

**THE IMPACT OF USING YOUTUBE CHANNEL
“SPEAKING ENGLISH WITH TIFFANI” IN
INCREASING STUDENT’S SPEAKING SKILLS**

(A Quasi Experimental Study at The Grade X of SMK N 2
Lahat, South Sumatera In Academic Year 2021/2022)

A THESIS

Submitted as a partial requirements for the degree of
Sarjana Pendidikan (S.Pd) In English Education Study
Program Tarbiyah and Tadris Faculty UINFAS Bengkulu.



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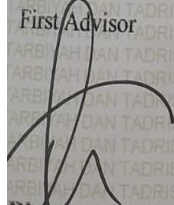
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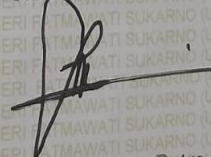
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Motto

*“Make both your parents as your life motivation to always
move forward”*

(Noni Purnama Sari)

DEDICATION

With gratitude and all my love, this thesis is dedicated to :

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PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "The Impact of Using Youtube Channel "Speaking English With Tiffani" In Increasing Student's Speaking Skills (A Quasi Experimental Study at The Grade X of SMK N 2 Lahat, South Sumatera In Academic Year 2021/2022)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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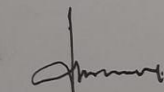
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ABSTRACT

Noni Purnama Sari. (2022). **The Impact of Using Youtube Channel “Speaking English With Tiffani” In Increasing Student’s Speaking Skills** (A Quasi Experimental Study at The Grade X of SMK N 2 Lahat, South Sumatera In Academic Year 2021/2022) Thesis of English Education Study program, Faculty of Tarbiyah and Tadris, State institute of Islamic Studies UINFAS Bengkulu

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The aim of this research was to get an empirical evidence of the impact of Youtube channel “Speaking English With Tiffani” in increasing students' speaking skills. The method of this reseach was quasi-experimental research. The population of this research was the ten grade students of SMK N 2 Kota Lahat. The sample consisted of 32 students from class X A as an experimental class and 32 students from class X B as a control classes. Experimental classes are taught Youtube channel “Speaking English With Tiffani”. The instruments used in this research were oral tests for pre-tests and post-tests. The results showed a difference in learning outcomes of 86.16 for the experimental class, and 78.50 for the control class. The data is analyzed using the t-test formula. Sig value. (2-tailed) is $0,000 < 0.05$. According to the results, it can be concluded that the Null Hypothesis (H₀) was rejected and the Alternative Hypothesis (H₁) was accepted. The results of this research have shown that the used of Youtube Channel “Speaking English With Tiffani” is able to have a positive influence in increasing students' speaking skills in the ten grade of SMK N 2 Kota Lahat in academic year 2021/2022.

Keywords: *Speaking Skills, Youtube Channel, Pair Work Strategies*

ABSTRAK

Noni Purnama Sari (2022). **The Impact of Using Youtube Channel “Speaking English With Tiffani” In Increasing Student’s Speaking Skills** (A Quasi Experimental Study at The Grade X of SMK N 2 Lahat, South Sumatera In Academic Year 2021/2022). Skripsi program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Universitas Islam Negeri Bengkulu.

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Tujuan dari penelitian ini adalah untuk mendapatkan sebuah bukti empiri tentang pengaruh penggunaan Youtube Channel “Speaking English With Tiffani dalam meningkatkan keterampilan berbicara siswa. Metode yang digunakan dalam penelitian ini adalah metode penelitian semi eksperimen. Populasi penelitian ini adalah siswa kelas sepuluh SMK N 2 Kota Lahat. Sampel terdiri dari 32 siswadari kelas X A sebagai kelas eksperimen dan 32 siswadari kelas X B sebagai kelas kontrol. Kelas eksperimen diajar dengan Youtube Channel “Speaking English With Tiffani” dan kelas control diajar secara konvensional. Instrumen yang digunakan pada penelitian ini adalah berupa tes lisan untuk pre-test dan post-test. Hasil penelitian ini menunjukkan perbedaan hasil belajar sebesar 86,16 untuk kelas eksperimen, dan 78,50 untuk kelas kontrol. Data dianalisa dengan menggunakan rumus uji-t. Nilai sig. (2-tailed) adalah $0.000 < 0,05$. Menurut hasilnya, dapat disimpulkan bahwa Hipotesis Null (H_0) ditolak dan Hipotesis Alternatif (H_1) diterima. Hasil dari penelitian ini telah menunjukkan bahwa penggunaan Youtube Channel “Speaking English With Tiffani terintegrasi dengan penggunaan pair work strategi mampu memberikan pengaruh positif dalam meningkatkan keterampilan berbicara siswa pada kelas sepuluh SMK N 2 Kota Lahattahunajaran 2021/2022.

