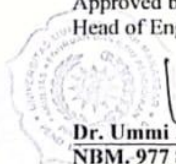بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

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Day / Date	Chapter	Note	Sign
Monday, 22/01/2024	I – V	Finding and Discussion Conclusion and Suggestion Appendixes	
Saturday, 27/01/2024	I – V	Finding and Discussion Conclusion and Suggestion Appendixes	
28/06/2024	I – V	Discussion Conclusion, Abstract	
30/06/2024	I – V	Abstract, Article, Bibliography	
15/08/2024	I – V	Abstract and Article	
19/08/2024		ACC	

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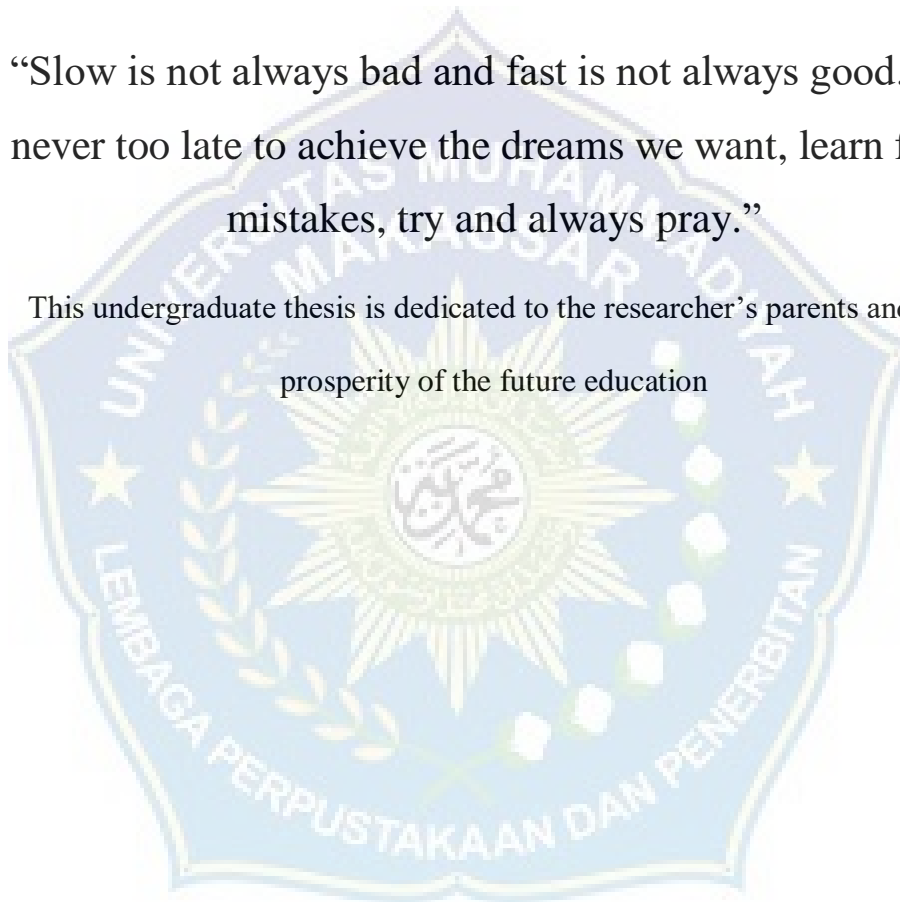
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MOTTO AND DEDICATION

"Slow is not always bad and fast is not always good. It is never too late to achieve the dreams we want, learn from mistakes, try and always pray."

This undergraduate thesis is dedicated to the researcher's parents and the prosperity of the future education

ABSTRACT

Sri Yuliana P, 2024. Teaching English speaking skills through the "Easy English" YouTube channel for tenth grade students of SMAN 14 Gowa. Thesis, English Language Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Ardiana and Ariana.

This study aims to determine whether there was any development in students' speaking accuracy, especially in their vocabulary and pronunciation by using the "Easy English" YouTube channel application for tenth grade students of SMAN 14 Gowa.

The researcher used a pre-experimental study with a quantitative design in analyzing the data. The instrument used was a speaking test consisting of a pre-test, treatment, and post-test. The population was tenth grade students of SMAN 14 Gowa and the sample was class X.7 selected using the cluster random sampling technique. The total number of students was 22 students.

The research findings showed that the use of the "Easy English" YouTube channel in teaching speaking accuracy, especially in vocabulary and pronunciation, had a significant effect on students' speaking skills. This is evidenced by the average score of speaking accuracy in students' vocabulary in the pre-test was 43,36 then increased to 70,90 in the post-test and the average score of speaking accuracy in students' pronunciation in the pre-test was 43,63 then increased to 61,81 in the post-test. This means that there was an increase in using the "Easy English" YouTube channel to improve students' speaking accuracy in vocabulary and pronunciation.

Keywords: speaking skills, "Easy English" YouTube channel, pre-experimental

ABSTRAK

Sri Yuliana P, 2024. Pengajaran keterampilan berbicara bahasa Inggris melalui kanal YouTube "Easy English" untuk siswa kelas X SMAN 14 Gowa. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Ardiana dan Ariana.

Penelitian ini bertujuan untuk mengetahui ada tidaknya peningkatan ketepatan berbicara siswa, terutama dalam kosakata dan pengucapan dengan menggunakan aplikasi kanal YouTube "Easy English" untuk siswa kelas X SMAN 14 Gowa.

Peneliti menggunakan penelitian pra-eksperimen dengan desain kuantitatif dalam menganalisis data. Instrumen yang digunakan adalah tes berbicara yang terdiri dari pre-test, treatment, dan post-test. Populasi adalah siswa kelas X SMAN 14 Gowa dan sampelnya adalah kelas X.7 yang dipilih menggunakan teknik cluster random sampling. Jumlah siswa keseluruhan adalah 22 siswa.

Hasil penelitian menunjukkan bahwa penggunaan kanal YouTube "Easy English" dalam pengajaran ketepatan berbicara khususnya pada kosakata dan pelafalan memberikan pengaruh yang signifikan terhadap keterampilan berbicara siswa. Hal ini dibuktikan dengan nilai rata-rata ketepatan berbicara kosakata siswa pada pre-test sebesar 43,36 kemudian meningkat menjadi 70,90 pada post-test dan nilai rata-rata ketepatan berbicara pengucapan siswa pada pre-test sebesar 43,63 kemudian meningkat menjadi 61,81 pada post-test. Hal ini berarti bahwa terdapat peningkatan penggunaan kanal YouTube "Easy English" untuk meningkatkan ketepatan berbicara kosakata dan pelafalan siswa.

Kata kunci: keterampilan berbicara, kanal YouTube "Easy English", pra-eksperimental

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Alhamdulillahi Robbil 'Alamin, the writer is grateful for Allah SWT, the almighty who has mercy and blessing so that the writer enabled to finish this thesis. Greeting and sholawat always be sent to our prophet Muhammad SAW who has brought us from the darkness to the brighness.

During the preparation this under graduate thesis, the writer found help, support, advice and guidance from many people. Therefore, the writer would like to express her appreciation and sincere thanks to all of them particularly:

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Makassar, Agustus 2024

The Researcher

Sri Yuliana P.

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CHAPTER I

INTRODUCTION

A. Background

In the current day, students' lives involve technology. Because social media can be used to search some of the sources that Indonesian culture uses most frequently, it becomes the most talked about topic in conversations. Gracella and Nur (2020) report that 97.4% of Indonesians have access to social media profiles. People may easily share information thanks to the growing popularity of social media sites, which is made possible by the increase of cellphones in today's culture.

Today's population depends significantly on technology, which is useful in many facets of daily life. For example, people in today's culture frequently use technology for tasks like completing work, finding information about jobs, and even conducting online information searches.

Technology has developed rapidly. Therefore, technological developments play an important role in the world of education, especially in teaching English. The rapid development of technology forces educators and students to be creative and innovative in finding appropriate teaching and learning materials. As a result, there are lots of new teaching and learning materials, especially English. One example is the development of video-based teaching materials. A study shows that the use of videos effectively improves English students' skills (Ayu,in Fadhillah 2021).

On this occasion the author reviews the internet applications that are often used by the public or students, namely the YouTube channel application. YouTube is an application for watching a variety of interesting videos such as learning videos, music videos and others.

The YouTube channel provides a variety of learning videos that can be used to learn English, and this application is often used by students to watch. Therefore, the writer wants to know how effective the YouTube channel is in learning English, especially in improving students' speaking skills.

English is one of the international languages that must be known by all people around the world. English is often used to communicate with outsiders because some countries use English as a second language. Therefore, there are several skills that must be mastered in English, namely speaking, listening, reading and writing. However, because speaking skills are the issue that students deal with the most often, speaking skills are the only subject of this study. Creating and communicating meaning by the use of both verbal and nonverbal symbols is the process of speaking. In order to teach and learn a second language, speaking is a important (Nasrullah, 2019).

Based on the author's experience, Students' speaking abilities are limited because they struggle with pronunciation and vocabulary. Skill in vocabulary and pronunciation is essential for improving speaking abilities. Speaking is one of the hardest skills for students to learn, states Pollard

(2008: 33). Vocabulary and pronunciation are two aspects of speaking ability that are influenced by many situations. Pronunciation and vocabulary can both enhance speaking abilities since they have an impact on correctness and fluency, for example, when speaking. There are several problems in schools, namely due to lack of vocabulary, especially in English, sometimes the pronunciation of words is almost the same, bored with the media in the teaching and learning process, students need media that can attract their attention and provide comfort in learning to speak. Therefore, there are several media or technology applications that can be used in the teaching and learning process.

Based on the above student problems in learning speaking the teacher needs to choose good and interesting media for learning so that students can more easily understand learning. There are several media that can be used to teach English, one of the media that will be researched is one of the popular YouTube channels called Easy English for teaching English. The Easy English channel has lots of interesting videos for learning English. By using video as a learning medium students will not be bored when learning English.

The advantage of the YouTube channel for learning English is that it has lots of video teaching materials that can be used as a medium for teaching besides that videos from YouTube are one of the media used as a good source of learning and also as a source of data. So that the teacher can choose various types of learning videos that are displayed during the

lesson which are adjusted to the topics discussed each week. In addition, other videos are also shown, for example, descriptions of English subject matter that are relevant to teaching materials at school in English classes so that it makes it easier for students to learn English. All these videos are available for free with good picture and sound quality.

There are various kinds of channels in the YouTube application that can be used to learn English, such as the Easy English channel, BBC learning English, VOA learning English, EnglishClass 101 and many more. The Easy English channel has a variety of interesting videos to use in learning, especially learning English. Most of the videos uploaded are dialogue videos, containing many conversations on various topics that will help improve your English vocabulary as well as your English speaking and listening skills, you can also learn grammar in a fun way, easy to understand by almost everyone.

From the advantages of learning using videos, the writer is interested in researching the Easy English channel as a media for learning English, especially in learning speaking, to find out how effective the Easy English channel is in improving students' speaking skills. The Easy English channel description states that this channel can help improve English vocabulary and speaking English and can also learn grammar in a fun way, therefore researchers chose the Easy English channel to find out whether the channel is effective or not.

B. Problem Statement

The formulation of the problem in this study is: "Is the use of Easy English YouTube channel effective to improve students' speaking skills?

C. Objective of the Study

This study aims to find out how useful Easy English Channel is for learning English, especially in improving students' speaking skills, in order to find out the benefits of Easy English Channel in teaching English.

D. Significance of the Study

1. For Students

Students can become more enthusiastic and motivated about learning English by using the "YouTube" application. They like being in an interesting situation and don't feel bored. As a result, it facilitates their memory of what they have learned.

2. For Teachers

This can assist educators in their search for information and methods related to teaching English. This makes it simple to create a range of instructional strategies and approaches that teaching can use when instructing students in English and especially when teaching speaking skills.

E. Scope of the Research

The limitation of this research is to determine the effect of the Easy English Channel in learning English, especially on students' speaking abilities, namely students' vocabulary and pronunciation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There have been several studies on the use of YouTube channel videos in learning English conducted by different researchers around the world. In the following, the researcher will provide an overview of previous studies.

Damayanti and Ma'rufa (2022) conducted research aimed at analyzing students' perception of the used of YouTube as a learning medium and analyzing thee use of YouTube for learning speaking in class 9 of MTs Ma'arif NU 01 Kroya. Researchers used qualitative descriptive research. This data was obtained through questioneres and interviews. Researchers use triangulation for data reliability. The research subjects were grade 9 students. The students' learning outcomes regarding the perception of using YouTube as a medium for learning speaking in grade 9 at MTs Ma'arif NU 01 karoya , namely: 1) YouTube has adventages as a medium for learning end learning speaking, including because students' can learn to speak direcly from videos. Native speakers, so students' can improve their speakking, 2) YouTube also has adventages such as difficulties when used poor connections or annoying advertisements, and students cannot find out their mistakes when learning to speak independently from YouTube.

Yunita (2015) conducted research on the effectiveness of using YouTube videos toward students' speaking ability. The research findings in this study were that the average speaking score before being taught using YouTube videos was sufficient because the average score of 16 students was 58.4375. After receiving treatment, the average score for speaking ability was 67.8125 based on the criteria for the student's score being an improved good score. It was concluded that YouTube videos are an effective medium for improving students' speaking abilities.

Meinawati et.al (2020) conducted research with the aim of finding out whether the ability to speak English effectively for grade 10 students at SMA IT Rahmaniya was improved by using YouTube. This article focuses on the application of YouTube as a different, interesting and fun speaking teaching method, while creating a comfortable classroom atmosphere and increasing students' enthusiasm for learning. The results of using YouTube are very effective because it allows students to speak more confidently and express themselves. They also do not need to worry about the expressions they use when speaking because they can see how foreigners speak English well and correctly.

Anggraini (2021) conducted classroom action research which aims to improve students' speaking skills using YouTube media. Discusses how YouTube as a learning medium can improve students' speaking skills. The research results show that students can improve their speaking skills by using YouTube videos. In cycle I, the average student score.

Wibowo and Sulistyorini (2021) conducted research aimed at finding out the effectiveness of using YouTube videos in developing students' speaking skills. On the Nas Daily YouTube Channel it is packaged in an interesting way and each video has English subtitles which cadets can use to learn about forming English sentence structures, learning about pronunciation, intonation, grammar, etc. The research results show that videos on YouTube can be used as learning media, and the cadets enjoy learning with it.

The similarity of the research above is that they both use video as a learning medium in improving speaking skills and most of the research above uses the YouTube application. The differences in the assessment above are of course from different research locations and different types of videos used.

Based on the previous findings above, research uses YouTube channel videos as learning media because this is one way to improve students' speaking. This research is different from the previous research above. Researchers use Easy English YouTube Channel. In this case the researcher wants to know the effectiveness of the Easy English YouTube channel as a media in learning english.

B. **The Concept of Speaking**

1. **Definition of Speaking**

Speaking is the ability to pronounce words well enough for the other person to understand what you're saying. Speaking, according to Adi et al. (2020: 244), is the ability to pronounce a string of words in a way that allows the listener to understand and comprehend what is being said. In order to communicate effectively and with accuracy, the speaker must also choose the right words and grammar and organize the dialogue such that the listener can understand it.

Speaking is a productive skills of the speech organs to express meaning that can be immediately and experimentally observed, according to Cameron (2001: 40 quoted in Putri 2020: 7). Three key components form the definition of this speaking ability. Firstly, productivity is the capacity of an individual to actively produce speech through the coordination of the vocal cords, larynx, pharynx, lips, tongue, and other speech organs. Second, expressing meaning indicates that the objective of language creation in spoken communication is to communicate ideas and feelings to the listener in order for the speaker to convey meaning to them. Third, the phonological process can be directly and objectively seen by monitoring the speaker's efficacy and accuracy (Putri, 2020: 7).

Speaking requirements students to possess not only the linguistic competence the ability to communicate ideas in language using grammar, pronunciation, or vocabulary but also the sociolinguistic competence the

knowledge of how, when, and why language is produced. Written language is not the same as language, which has its own rules, structures, and capacities. A good speaker is successful in a particular speaking act because they combine these various abilities and knowledge (Sari, 2020: 8).

There are many factors that impact the teaching of languages, but one that is especially important for the development of English speaking abilities is the choice of media that teachers should use. In addition, it is expected of them to be competent in teaching speaking by being aware of proper etiquette when teaching in English.

According to Kathleen in Practical English Language Teaching, listening exercises were intended to acquaint students with the pronunciation and structural patterns of the target language (the language the learner wanted to learn). Probably, people learn to speak by practicing grammatical structures and then using them in conversation. Speaking was taught for a long time by having students repeat phrases and read dialogues from textbooks.

Based on the explanation above, researchers can conclude that speaking has an important role in communicating where speaking is a skill to pronounce words with good intentions so that what is conveyed can be understood by the other person well, the more effective communication with the other person will be developed.

2. The Elements of Speaking

a. Accuracy

The ability to use the language system appropriately, both in speaking and writing. Accuracy, according to Brown (in Putri, 2020), is the capacity to form correct sentences using correct vocabulary and grammar when dealing with the natural world. So it can be concluded that speaking accuracy is expressing ideas with correct grammar in communicating.

This means requiring speakers to concentrate on the discourse and grammatical components in their spoken output in order to achieve accuracy. Giving students the chance to engage in daily activities improves accuracy in spoken language teaching. Teachers need to give out and facilitate communication tasks and activities to their students, including role plays, games, and dialogues. Learners can participate in the interactive process as naturally as possible with these kinds of activities. There are the following three categories of accuracy:

1) Vocabulary

Vocabulary is the main thing in verbal exchange, if the acquirer does not recognize the meaning of the keywords used by the person who uses it, they will not be able to participate in communication. Vocabulary For the learning process, vocabulary is also crucial (Furqon, 2017: 6). Vocabulary is one of the most obvious aspects of language and the first thing linguists notice,

according to Richard (in Munir 2016: 16). Vocabulary is a list of words and their meanings, especially in electronic books to gain knowledge about a foreign language.

2) Grammar

Grammar is the science that studies the rules of language and the art of speaking and writing in a way that facilitates understanding. According to Harmer (in Rismasari, 2019), grammar is the science that studies how words in a language can change form and be combined to form sentences. According to Rismasari (2019), grammar means the principles used by a language to change words into sentences.

3) Pronunciation

Pronunciation is the way a language or word is spoken orally, the way a person expresses words through the mouth. Consistent with the definition above, Hornby (1995:928) states that pronunciation is the way a language is expressed through the mouth, the way a word is pronounced, the way a person pronounces words in a language (in mulatsih 2015). From the definition above, it can be concluded that pronunciation is the way a person pronounces a phrase or language.

b. Fluency

The ability to speak automatically and quickly, indicated by markers such as speaking rate and few pauses, is called fluency (Brown

and Richards in Putri, 2020: 12). According to this definition, a person is said to be fluent in a language if they can use grammatical structures and patterns quickly, automatically, and accurately when needed in normal conversation.

Students misunderstand fluency, believing it to be their ability to speak quickly. Therefore, students believe they are competent in a language when they pick it quickly and can speak it Although speed is fluent, there are many other things to consider. In addition, rate, hesitation, application, and accuracy are its components.

c. Comprehensibility

Comprehensibility is the process of understanding speech delivered by the speaker to the listener. Comprehensibility also in the sense of speaking means that people can understand what we say and we can understand what they say. According to Harmer, comprehensibility can occur when people want to communicate with others, they must speak because they have extraordinary knowledge. If there is a gap between them, then good verbal communication is not good communication if the person is still confused about what they are saying. Likewise, Clark and Clark define that comprehensibility has two general meanings. In its narrow sense, comprehensibility shows the formation of meaning and the use of speech acts that are conveyed.

d.   Smoothness

Smoothness is defined as the ability to speak English with good grouping and reduced forms. Good grouping means speaking English fluently, which means not being able to say one word at a time, and reduced forms mean speaking English with reduced vowels, omissions, and contractions (Brown in Hamid, 2015: 29).