Kata Kunci :KeterampilanBerbicara, Youtube Channel, Pair Work Strategi

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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is one of the important elements in communication. By using language, everyone can communicate with others. Humans are inseparable from the use of language. Language is use every day to make communication easier. According to (Cameron, 2010) language is a sound use by members of a social group to work together, communicate and identify themselves.

The use of language cannot be separated from pronunciation. Pronunciation is seen in the way they speak. According to (Richards, 2002) speaking is verbal interaction. Speaking involve two or more people interacting with each other, which means that the speakers must communicate with each other. Speaking is an important skill that should be mastered by EFL students. Students'

problem is that when they want to speak English, they are afraid of making mistakes and they are embarrassed of criticism from their friends, and teachers strategies that make students bored with learning English.

According to (Ford & Ford, 2009) there are several factors that cause difficulty in speaking English, such as students feeling bored in learning, students being less willing to take the lesson, students usually pay less attention to teaching and learning, and students lacking confidences. Students need media that can attract attention and provide comfort in learning.

Contrast to the theory above, based on the pre-observation did by the researcher in SMK N 2 Lahat, it was found that there are several problems face by students, such as :fear of making mistakes when speaking, lack of vocabulary owned by students, students are too concerned about grammar,

and students feeling bored in class. The others factors that become a problem in speaking skills is that the teacher has difficulty finding the right media and strategy, and students need learning media that can motivate and not make students feel bored in the teaching and learning process.

The teacher use a method in explaining the material and media that still monotonous. In this case, the teacher only use the whiteboard as a learning media, and only a few students have good speaking skills. This is support by taking additional classes (Private Course). Based on the description above, the researcher is interest in conducting research at Vocational High School 2 Lahat because the data is easy to get at the school, the problems faced by teachers and students in this school are in accordance with the learning media to be use by the researcher.

One of the media that used by the researcher in the teaching and learning process, especially in speaking, is the YouTube Channel. Therefore the researcher has to focus on the aspects of speaking, especially vocabulary and pronunciation, by using the YouTube Channel.

The YouTube channel was alternative that can be used as a learning media in the teaching and learning process. There are many more modern and effective ways to repair the ability to speak English. One way, in accordance with technological developments in learning to speak English via YouTube Channel. According to (Binmahboob, 2020) the use of YouTube allows students to communicate and interact with their friends and teachers in class, while watching and understanding the videos. Youtube is a video-based media, with YouTube they can see, hear, and watch what is in the video. In addition, YouTube is a media that can

be use for learning, they can watch, hear the video that is being displayed.

According to (Young & West, 2018)said, Youtube is a site that shares a variety of videos such as video clips, music videos, trailers, and various other type of content such as short videos, video clips, and videos relate to education. Students can benefit from learning speaking skills more effectively and easily by using the YouTube channel.

Implementing Youtube Channel media, the teacher was used a strategy that can help students increase their speaking skills. One of the strategies that used by the researcher is the pair work strategy (*How To Teach English-Jeremy Harmer.Pdf*, n.d.)states that the pair work strategy can get students to practice to increase their speaking skills, learn texts, research languages, or take part in information gap-activities. They can write dialogue,

predict the content of reading text, or compare notes about what they have listened to or seen.

According to (Hedge, 2003) pair work strategies, students can practise language together, study a text, research language. They can write dialogues, predict the content of reading texts, or compare notes on what they have heard or seen.