3. The Importance of Speaking

In speaking activities, students are expected to be able to communicate with others because through speaking skills students must express their ideas and know more about the information they need. Speaking is an effective ability in which speakers use language to communicate and respond to their ideas, according to the EduBirdie site. We can infer from that statement that speaking can be crucial to our daily lives. Speaking helps us interact with each other to provide facts and others as notes in our community. There are three functions of speaking, namely: speaking as interaction, speaking as transaction and speaking as performance (Juhari, 2016 : 12-14)

People who have the ability to speak can find new ways to talk about things or events with others. Speakers become more powerful if they speak fluently and correctly, with the right intonation and pronunciation, especially in a second or foreign language.. Using speaking skills in a second language well can make a speaker a capable communicator. Effective communication

skills are one of the standards for teachers in many countries around the world.

In fact, the process of learning a second language is similar to the process of learning a first language: preproduction (where students only listen), early production (where students can use short speech), language development (where students try to speak with friends), and intermediate and advanced fluency (students whose abilities are near-native speakers). To learn spoken language effectively, speaking in the target language is the best way. To achieve this goal, teacher education programs must be strengthened.

C. YouTube

1. Definition of YouTube Channel

In today's era, people enjoy watching videos on YouTube because there are many kinds of videos in it, one of which is learning videos. as stated by Kamhar in zulhijah (2020) stated that the use of social media as a learning resource helps education both inside and outside the classroom, such as YouTube. Youtube offers various types of learning content, one of which is English language media.. YouTube can be a source of learning and learning media that can meet the demands of the digital generation. YouTube can increase interest and support the learning style of the digital generation. YouTube also offers a learning experience with new technologies that will come in handy. In addition, YouTube also provides hundreds of thousands of videos with various topics can be used in

classroom learning. YouTube will also be a library a very extensive free video for learners that will encourage them to become independent learner.

According to Zulhijah (2020) The use of YouTube media can improve English skills such as writing, reading, listening and speaking. YouTube is often used in learning English, especially for learning speaking and listening. To learn listening, teachers often play videos on YouTube, then students listen to the video and listen to what someone says in the video. YouTube is very easy to access through phones, laptops and computers easily as long as you have internet access.

2. **The Adventages of YouTube as a Media in Learning English**

According to Khasanah (2021) YouTube has several advantages as a medium for learning, namely:

1. YouTube can be accessed for free by everyone.

2. We can have discussions or perform questions and answers on YouTube.

3. Information about developments in technology, culture, and education can be found on YouTube..

4. As a method of instruction to obtain references for the process of learning.

5. The most well-liked website that can instruct in a fun manner is YouTube.

6. Teachers and students both can use YouTube because it's user-friendly.

7. Everyone can learn a lot from YouTube.

8. As a supplier of teaching motivational materials that allow for current learning methods and motivate students.

3. Disadvantages of YouTube as Learning Media

According to Khasanah (2021) YouTube has several drawbacks as a medium for learning, namely:

a. There are limitations to using YouTube media due to network and mobile specifications.

b. Sinyal should be stable..

c. The downside is that it requires more quota to access or upload videos.

4. Quick Tutorial on Watching Videos on YouTube

Watching videos on YouTube needs a few simple steps. Short tutorials on how to do this can be found in the following content:

a. The first is to open www.youtube.com or the YouTube application that has been downloaded

b. Second, on the homepage in the upper right corner there is a microscope image which means "search" at the top of the screen, enter the keyword, title or term you want to research.

c. Tekan tombol "Cari".

d. A list of YouTube video titles that meet the search needed will be generated, including with screenshots of each one.

e. Select the video that best fits the chosen theme by clicking on the video screen. The selected video will then start playing.

f. At the bottom of the video screen, you can choose to pause, rewind, fast forward, zoom in, and adjust the volume. A timer will also be displayed, indicating the length and duration of the video.

g. You have the option to either view the video again or continue when it ends. Other video clips with comparable material will likewise automatically display their titles and screenshots.

h. You can either copy and paste the video URL from the navigation bar to generate an e-course document link for quick operation, or you can save the video on the YouTube website (under "Favorites" or "Add to Playlist"). class view.

i. By clicking the "Help" option, which directs you to YouTube "Help Center," you can get more details about watching videos and other features.

D. Easy English Channel

Easy English channel is one of the most popular YouTube channels for learning English. The Easy English channel has a variety of interesting videos to use for learning, especially learning English. most of the videos uploaded are dialogue videos, containing lots of conversations on various topics that will help improve English vocabulary and spoken English, can also learn grammar in a fun way, easily understood by almost everyone. The level of English used in the Easy english video channel ranges from beginner to upper

intermediate level. so learning English is more interesting in an entertaining way.

Here's how to get the Easy English channel:

1. Go to YouTube or web app

2. After entering YouTube, on the homepage there is a magnifying glass image which means "search", click on the image to find the channel or video you want to watch.

3. After that type "Easy English" and search. the Easy English channel will appear, then click on the channel then all the videos on the Easy English channel will appear, just click on the video and watch it.

Here are some examples of videos on the Easy English channel:

Figure 2. 1 video describing people   Figure 2. 2 describing people and things

Figure 2. 3 describing your family

Figure 2. 4 video with subtitle feature
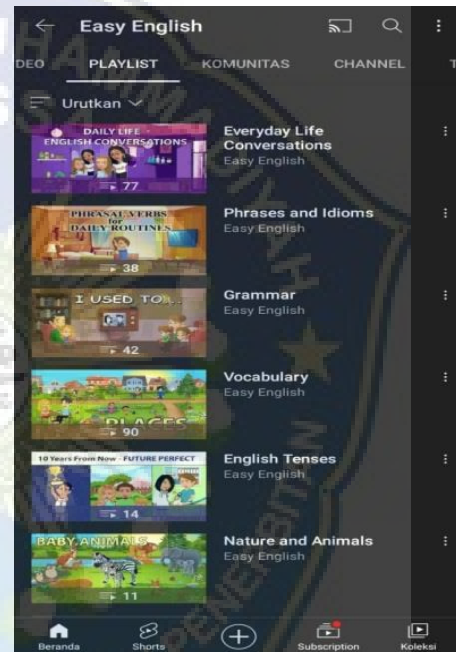

Figure 2. 5 channel Easy English

Figure 2. 6 some videos in channel easy english

E. Theoretical and/or Conceptual Frameworks

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┌─────────────────────────┐
│   Teaching Speaking      │
│   through Easy English   │
│        Channel           │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│ Using Easy English Channel in │
│        YouTube           │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│  Students' speaking skills │
└─────────────────────────┘
         ╱        ╲
        ▼          ▼
┌──────────────┐  ┌──────────────┐
│  Vocabulary  │  │ Pronounciation │
└──────────────┘  └──────────────┘
```
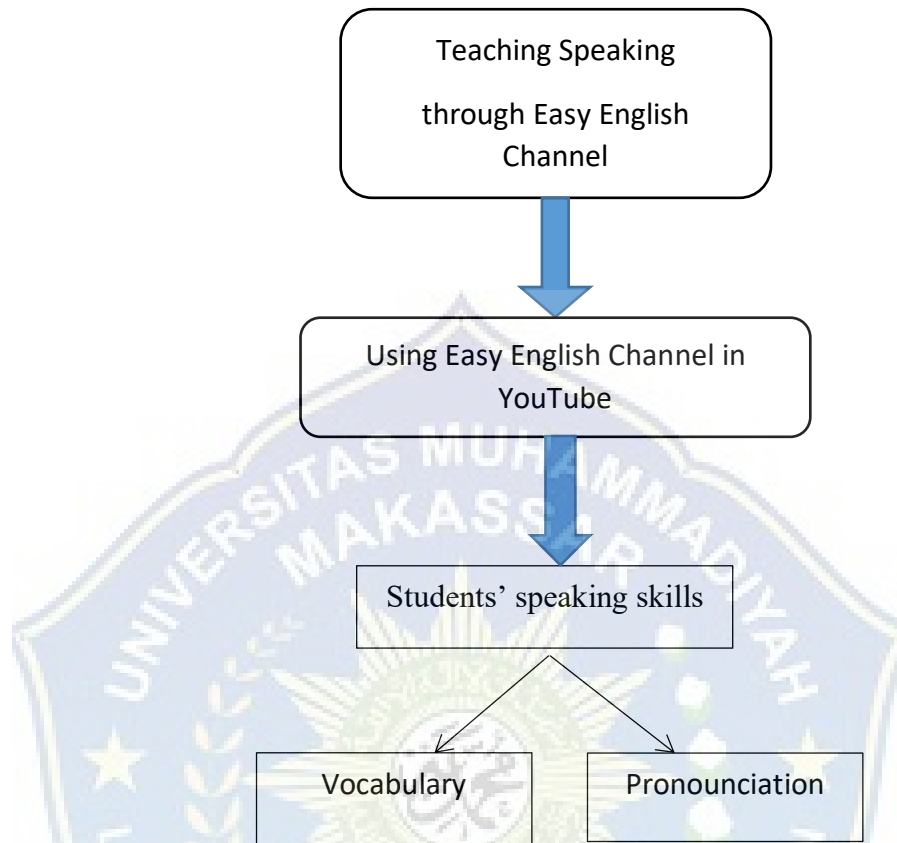
Figure 2. 7 Conceptual Framework

  The conceptual framework above describes the process to find out the improvement of students' speaking skills. Teaching speaking Through the Easy English channel, in the form of an explanation of the Easy English channel in this case speaking skills using video. Meanwhile, Provide treatment using the Easy English channel on YouTube refers to student activities in the teaching and learning process using videos from the Easy English channel. Vocabulary and Pronunciation refers to students' speaking skills as a result of learning English using the Easy English channel videos.

F. Research Hypothesis

The research hypothesis is formulated as follows:

(H0) Null hypothesis: The use of Easy English YouTube Channel is not effective to improve students' speaking skills.

(H1) Alternative Hypothesis: The use of Easy English YouTube Channel is effective to improve students' speaking skills.

CHAPTER III

RESEARCH METHODOLOGI

A. Research Design

This research uses a pre - experimental research. Pre - experimental research is research to find out the presence or absence of increasing in the treated subjects . pre-tested and post-tested designs included in a pre-designed experimental design. Comparison of the test scores before and after the treatment depends on how effectively it worked.

Research Designs

O1 X O2

Figure 3. 1 Design of Pre-test and Post-test

Explanation:

O1 : Pre-test (Before treatment is given)

X : Treatment

O2 : Post-test (After treatment is given)

B. Research Variables and Indicators

There are two variables are:

1. Independent Variable

   The independent variable is the effectiveness of Easy English channel as a media in learning English.

2. Dependent Variable

   The dependent variable is speaking.

C. **Population and Sample**

1) **Population**

The students in class X at SMA Negeri 14 Gowa for the academic year 2023–2024 make up the population of this study. has ten classes and 320 students'.

2) **Sample**

Researchers use the cluster random sampling technique in selecting the research sample. According to Sugiyono (2013) A regional sampling method called cluster random sampling is applied when the population of a nation, province, or district serves as the data source or the object of study was quite large. Based on a predetermined population region, the sample was used to identify whichopulation will be used as a data source. The researcher took class X.7 which consisted of 30 students as an example. Cluster Random Sampling was a technique in which the researcher determines the sampling in a random way without certain characteristics.

D. **Research Instrument**

Instruments are tools or means used by researchers to collect data to make it easier and obtain better results. The instrument used by researchers in this study was a speaking test. This test is divided into two parts, namely the pre- test and the post-test.. Pre-test and post test were used in this study by the researcher.

1. Pre-Test

   Pre-test was given at the beginning of the trial. This test was given to students' before the researcher presents the Easy English channel. The purpose of this pre-test is to identify how far students understand the text. The researcher used a speaking test in the pre-test.

2. Post-Test

   Post-test was given at the end of the experiment. The aim is to identify improvements in students' speaking skills after treatment using the Easy English channel, whether they improve or not. The researcher also used speaking test in this post-test but the topic is different.

E. **Procedure of Collection Data**

   1. **Pre-Test**

      The first step taken by the researcher was to give a pretest, namely a speaking test, to students at the first meeting to determine students' basic speaking abilities. Speaking text is in the form of describing a person and then the researcher record it to facilitate the assessment of students speaking abilities, especially in terms of accuracy (vocabulary and pronunciation).

   2. **Treatment**

      After doing the pre-test, the researcher give treatment to students six times on different days. The researcher teaches speaking using videos from the Easy English channel to the experimental class using several videos. The treatment of this research is described as follows:

1) First, the researcher play a video from the Easy English channel.

2) Second, students watch the video while observing the video's vocabulary and pronunciation.

3) Third, the researcher play the video while explaining how to pronounce the vocabulary in the video. Then students asked to write down the vocabulary they don't know and asked to interpret it.

4) Fourth, the researcher check pronunciation understanding by asking students to repeat the sentences in the video.

5) Fifth, the researcher repeat this activity four times and ensure that students understand enough about speaking through the use of the Easy English channel.

3. Post-Test

After the students were treatment, the researcher gave the students a speaking test to find out whether using the Easy English channel is effective or not. During the speaking test, the researcher recorded it to facilitate the assessment of students speaking abilities, especially in terms of accuracy (vocabulary and pronunciation).

F. Technique of Data Analysis

Data collection through post - test analysis of potential statistics through the following steps :

To calculate the score using this formula:

$$score = \frac{the\ gain\ score}{the\ maximum\ score} \times 100$$

1. Arrange the scores of the students according to the following criteria:

Table 3. 1 Criteria of students' score

No	Score	Classification
1	91-100	Excelent
2	75-90	Very good
3	61-74	Good
4	51-60	Average
5	0-50	Poor

(Harris in Rismasari, 2019)

2. Vocabulary Accuracy in Speaking

Table 3. 2 Classification of students' score in speaking vocabulary

Classification	Score	Criteria
Excelent	5	Use vocabulary like a native speaker
Very good	4	Sometimes uses inappropriate vocabulary
Good	3	Often uses inappropriate vocabulary
Average	2	Using vocabulary incorrectly
Poor	1	Vocabulary is very limited

(Fitriana, 2014)

3. Pronunciation Accuracy in Speaking

Table 3. 3 Classification of students' score in speaking pronunciation

Classification	Score	Criteria
Excelent	5	Easy to understand and has a foreign accent that is easy to understand
Very good	4	Easy to understand even with different accent.
Good	3	It is difficult to understand and sometimes it is wrong to guess what the speaker means
Average	2	Difficult to understand and often asked to correct the words spoken
Poor	1	The pronunciation problem is so serious that it is impossible to understand what the speaker means

(Fitriana, 2014)

4. Calculating the mean score, the mean score obtained by students in the pre-test (X1) and post-test (X2) Using the following formula to determine the speaking test mean for students:

$$X = \frac{\sum X}{N}$$

Where:

X = Mean score

$\sum$ = The sum of all score

N = The number of subjects

(Gay in Putri, 2020)

Using the following formula, determine the percentage of students that improved between the pre- and post-tests:

$$P = \frac{F}{N} \times 100$$

Explanation:

P : Percentage

F : Frequency

N : The total number of students'

(Gay in Rismasari, 2019)

1) After doing out the treatment, students will be given a post-test to determine the student's speaking skills and progress.

2) Next, student scores will be obtained in the range of 10 to 100, then analyzed and the class average will be found.

3) Finally, interpret the scores to determine the effect of the Easy English channel on students' speaking abilities.

CHAPTER IV

FINDINGS AND DISCUSSION

There are two sections to this chapter. The research findings are presented in the first section, and a discussion follows in the second. This section contains the study findings and discussion in particular, along with an explanation of the data analysis results that will be given in the discussion section.

A. Research Findings

The categorization of the students' scores from the speaking test, which consists of the students' pre- and post-tests, served as the basis for the results. In this instance, the researcher sought to address the research questions from the preceding chapter by conducting two tests at the start and conclusion of the study. The researcher measured and ascertained the students' speaking abilities after treatment by administering a post-test to them following the conclusion of the study, which was conducted to ascertain the students' baseline speaking abilities prior to the start of the treatment. If the post-test results are higher than the students' pre-test results, it means that the English learning media through the "Easy English" YouTube channel is effectively used.

1. Students' speaking skills in terms of accuracy

a. Vocabulary

The results of the tests that were used show how the students' speaking accuracy, particularly in vocabulary, has improved with the support of the

"Easy English" YouTube channel. The researcher divides the scores that students got into five categories, which are shown in the table below.

Table 4. 1 Classifying the vocabulary scores of the students'

NO	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1	Excelent	91-100	-	-		-
2	Very good	75-90	-	-	12	55%
3	Good	61-74	-	-	-	-
4	Average	51-60	7	32%	10	45%
5	Poor	<51	15	68%	-	-
	Sum		22	100%	22	100%

Based on the previous table, it is obvious that during the pretest, 15 students were classified as having poor classification (68% of the total scores), and 7 students had average classification (32% of the total scores). Additionally, after getting treatment, students' scores increased on the post-test; 12 students' scores, or 45% of the total, were classified as very good, and 10 students' scores, or 45% of the total, were classified as average; before the implementation of the treatment, none of the students were included in very good classification.

To clearly see the percentage of students' speaking accuracy scores in vocabulary, it may can see the graph below.
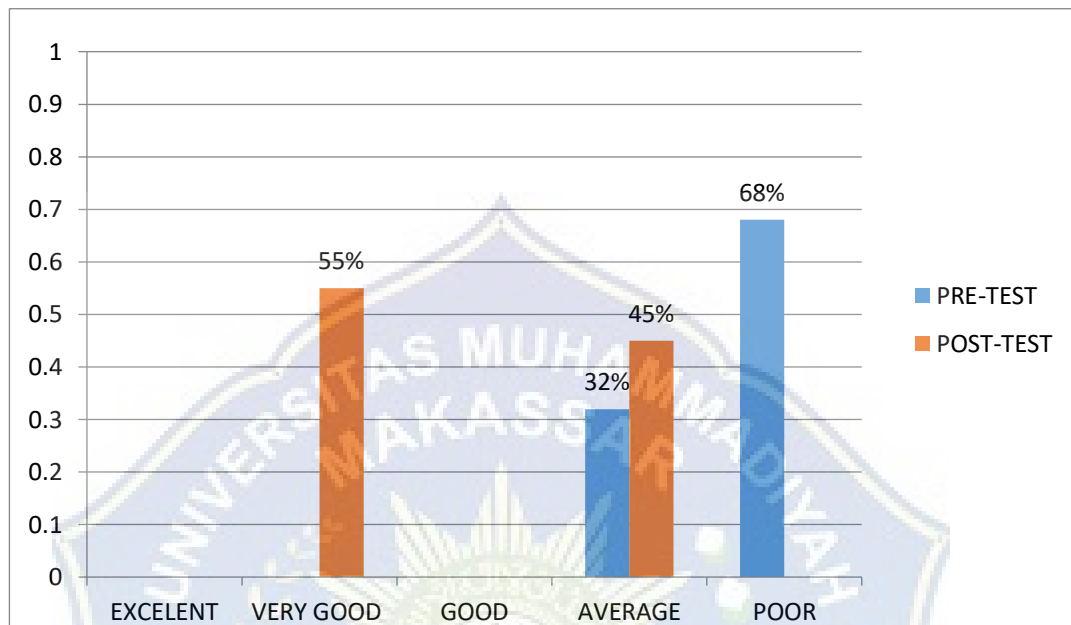

Figure 4 1 a percentage chart showing the vocabulary results of the students

The data presented above demonstrates an improvement in the percentage of students who speak accuracy, especially when it comes to vocabulary, where 68% of students' pre-test results were categorized as poor and 32% as average. After taking the post-test, 45% got average classification, and 55% got very good classification. It demonstrates that employing the "Easy English" YouTube channel to teach speaking skills significantly increases the percentage of students' vocabulary speaking accuracy.

The following is a data table on the improvement of students' speaking skills in terms of vocabulary.

Table 4. 2 Increased students' vocabulary in speaking skills

Variable	Students Mean Score		Improvement (%)
	Pre-test	Post-test	Pre-Test →Post-Test
Vocabulary	46,36	70,90	53%

It is shown in the above table that students' mean scores have improved, especially in terms of vocabulary both before and after the test. Students' mean pre-test score was 46.36, falling into the average classification category. After the students' treatment by the researcher, their mean score was 70.90, placing them in the good classification category. The findings based on students' mean scores showed a 53% increase in vocabulary from the pre-test to the post-test. Before getting treatment, some students, spoke for only a few seconds because they lacked language, and others spoke with incorrect vocabulary. Compared to the pre-test, students spoke for longer periods of time, an increased number of words were used, and only a small percentage of students made word choice errors on the post-test following treatment.

This shows how teaching speaking to students' using the "Easy English" YouTube channel can increase their speaking accuracy, especially when it

concerns vocabulary. Following the treatment, students mean speaking accuracy scores specially for vocabulary from 46.36 to 70.90.

b. Pronunciation

The results of the tests that were given show how effective the "Easy English" YouTube channel application is at helping students speak more accurately, especially when it comes to pronunciation The test results were split up into five categories by the researcher, and these are displayed in the table below.

Table 4. 3 Classifying the pronunciation scores of the students

NO	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1	Excelent	91-100	-	-	-	-
2	Very good	75-90	-	-	4	18%
3	Good	61-74	-	-	-	-
4	Average	51-60	4	18%	16	73%
5	Poor	<51	18	82%	2	9%
	Sum		22	100%	22	100%

As can be seen from the above table, 18 students' pre-test results were classified as poor (82% of the total), while 4 students' results were classified as average (18% of the total). Then, after the treatment, the post-test results showed an increase in the students' scores: 2 students were classified as having poor classification (9% of the total), 16 students were classified as having average classification (73% of the total), and 4 students were classified as having very good classification (18%), a category that did not include any students before to the treatment.

To clearly see the percentage of students' speaking accuracy scores in pronunciation, it may can see the chart below.
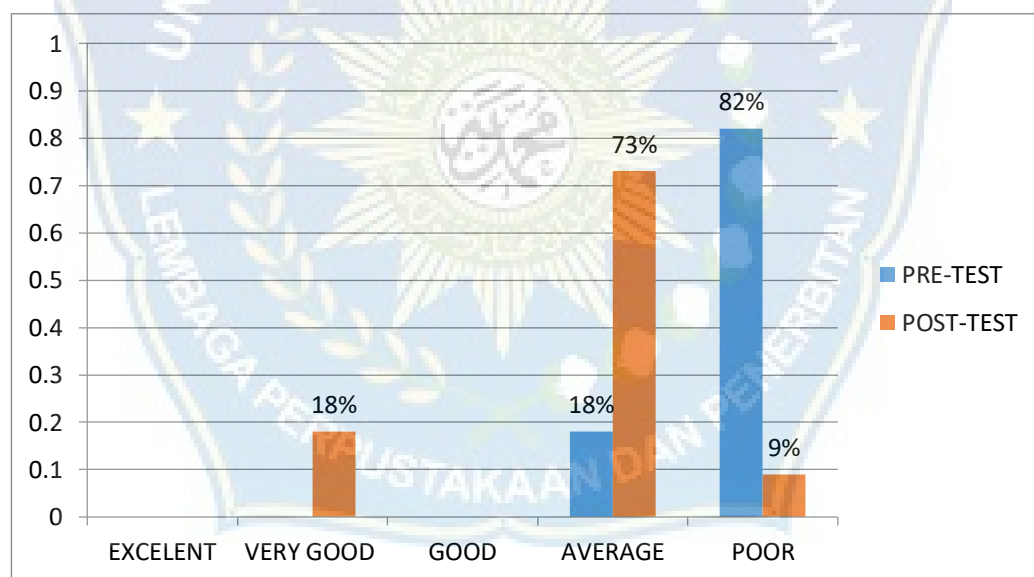

Figure 4. 1 a percentage chart showing the pronunciation results of the students

The data above indicates an improvement in the percentage of students that speak accuracy, especially when it comes to pronunciation., compared to the pre-test results, 82% students scores were in poor classification, and 18% students scores were in average classification. While in the post-test, 9% students scores

were in poor classification, 73% students scores were average classification, and 18% students scores were in very good classification. This proves that there is a significant increase in students' speaking accuracy in pronunciation by using the "Easy English" YouTube channel in teaching speaking skill.

The mean score of the students is displayed in the following table, with a focus on pronunciation improvement and pre- and post-test results.

Table 4. 4 Improvement of students' pronunciation in speaking skill

Variable	Students Mean Score		Improvement (%)
	Pre-test	Post-test	Pre-Test →Post-Test
Pronunciation	43,63	61,81	52%

The improvement of the students' average score is shown in the table above, especially considering how well the students pronounce the words before and after the test. Students' mean score on the pre-test was 43.63 which is included in the good classification category. After the students were given treatment by the researcher, the students' mean score was 61.81 which is included in the good classification category. As a result, before and after the test, the students' mean score performance increased by 52%, especially for pronunciation. In the post-test, most students had pronunciation and intonation that was almost or usually clear/accurate so that what they conveyed could be understood. In contrast, They