Palmer (2003) state that the procedure of pair work strategy is a good way to improve students' speaking skills, particularly in classes with a range of mixed abilities. It means the procedure of pair work is a good ways to develop student competence in speaking skills. In this case, Youtube channel media and pair work strategies was used to increase students' English speaking skills .

Based on the explanation above, the researcher was interested to conducting research

using YouTube channel to increase English students' speaking skills as outlined in the thesis entitled "The Impact of Using Youtube Channel "Speaking English With Tiffani" In Increasing Students' Speaking Skills" (A Quasi Experimental Study at the Eleventh Grade of Vocational High School 2 Lahat).

B. Identification of Problem

Based on the background of the problem , there are several problems namely lack of students' courage to speak English because they are embarrassed by other students, teacher strategies are considered boring by students so that students are less interested in the material presented by the teacher and students find it very difficult to speaking because of the student's lack of vocabulary mastery and they don't know how to use grammar accurately.

C. Limitation of Problem

Based on the existing problems, the researcher conducted research focuses on The Impact of Using Youtube Channel “Speaking English With Tiffani” In Increasing Students’ Speaking Skills in SMK N 2 Lahat.

D. Research Questions

Based on the background above, it can be concluded that :

Is there a significant difference in student speaking skills between the students who were taught using Youtube Channel “Speaking English With Tiffani” and that of those who are not ?

E. Research Objective

The main objective of this study is to find out the impact of using the YouTube channel "Speaking English With Tiffani" on students' speaking skills.

F. The Significance of the Study

Speaking is very important to communicate, especially in learning English. To improve speaking skills, researcher interest using the youtube channel, it is hoped that students will succeed in improving their speaking skills by learning to use the Speaking English With Tiffani Youtube Channel. This research is useful:

a. For Researchers

This research was written to fulfill the requirements for obtaining a bachelor's degree.

b. For Students

For students themselves, using the YouTube channel "Speaking With Tiffani" expected to improve students' speaking skills.

c. For Teachers

This research expected to help teachers teach speaking skills to students with more different

and fun media and strategies to improve students' speaking skills.

d. For Institutions

This research was expected to be a reference for Universities to pay more attention to the quality of their students' teaching as the next teacher.

G. Definition of Key Terms

The variables used in this paper are :

a. Speaking

According to (Richards, 2002) speaking is something to express information. The speaker say something to the listener not only express what is on the speaker's mind but also to express what he needs.

b. Online Learning Media

According (Suharsih & Hamidiyah, 2012) learning media is a tool use to conduct the learning process. Online learning media are media that can be use easily by teachers and

students to assist learning so that learning objectives can be achieved even in remote conditions.

c. Youtube Channel

Youtube is a video-based communication media that has many benefits, it can be used as a learning media. From YouTube videos, According to (Binmahboob, 2020) the use of YouTube allows students to communicate and interact with their peers and teachers in class while watching and understanding the videos . Youtube is a video-based media, with YouTube we can see, hear, and watch what is in the video. In addition, YouTube is a media that can be use for learning, with which we can watch, hear what is on the video that is being displayed.

d. Pair Work Strategy

Palmer(2003) in Widianti 2020 stated that the procedure of pair work is a good way to improve students' speaking skill, particularly in classes with a range of mixed abilities. This means the procedure of pair work isa good way to develop student competence in speaking skills.(Faculty, 2020)

CHAPTER II LITERATURE REVIEW

A. Theoretical Riview

1. Speaking Skills

1.1. The Definition of Speaking

Speaking is the use of language to express meaning so that others can understand.(Cameron, n.d.)

Speaking is there are four skills that must be mastered by students, which are listening, speaking, reading, and writing. According to Jeremy Harmer, the four skill are divided into types. Receptive skill is a term used reading and listening, skill where meaning is extracted from the discourse. Productive skill is the term for speaking and writing, skill where students actually have to produce language themselves.

According (Thornbury, 2005) speaking or oral communication is considered an activity involving two or more people in which the listener and speaker must communicate what they hear and contribute quickly.