had difficulty communicating before getting treatment since they were unclear of how to pronounce it.

This shows how teaching speaking to students through the YouTube channel "Easy English" can improve their speaking accuracy, especially in pronunciation. After the treatment, the average score of students' speaking accuracy especially for pronunciation increased from 43.63 to 61.81.

c. **Speaking**

The following are the results of the mean speaking scores.

Table 4. 5 Improvement of students' speaking skill

Variable	Pre-Test	Post-Test
Speaking	44,99	66,36

The post-test score (66.35 > 44.99) is higher than the pre-test score, as can be seen in the above table. This indicates that by using the "Easy English" YouTube channel, students speaking abilities have improved, especially in their vocabulary and pronunciation. Based on the data, it can be concluded that students' abilities improved significantly after using the "Easy English" YouTube channel, with H0 being rejected and Ha admitted.

B. Discussion

The results of the pre-test and post-tests are discussed in this section of the chapter. The study consisted of conducting a pre-test during the first meeting, treatment students using the "Easy English" YouTube channel, and then giving a post-test. This conversation explains how students speaking abilities improved after getting treatment.

a. The improvement of students' speaking skill in terms of vocabulary

To improve students' speaking skills especially in vocabulary, the researcher used the "Easy English" YouTube channel in teaching speaking, where the use of the "Easy English" YouTube channel can help students' to improve their vocabulary and remember it more easily because of the various videos on the YouTube channel "Easy English".

The classification varies from poor to very good or from a score of 0 to 100 with the criteria put forward by Harris in Rismasari (2019). According to the data, none of the students had especially very good scores on the pre-test but there were many students who scored poor. Some students had a lot of difficulty speaking during the pre-test; for example, some were difficult to talk because to a lack of vocabulary, which made it difficult for them to express what they wanted to. Some of them scored higher on the post-test, which was significantly different compared to the pre-testAfter the treatment, student speaking improved significantly from the pre-test scores. Table 4.2 shows that the mean score for students' vocabulary mastery

speaking accuracy was 46,36, indicating that speaking accuracy falls into the poor category. The post-test result was 70.90 which is categorized as very good. The post-test results proved the improvement that the students had made; most of them obtained very good classifications and improved their vocabulary scores; in other words, the use of the "Easy English" YouTube channel improved the students' speaking accuracy in learning vocabulary.

According to Zulhijah (2020), the use of YouTube media can improve English skills such as writing, reading, listening and speaking. Yunita (2015) also concluded that YouTube videos are an effective medium for improving students' speaking skills. So, teaching speaking skills especially in vocabulary mastery can help students to improve their abilities by using the "Easy English" YouTube channel.

b. **The improvement of students' speaking skill in terms of pronunciation**

The researcher used the "Easy English" YouTube channel to teach speaking to the students in order to improve their accuracy on pronunciation words correctly, where the "Easy English" YouTube channel's videos may help students in improving their speaking pronunciation.

The classification varies from poor to very good or from a score of 0 to 100 with the criteria put forward by Harris in Rismasari (2019). Data indicated that many students were identified as having in poor scores on the

pre-test. Some students had a lot of difficulty speaking in the pre-test, especially with pronunciation. For example, some students knew enough vocabulary, but they were unable to pronounce it correctly. There were four students who got very good scores on the post-test, while the other students obtained average scores. Compared to the pre-test, they were able to pronounce words more clearly on the po-test.

From Table 4.4, students' speaking accuracy score on the pronunciation pre-test was 43,63, which is classified as poor classification. Although the post-test result was 61,81, this indicates a good classification. We can conclude that by using the "Easy English" YouTube channel, students made significant improvements in learning speaking skills, especially in pronunciation. The YouTube channel "Easy English" provides a variety of interesting videos as learning media to improve students' students' speaking skills in terms of fluency, especially vocabulary and pronunciation. As stated by Kamhar (2019:5) in Zulhijah (2020) states that the use of social media or social media as teaching material has a positive effect in the teaching - learning process inside and outside the classroom such as YouTube. According to Damayantin and Ma'ruf (2022) YouTube has advantages as a medium for learning and learning speaking, including because students can learn to speak directly from videos native speakers, so students can improve their speaking. According to Wibowo (2021) videos on YouTube can be used as learning media.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the information and discussion in the previous chapter, the researcher comes to the following conclusions:

There is an increase in students' speaking skills, especially in accuracy (vocabulary and pronunciation) by using the "Easy English" YouTube channel in class X.7 students of SMAN 14 Gowa, because the "Easy English" YouTube channel can help students to improve their vocabulary and how to pronounce it. This is reflected in the students' speaking accuracy scores on vocabulary where the mean scores post-test of students was 70.90, students scored higher than the means scores pre-test of 46.36 and also on the students' speaking accuracy scores on pronunciation, students scored a higher average post-test score of 61.81 from the mean scores pre-test of 43.63. So the post-test speaking score of 66.36 is higher than the pre-test of 44.99.

There is a significant difference in students' speaking skills, especially in accuracy (vocabulary and pronunciation) before and after using the YouTube channel "Easy English" in teaching speaking. The difference in scores between the pre-test and post-test indicates that the use of the "Easy English" YouTube channel in teaching speaking has succeeded in improving students' speaking accuracy (vocabulary and pronunciation), especially in class X.7 students of SMAN 14 Gowa

B. Suggestions

For this research section, here are some suggestions that can be conveyed:

1. After conducting this research, English teachers are highly recommended to use the "Easy English" YouTube channel because it has many advantages in the teaching and learning process, especially in accurate speaking skills.

2. Second, for further researchers who want to use the same variables as this study, the "Easy English" YouTube channel is recommended for different situations, conditions, and even levels to create a renewal flow that is relevant to students' speaking skills.
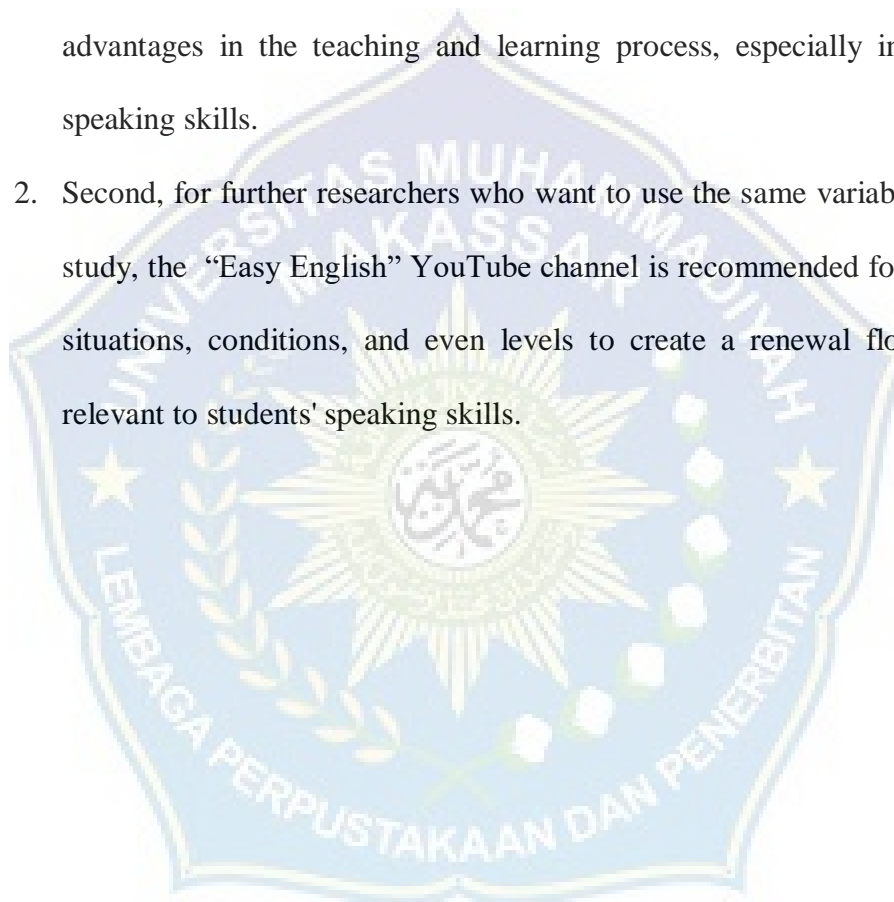
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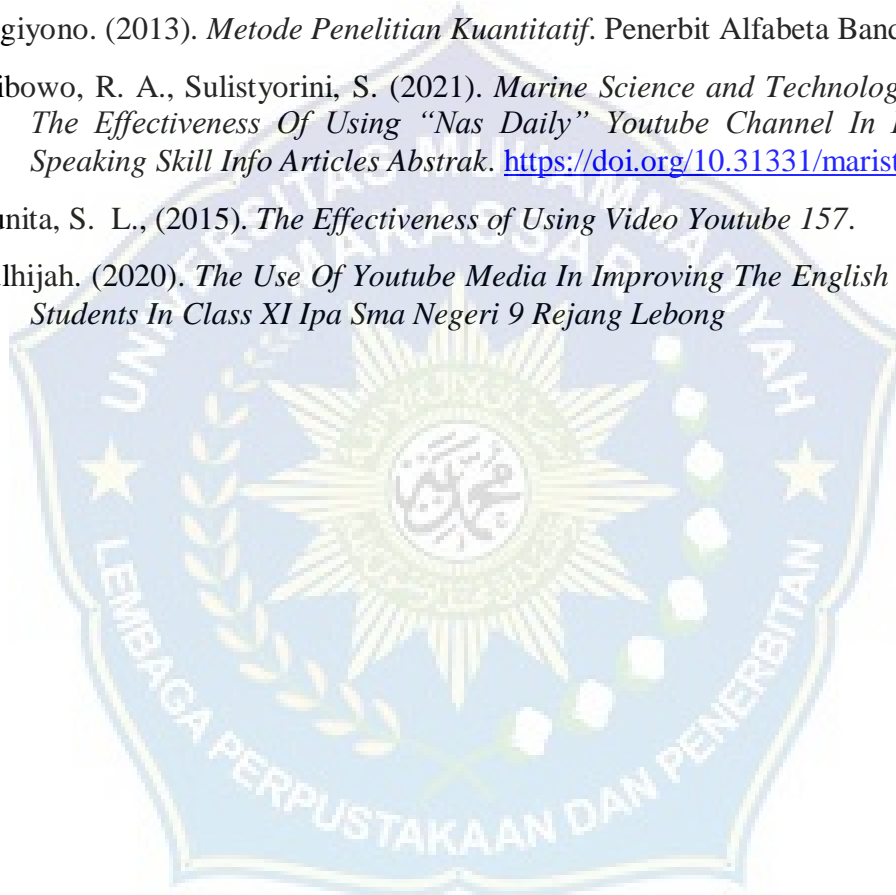
A

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D

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X

APPENDIX

PRE- TEST

NAME:

CLASS:

Describe about your seatmate!

POST-TEST

NAME:

CLASS:

Describe about your parents!

MODUL AJAR 2

MATA PELAJARAN   : BAHASA INGGRIS

KELAS   : X (FASE E)

NAMA SEKOLAH   : UPT. SMAN 14 GOWA

A. Informasi Umum

Kode Modul	Bahasa Inggris E.X.2
Penyusun/Tahun	Sri Yuliana P. /2023
Kelas/Fase Capaian	X/Fase E
Elemen/Topik	Menyimak – Berbicara Membaca – Memirsa Menulis – Mempresentasikan / *Unlock the Ideas to Arts*