According to (Richards, 2002) speaking is verbal interaction. speaking involves two or more people interacting, which means that the speaker must communicate with each other.

Based on the theory above, it can be concluded that speaking is an expression or way of communicating verbally that a person use. When someone speaks, of course, there is a meaning that makes other people understand what they said.

1.2. The Aspect of Speaking

Speaking is necessary in all activities of life . In speaking, there are aspects use to make language right, the aspects of speaking are :

a. Grammar

There are several definitions of grammar. First, according to (Richards & Schmidt, 2018)grammar is a description of the structure of language, such as words and phrases that can become sentences. The next definition from (Structure, n.d.)grammar is a set of language system rules and language structures, while from the definition above , it can be concluded that grammar is a structure set to make sentences have unified meaning.

b. Pronunciation

According to Harmer (2001), pronunciation is the ability to produce sounds or expressions from the mouth, which aims to make students able to produce clear language.(Kuliah & Kuiah, 2019)

c. Vocabulary

According to Barnhart (2008), vocabulary is a collection of distinct words that people employed to carry out operation and communicate. The participation in communication is sustained by vocabulary, which is a key component of language.

d. Fluency

According to Harmer (2007), fluency is when a person focus on speaking using clear and effective sentences. When a person speaks confidently without being

nervous, it is called fluency. The word fluency refers to the ability to use language quickly and confidently without worry or fear of making mistakes. So it can be said that fluency is a person's focus on speaking clearly and effectively as possible.

e. Comprehension

According to Hughes (2003), comprehension is a person who knows about everything. Someone who has good comprehension is someone who is smart in understanding any topic after which they will get a satisfactory score..

1.3. The Problem of Speaking

According to (Wang, 2014), students have difficulty speaking due to a variety of factors, including trust, listener support, students' listening capacity, and pressure to perform well. Speaking in a foreign language is

difficult for most foreign language learners because learning to speak a foreign language entails more than understanding its grammatical and semantic rules.

Here are several problems that fall into the category of language problems. According (Nguyen & Tran, 2015) that students usually have difficulty in speaking , this is due to a lack of student confidence and support from listeners. (Nguyen & Tran, 2015

According to Rababa (2014), there are many factors that cause students to have difficulty speaking English as a foreign language. Factors relate to students who do not have mastery of vocabulary find it difficult to get meaning or understand conversations. Motivation is also a factor that causes students to have difficulty in speaking English. Some

students usually have low motivation to speak English.

According to (Education & Program, n.d.) psychological problems often interfere with children's emotional and physical health, life adjustments such as nervousness, lack of confidence and fear of speaking. These problems can affect students' speaking performance.

So it can be concluded that the problems occur in students' speaking are lack of vocabulary, lack of confidence when speaking in front of the class or in public places, lack of motivation from various parties, and psychological problems experienced by a child.

2. Learning Media

2.1. Definition of Learning Media

According to (Susanti & Amelia, 2021) the media are all forms of intermediaries use by people who spread ideas, so that the idea reaches the recipient. Similarly, Blake and Horalsen (in Rohani, 2002:2) also express their opinion about the media. Media is something use to convey messages.

According to Ely and Gerlach (in Rohani, 1997:2) the media has two parts, namely narrow meaning and broad meaning. In a narrow sense, media is a form of graphics, photos, mechanical and electronic devices use to capture, process, and convey information. In a broad sense, media is anything that can create conditions, that enable students to acquire new knowledge, skills and attitudes.

From the explanation above, it can be concluded that the media are all forms of intermediaries used by the sender of messages to reach the recipient of those messages.

2.2. The Purpose of Using Learning Media

According to Sumantri (1999: 178) the purpose of learning through the media is as follows. First, it makes it easier for students to understand certain concepts, principles, attitudes, and skills. Through the media of learning, teachers can facilitate and provide examples, principles, and attitudes and show concrete steps and examples formed for students.

Second, providing a different and varied learning experience so as to stimulate students' interest in learning through the teacher's learning media not only explain the learning

orally, but can be done accompanied by images, videos, text, and sounds.