Alokasi Waktu	450 menit (10 Jam Pelajaran)
Pertemuan Ke-	1–4
Profil Pelajar Pancasila	*Global Diversity*
Sarana Prasarana	LCD, Proyektor, Papan Tulis
Target Peserta Didik	Regular/tipikal
Model Pembelajaran	Problem-Based Learning
Mode Pembelajaran	Tatap Muka

B. Komponen Inti

Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik dapat:

1. menemukan informasi spesifik dalam bahasa Inggris lisan dan menjawab pertanyaan.

2. menggunakan strategi *back-channeling* untuk memulai dan mempertahankan percakapan dan diskusi.

3. menggunakan ungkapan *simple present*.

4. membaca teks deskriptif untuk untuk memahami arti kosakata tertentu dalam konteks.

5. menggunakan kalimat *simple present* untuk membuat identifikasi.

6. menonton video pendek untuk memahami konteksnya.

7. menulis teks deskriptif melalui kegiatan yang dipandu.

8. berkolaborasi dalam proyek penelitian perpustakaan.

9. mempresentasikan hasil survei menggunakan mode presentasi yang berbeda agar sesuai dengan audiens yang berbeda dan untuk mencapai tujuan yang berbeda dalam bentuk cetak dan digital.

Materi Pembelajaran

1. *Descriptive Texts*

Langkah Pembelajaran

Pertemuan 1 (2 JP)

Pertanyaan Pemantik

1. *what is descriptive text?*

Persiapan Pembelajaran

1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.

2. Guru menyiapkan bahan tayang PPT materi tentang deskrptif teks

Kegiatan awal (10')

• Guru membuka kegiatan pembelajaran dengan mengucapkan salam.

• Perwakilan peserta didik memimpin doa.

- Guru menanyakan kabar peserta didik dan memeriksa kehadiran peserta didik.
- Guru memberikan pertanyaan pemantik terkait *teks deskriptif* dalam bahasa Inggris.
- Guru menyampaikan tujuan pembelajaran yang ingin dicapai dalam materi teks descriptif

Kegiatan Inti (70')

- Guru menjelaskan tentang descriptive text
- Guru memperlihatkan salah satu video tentang DESCRIPTIVE TEXT pada CHANNEL EASY ENGLISH tentang "decribing people".
- Siswa mengamati video yang diberikan oleh guru sambil mencatat kosakata yang baru mereka dengar
- Guru menyuruh siswa untuk speaking menceritakan kembali (retelling) apa yang ada di video
- Setelah itu guru membahas kosakata kosakata baru yang dicatat oleh siswa dan mencari artinya bersama-sama dan belajar cara mengucapkannya.

Kegiatan Penutup (10')
- Guru bersama peserta didik melakukan refleksi mengenai pembelajaran yang telah dilakukan.
- Guru memberikan tugas untuk peserta didik membuat teks deskriptif
- Guru mengkonfirmasi materi yang akan dibahas pada pertemuan berikutnya yaitu teks deskriptif tentang kegiatan sehari-hari.

Pertemuan 2 (2 JP)

Pertanyaan Pemantik

    1. *Do you have a brother or sister?*

Persiapan Pembelajaran

1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.

2. Guru menyiapkan bahan tayang PPT materi teks deskriptif tentang mendeskripsikan seseorang bahasa Inggris.

Kegiatan awal (10')

- Guru membuka kegiatan pembelajaran dengan mengucapkan salam.

- Perwakilan peserta didik memimpin doa.

- Guru menanyakan kabar peserta didik dan memeriksa kehadiran peserta didik.

- Guru memberikan pertanyaan pemantik terkait teks deskriptif tentang mendeskripsikan seseorang.

- Guru menyampaikan tujuan pembelajaran yang ingin dicapai dalam materi teks deskriptif tentang mendeskripsikan seseorang dalam bahasa Inggris.

Kegiatan Inti (70')

- Guru memperlihatkan salah satu video dari EASY ENGLISH CHANNAL tentang "describing your family"

- Siswa mengamati video yang diberikan oleh guru sambil menulis kosakata yang mereka baru dengar

- Siswa diminta untuk retelling atau menceritakan kembali tentang video yang telah ditonton

- Setelah itu guru membahas kosakata kosakata baru yang dicatat oleh siswa dan mencari artinya bersama-sama dan belajar cara mengucapkannya.

Kegiatan Penutup (10')

- Guru bersama peserta didik melakukan refleksi mengenai pembelajaran yang telah dilakukan, yaitu teks deskriptif tentang mendeskripsikan seseorang dalam bahasa Inggris.

- Guru mengkonfirmasi materi yang akan dibahas pada pertemuan berikutnya yaitu mendeskripsikan seseorang

Pertemuan 3 (2 JP)

Pertanyaan Pemantik

1. *Do you have a pet?*

Persiapan Pembelajaran

1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.
2. Guru menyiapkan bahan tayang materi teks deskriptif dalam bahasa Inggris.

Kegiatan awal (10')

- Guru membuka kegiatan pembelajaran dengan mengucapkan salam.
- Perwakilan peserta didik memimpin doa.
- Guru menanyakan kabar peserta didik dan memeriksa kehadiran peserta didik.
- Guru memberikan pertanyaan pemantik teks deskriptif tentang mendeskripsikan seseorang. Guru menyampaikan tujuan pembelajaran yang ingin dicapai

Kegiatan Inti (70')

- Guru memutar video dari Channel Easy English tentang "desribing animals"
- Guru membagi siswa menjadi beberapa kelompok
- Guru meminta setiap kelompok untuk membuat text tentang mendescripsikan teman kelompok seperti pada video yang telah diputar
- Guru meminta setiap kelompok menceritakan textnya di depan kelas.

Kegiatan Penutup (10')

- Guru bersama peserta didik melakukan refleksi mengenai pembelajaran yang telah dilakukan
- Guru mengkonfirmasi materi yang akan dibahas pada pertemuan berikutnya yaitu mendeskripsikan tempat.

Pertemuan 4 (2 JP)

Pertanyaan Pemantik

1. *Have you ever been to a place that was very memorable?*

Persiapan Pembelajaran

1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.

2. Guru menyiapkan bahan tayang mendeskripsikan tempat dalam bahasa Inggris.

Kegiatan awal (10')

- Guru membuka kegiatan pembelajaran dengan mengucapkan salam.
- Perwakilan peserta didik memimpin doa.
- Guru menanyakan kabar peserta didik dan memeriksa kehadiran peserta didik.
- Guru memberikan pertanyaan pemantik terkait mendeskripsikan tempat
- Guru menyampaikan tujuan pembelajaran yang ingin dicapai

Kegiatan Inti (70')

- Guru memperlihatkan video dari easy english channel tentang "describing places"
- Guru meminta sisawa mengamati video setelah itu guru memberi pertanyaan kepada siswa seputar video tersebut
- Guru meminta siswa membuat text descriptive
- Guru meminta siswa menceritakan hasil perkerjaan mereka.

Kegiatan Penutup (10')

- Guru bersama peserta didik melakukan refleksi mengenai pembelajaran yang telah dilakukan, yaitu mendeskripsikan tempat.
- Guru menyampaikan agenda pertemuan berikutnya.

Rencana Asesmen

Peserta didik mengerjakan tugas, yaitu **mendeskripsikan semua anggota keluarganya.**

Pengayaan dan Remedial

Peserta didik mengerjakan soal pengayaan dan remedial yang terdapat di akhir bab. Soal tersebut dapat diunduh dengan scan QR. Soal dikerjakan secara digital.

Refleksi Peserta Didik dan Guru

Refleksi Peserta Didik

✓ *To make sure that you have understood the lesson, let's reflect your understanding by filling in the mind map.*

Refleksi Guru

✓ *Do the teaching and learning process run as planned?*

✓ *Do the students participate in class activities?*

✓ *Do students have any difficulties in understanding some parts of the materials?*

C. Lampiran

Lembar Aktivitas

Silakan kerjakan **Let's Practice** dan **Critical Thinking Tasks** dari Buku Pathway to English SMA/MA Grade X dari PT Penerbit Erlangga halaman 43-50.

Bahan Bacaan Guru dan Peserta Didik

Buku Pathway to English SMA/MA Grade X dari PT Penerbit Erlangga.

Daftar Pustaka

Sudarwati, Th. M. dan Eudia Grace. 2022. Pathway to English SMA/MA Grade X. Jakarta: PT Penerbit Erlangga

GOWA, 10 November 2023

Guru Mata Pelajaran

Sri Yuliana P.

NIM. 105351101618

DAFTAR NILAI PRE-TEST KELAS X 7

NO	NAMA	VOCABULARY	SCORE	PRONUNCIATION	SCORE
1	Adam Iqbal Sahit R.	3	60	2	40
2	Andi Muhammad Alif Raditya Aira	2	40	3	60
3	Angelica Agustina Frederika G	2	40	2	40
4	Dwi Indri Rizkika	3	60	2	40
5	Farah Nayla Haris	3	60	3	60
6	Hafizal	2	40	2	40
7	Hurfan Ramadhan Adnan	3	60	2	40
8	Khaerin Salsabila	3	60	3	60
9	Mega Puspita Agus	3	60	3	60
10	MUH Raihan Hamza	2	40	2	40
11	Muhammad Fayzul Saguna	3	60	2	40
12	Muhammad Rafli	2	40	2	40
13	Nabila Rasyid	2	40	2	40
14	Nurfadillah S	2	40	2	40
15	Nurul Annisa	2	40	2	40
16	Nurul Hikmah	2	40	2	40
17	Resky Amelia Ahmad	2	40	2	40
18	Rizka Wardana	2	40	2	40
19	Rizky Apriani	2	40	2	40
20	Selomelia Anamaria Dumar	2	40	2	40
21	Siti Nurazizah	2	40	2	40
22	ST. Zahra Dini Auliyanti	2	40	2	40

DAFTAR NILAI POST-TEST KELAS X 7

NO	NAMA	VOCABULARY	SCORE	PRONUNCIATION	SCORE
1	Adam Iqbal Sahit R.	4	80	3	60
2	Andi Muhammad Alif Raditya Aira	4	80	4	80
3	Angelica Agustina Frederika G	4	80	3	60
4	Dwi Indri Rizkika	4	80	3	60
5	Farah Nayla Haris	4	80	4	80
6	Hafizal	3	60	3	60
7	Hurfan Ramadhan Adnan	4	80	3	60
8	Khaerin Salsabila	4	80	4	80
9	Mega Puspita Agus	4	80	4	80
10	MUH Raihan Hamza	3	60	2	40
11	Muhammad Fayzul Saguna	4	80	3	60
12	Muhammad Rafli	3	60	3	60
13	Nabila Rasyid	4	80	3	60
14	Nurfadillah S	3	60	3	60
15	Nurul Annisa	4	80	3	60
16	Nurul Hikmah	3	60	2	40
17	Resky Amelia Ahmad	3	60	3	60
18	Rizka Wardana	3	60	3	60
19	Rizky Apriani	3	60	3	60
20	Selomelia Anamaria Dumar	4	80	3	60
21	Siti Nurazizah	3	60	3	60
22	ST. Zahra Dini Auliyanti	3	60	3	60

DOCUMENTATION OF STUDENTS' ACTIVITIES

Pertemuan pertama: pre-test
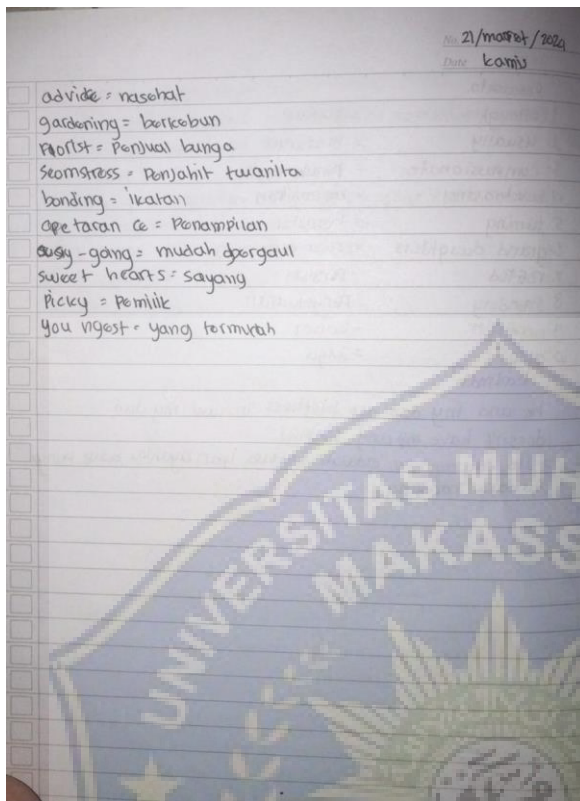
Pertemuan kedua-keempat: treatment

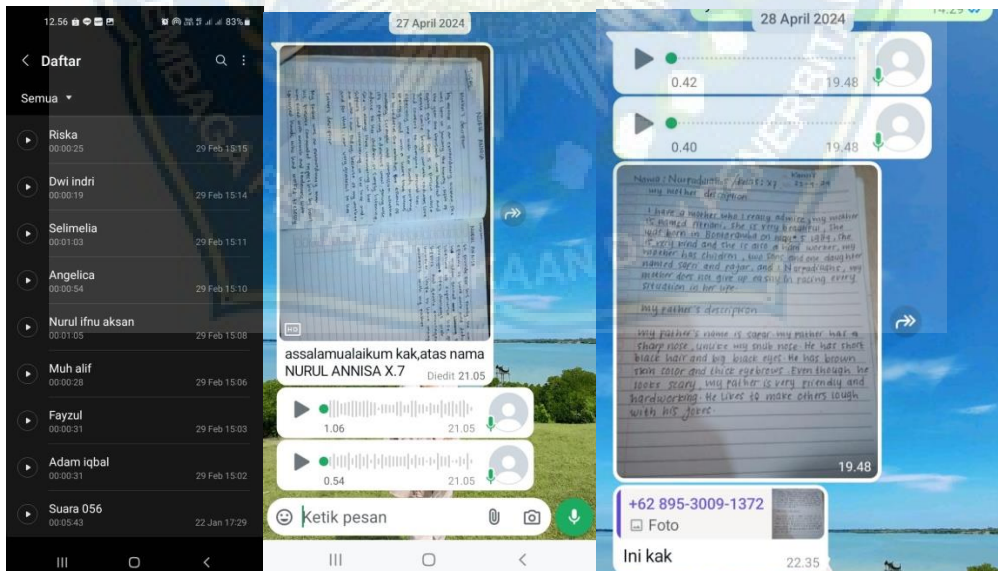**Siswa menonton video sambil mengamati kosakata baru**

Siswa mengulang apa yang di ucapkan pada video untuk belajar pronunciation

Siswa menuliskan kosakata yang mereka tidak tahu lalu mencari artinya

Students pre-test and post-test

MATERI

1. **Penegertian deskriptif teks**

Descriptive text atau **deskriptif teks adalah** suatu teks yang menjelaskan atau mendeskripsikan orang orang, binatang atau suatu benda baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain. Tujuan dari *descriptive text* adalah untuk menjelaskan, menggambarkan, atau mengungkapkan seseorang atau suatu benda.

a) **Struktur Descriptive Text (Generic Structure)**

Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.

Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan. Misalnya sifat-sifat, tsmpilan fisik, dan hal lain yang dituliskan dengan spesifik.

b) **Ciri-ciri Descriptive Text**

• Verb yang digunakan yaitu attribute verb, seperti be (am, is, are)

• Tense yang digunakan yaitu simple present tense

• Hanya fokus pada satu objek tersebut.

Noun : Menggunakan kata benda yang spesifik, seperti misalnya my cat, my boyfriend, National Monument, Selain itu, sering juga menggunakan adjective (kata sifat) untuk memperjelas penggunaan noun atau kata benda, seperti a big house, a smart student, an independence woman.

Simple present tense : menggunakan kata kerja dasar atau bentuk pertama (verb 1) serta menggunakan kata kerja yang dapat menunjukkan kepemilikan atau keadaan sebuah objek. Descriptive text menggunakan simple present tense karena descriptive text menceritakan sebuah fakta dari objek yang

dideskripsikan. Misalnya My office has 22 floors, Azka is pretty, dan lain-lain.

Action verbs : Menggunakan kata kerja yang menunjukkan sebuah kegiatan atau sebuah aktifitas yang bisa dilihat. Misalnya, sleep, walk, sing, dance, dll.

KOSAKATA

Complexion (warna kulit)	*light* (putih) *fair* (cerah) *tan* (kecoklatan) *dark* (gelap)
Height (tinggi badan)	*tall* (tinggi) *short* (pendek) *of medium height* (sedang)
Age (usia)	*old* (tua) *young* (muda) *middle-aged* (paruh baya) *elderly* (tua, usia lanjut)
Build/Figure (bentuk tubuh)	*small* (kecil) *big* (besar) *skinny* (kurus)

	slim (ramping)
	fat (gemuk)
	stocky (kekar)
	muscular (berotot)
Looks (penampilan)	*beautiful*, pretty (cantik)
	cute (imut, manis)
	attractive (menarik)
	cool (keren)
	ugly (jelek)

Good personal qualities	Bad personal qualities
polite (sopan)	*selfish* (egois)
honest (jujur)	*arrogant* (sombong, angkuh)
optimistic (optimis)	*careless* (ceroboh)
generous (murah hati, dermawan)	*short tempered* (pemarah)
diligent (rajin)	*greedy* (tamak, serakah)
confident (percaya diri)	*stingy* (pelit)
trustworthy (dapat dipercaya)	*irresponsible* (tidak bertanggung jawab)

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Sri Yuliana P

Nim   : 105351101618

Program Studi : ilmu administrasi negara

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	7 %	10 %
2	Bab 2	9 %	25 %
3	Bab 3	9 %	10 %
4	Bab 4	7 %	10 %
5	Bab 5	4 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 24 Agustus 2024
Mengetahui

Kepala UPT- Perpustakaan dan Pernerbitan,

Nursinah, Am.d MLP
NBM.

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.ld
E-mail : perpustakaan@unismuh.ac.id

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 3651/05/C.4-VIII/II/1445/2024
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

13 February 2024 M
03 Sya'ban 1445

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di –
  Makassar

السَّلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 15854/FKIP/A.4-II/I/1445/2024 tanggal 6 Februari 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **SRI YULIANA. P**
No. Stambuk : **10535 1101618**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE EFFECTIVENESS OF EASY ENGLISH YOUTUBE CHANNEL AS A MEDIA IN LEARNING ENGLISH"

Yang akan dilaksanakan dari tanggal 15 Februari 2024 s/d 15 April 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السَّلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd
NBM 1127761

02-24

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1732101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	:	SRI YULIANA P.
NIM	:	10535101618
Judul Penelitian	:	THE EFFECTIVENESS OF EASY ENGLISH YOUTUBE CHANNAL AS A MEDIA IN LEARNING ENGLISH
Tanggal Ujian Proposal	:	5 Desember 2023
Tempat/Lokasi Penelitian	:	SMAN 14 GOWA

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Kamis, 29 februari 2024	Pre-test and teaching (treatment)	Nikmawati Ar. S.Pd., Gr.	
2	Kamis, 7 maret 2024	Teaching (treatment)	Nikmawati Ar. S.Pd., Gr.	
3	Kamis, 14 maret 2024	Teaching (treatment)	Nikmawati Ar. S.Pd., Gr.	
4	Kamis, 21 maret 2024	Teaching (treatment)	Nikmawati Ar. S.Pd., Gr.	
5	Kamis, 28 maret 2024	Teaching (treatment)	Nikmawati Ar. S.Pd., Gr.	

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بسم الله الرحمن الرحيم

6	Kamis, 4 april 2024	Post-test teaching (treatment)	Nikmawati Ar. S.Pd., Gr.
7			
8			
9			
10			

Mengetahui,

Ketua Program Studi,
FKIP Ulfismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan Kepala sekolah/Instansi

.... 2024

.... Pd., M.Si.
...................90012001

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT. SMA NEGERI 14 GOWA
Alamat : Jl. Poros Malino Km.2 Batangkaluku Sungguminasa Kab. Gowa, 92111

SURAT KETERANGAN PENELITIAN
Nomor : 070/ /06. b - SMAN.14/ GOWA /2024

Dasar : Surat Kepala Dinas Penanaman Modal dan Pelayanan terpadu Satu Pintu Provinsi Sulawesi Selatan No. 3455/ S.01/PTSP/2024 tanggal 14 Februari 2024, perihal Izin Penelitian maka, kepala UPT. SMA Negeri 14 Gowa, memberi izin kepada yang tersebut dibawah ini :

Nama   : **SRI YULIANA P.**
Nomor Pokok   : 105351101618
Prog. Studi   : Pendidikan Bahasa Inggris
Pekerjaan/ Lembaga   : Mahasiswa (S1) Universitas Muhammadiyah Makassar
Alamat   : Jl. Slt. Alauddin No.259 Makassar

Yang tersebut namanya diatas benar telah mengadakan Penelitian berkaitan penyusunan Tesis yang berjudul : **"THE EFFECTIVENESS OF EASY ENGLISH YOUTUBE CHANNEL AS A MEDIA IN LEARNING ENGLISH"** dari Tanggal 15 Februari s.d. 15 April 2024.

Demikian Surat keterangan ini diberikan untuk diketahui dan dipergunakan dengan sebagaimana mestinya.

Sungguminasa, 26 Agustus 2024
Kepala UPT SMAN.14 Gowa,

GINA,S.Pd.,M.Si
Pembina TK.I
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CURRICULUM VITAE

Sri Yuliana P. was born in Bangkala on August 25, 2001. She is the third of four children of Pattahuddin and Nurmiati. She started elementary school at SDN No.102 Bisoli and graduated in 2012. Then she continued her education at SMPN 2 Bangkala Barat and graduated in 2015. After that, she continued her education at SMAN 1 Takalar and graduated in 2018. In the same year, she registered as a student in the English Language Education Department at the Muhammadiyah University of Makassar. At the end of her studies, she wrote a thesis entitled "The Effectiveness of Easy English YouTube Channel as a Media in Learning English".