Third, it can cultivate certain attitudes and skills for using technology. Media can present skills that will be instilled in students. In addition, it can make students interest in using or operating media so that they will indirectly have a positive attitude that is skilled in using technology.

From the explanation above, it can be concluded that the use of learning media has several purposes, including making it easier for students to understand learning more easily, making it easier for teachers to make classes more interesting, and making students enjoy the learning process using learning media.

3. Youtube Channel

3.1. Understanding Youtube

According (Burke et al., 2009) students who learn videos from Youtube will be able to improve their understanding of learning materials. YouTube can be use as an e-learning platform that allows teachers and students to publish videos that show an understanding of a topic, thus creating a social and digital community that specializes in skills.

So it can be concluded that YouTube is a video sharing site that allows users to load and watch various videos. Videos on YouTube have a wide variety of topics from ads to video tutorials to learning videos. In the world of education, youtube can also will use for learning media such as English learning by watching YouTube channel.

3.2. “Speaking English With Tiffani” Youtube Channel

According to website from speakenglishwithtiffani.com "Speaking English With Tiffani" is content that contains learning, tips on learning English, especially in speaking, and the use of a YouTube channel where we can watch or listen to Tiffani (youtube users) share material or tips to improve speaking skills.

Tiffani is an English teacher who focuses on helping learners master English. Tiffani aims to help 1 billion students around the world speak English with confidence. Every video, podcast episode, blog post, guide, and course he produces is designed with one thing in mind to help English learners in English and speak English with confidence.

So it can be concluded that the "Speaking English With Tiffani" YouTube channel is a channel to share various English learning videos that contain tips and ways to learn English, besides that this channel also places more emphasis on learning English, especially speaking.

3.3. The Function of Youtube

According to Abraham (2008), social networks and YouTube generally have functions that can be utilized by users in terms of:

- a) Expanding interactions based on the common values that each individual
- b) Adding insight or knowledge by means of information sharing and comments.
- c) Youtube facility can also be used as a recreational media, for example watching funny movies, new inventions, games and others.

So it can be concluded that YouTube has several functions, including being able to expand the interactions that each individual has, being able to interact within a certain period of time, being able to add insight or knowledge by means of information sharing and commenting, being able to use the media for trade transactions, politics, and even being use in the field of education, for example, using one of the YouTube channels for learning, and Youtube can also be used for entertainment media, for example, watching funny movies as entertainment.

4. Pair Work Strategy

4.1. The Definition of Pair Work Strategy

According to (Richards & Schmidt, 2018), pairwork is a learning process that involves learners working together in pairs, and puts students in a small group to do learning

activities by discussing together. Another definition from (Hedge, 2003), in pair work, students can practice together in the use of language, such as discussing the material, studying texts or dialogue about what to do when learning. Moon (2000) said the pair work strategy is a strategy "to organize and create them (students) in a way that will maximize opportunities to learn".

So it can be concluded that The Pair Work Strategy is a learning strategy that involves learners to working together as a group in order to learn. Students can also practice together in the use of language, such as discussing materials, studying texts.

4.2. Procedure of Pair Work Strategy

According to (Hedge, 2003), the procedure of Pair Work strategy are :

- a. Students are divided into several groups.
- b. Teachers give instruction on what students will do.
- c. The Teachers pays attention and supervises students during the learning
- d. The Teacher, sees, listens, and helps students in difficulties.
- e. The Teacher gives feedback and makecorrections to the students' appearance.
- f. Students discuss their performance.

So it can be concluded that there are several procedures performed on the use of pair work strategies in the classroom.

4.3. The Advantage of Pair Work Strategy

Harmer (*How To Teach English-Jeremy Harmer.Pdf*, n.d.)stated some of the advantages of the pair work strategy as follows :

- a. Increase students' speaking time in the classroom.

- b. Make students work and interact independently.
- c. Making classes more relax and more conducive in learning
- d. Instilling a sense of student responsibility in each group
- e. Making the learning process relatively fast and manageable

Based on the descriptions above, the researcher concluded that in the pair work strategy students' trained to be able to work with their partners, be active in learning, and be able to create a work of opinions and ideas.

B. Previous Relevant Study

1. Andri Putrawansyah (Suhendra et al., 2020) with a research entitled "Effectiveness of Using Youtube Video In Improving Students' Speech Skills Through Asking and Answering Questions" This research was used to determine the importance of

using YouTube video material, which means that the researcher designed the material into the video. The scope of the study focused on analyzing students' speech skills in terms of vocabulary and pronunciation by using YouTube video material through question queries. This research method is a one-class pretest & post test method. The study subjects used purposive sampling, this research instrument was collected using oral tests, based on the results of the pre test and post test, t_{hitung} 15.64, using 0.05 as a significant level with a degree of freedom 29 ($df = 30 - 1 = 29$), then obtained a 2,045 pretest score average of 3.97 and posttest 5.12. this demonstrate that Youtube video material has a significant effect on improving the procedure's text speaking ability in term of vocabulary and pronunciation.

2. Putu Enik Kristen & Diah Ayu Manik Pradnydewi (Kristiani & Pradnyadewi, 2021) with a research

entitled "The Effectiveness of Youtube as a Learning Media in Improving Learners' Speaking Skills". The research used literature studies in collecting data. This research uses literature in data collection. Researcher take the first few steps to collect data from primary and secondary sources. Researcher collect data from books and articles that can support their research, the second step, researcher analyze and classify the collected data, especially the effectiveness of Youtube as a learning media to increase students' speaking skills.

Based on previous research above, there are similarities and differences with the research to be conducted by researcher. The similarity is to discuss the effectiveness of the use YouTube media to improve students' speaking skills. The difference is that researcher use quasi experiment methods while Putu Enik Kristen & Diah Ayu

Manik Pradnydewi use literature methods, another difference is researcher use strategies in teaching while Putu Enik Kristen & Diah Ayu Manik does not use strategy in teaching.

3. (Tristiana & P. Swondo, 2020) this research entitled "The Effect of Youtube Content on Creation on Students' Speaking Skills". This research use a quasi experimental research with quantitative approaches. The research aims to determine whether there are significant effects of using YouTube content to develop students' speaking skills. This study uses a quasi-experimental with a quantitative approach. This study aims to find out if there is an influence of the use of YouTube media on the learning process to increase students' speaking skills. This research sample is students of class XI Private Yaspi, Labuhan Deli, consisting of 80 students divided into 2 classes, experimental groups taught using

YouTube, control classes using conventional techniques. Data acquisition is through pre-test and post test. Instruments are performed oral tests in the form of short dialogues To analyze the data, researchers use t-tests.

Based on previous research above, there are similarities and differences with research to be conducted by researchers. The similarity is to discuss the effectiveness of the use youtube media to improve students' speaking skills. Researcher use quasi experimental methods. The difference is researcher use strategies in teaching while Rena Tristiana, Ashari P. Swondo donot use strategies in teaching.

C. Conceptual Framework

In relation to teaching speaking, teaching is more important. Thus, through the Tiffani Youtube Channel, it is hope that it can help teachers to teach speaking skills in class. This research will be conduct , as follows:

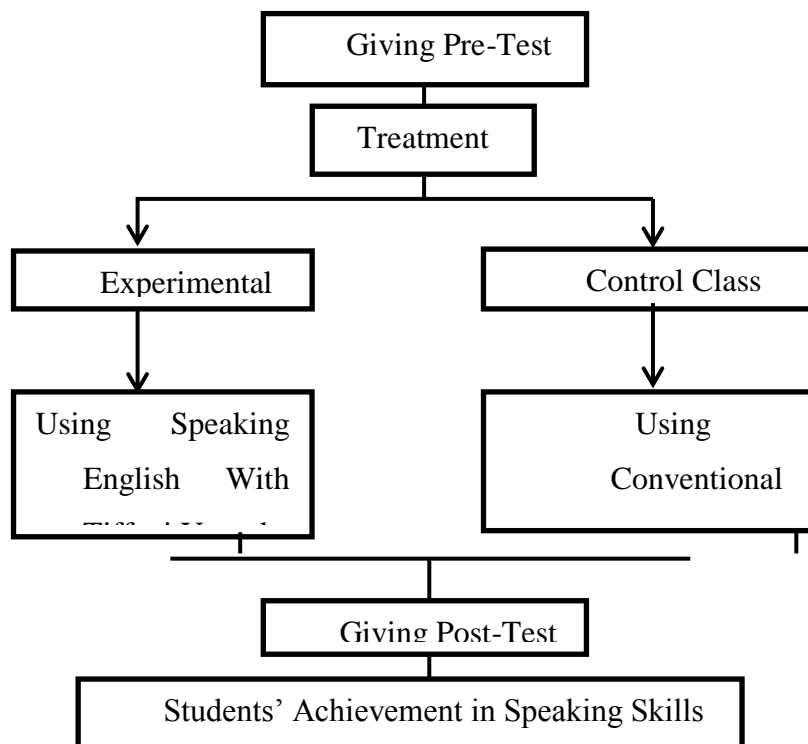


Figure 2.1 Conceptual Framework

Based on the conceptual framework, the researcher will teach English speaking.

D. Hypotesis

There are two hypothesis that must be known:

The alternative hypothesis (H_1) and the null hypothesis

(Ho). The alternative hypothesis predict that there differences between groups (Geoffrey, 2019) and the null hypothesis predict that there is no difference between the groups studied. From this assumption, the research hypothesis is formulate :

1. H₁ (Hypothesis Alternative)

There is a significant influence of using Youtube Channel “Speaking English With Tiffani” on the English speaking skills of grade X students at SMKN 2 Lahat

2. H₀ (Null Hypothesis)

There is no significant influence of using Youtube Channel “Speaking English With Tiffani” on grade X English speaking skills at SMK N 2Lahat

Based on the explanation above, the researcher predicts there is a significant influence from the use of Youtube Channel “Speaking English With Tiffani”.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study used Quasi Experimental Design. In this quasi experimental design the researcher used two classes, namely experimental and control classes. The main goal is to test the impact of a treatment on research. (Mahida, 2012)

In quasi experimental, researcher was conducted a pre-test, give treatment and conduct a post-test. The pretest intend to determine the students' prior knowledge about speaking before being give a treatment and doing the post-test. The treatment was conducted after pre-test while the post-test was used be intend to find out the significant influence of students' speaking skills after the treatment has been given the researcher was used Youtube Channel "Speaking English With Tiffani" and pair work strategy in the experimental

class, and in control class the teacher will use conventional learning to increase speaking skills.

The research design of this research is design by (Creswell,2012) that can be seen below :

Table 3.1 The Research Design

Group	Pre-test	Independent Variable	Post-test
E	Y ₁	X	Y ₂
C	Y ₁	-	Y ₂

Where :

E = experimental group

C = Control Group

Y₁= pre-test

X = treatment

- = no treatment

Y₂= post-test

B. Research Setting

This research was carried out at SMK N 2 Lahat. The target of this research is ten grade high school students. The reason for choosing this school is that in the initial observations and from the observations at the school, the researcher found problems with students' school in accordance with the strategies and media that the researcher will use.

a. Population

According to Creswell (2012) population is a group of individuals who have a different character than other groups. The populations in this study are class X students at SMK N 2 Lahat.

Table 3.2 The Population of the X students of SMK N 2**Lahat**

No.	Class	Number of Students
1.	X A	32
2.	X B	32
3.	X C	30
4.	X D	20
5.	X E	20
6.	X F	20
Total Population		154

2. Samples

According to Creswell (2008:393) sample is the group of participants in a study select from the target population. The sample that used by the researcher. There are two classes. The sample is purposive sampling, because purposive sampling is a nonrandom sampling technique, where researcher

determine sampling with certain characteristics that are in accordance with the purpose of the study.

Table 3.3 The Sample Of The X Students Of SMK N 2

Lahat

No.	Class	Number of Students
1.	X A	32
2.	X B	32

C. Research Instrument

1. Speaking Test

The topic of the speaking test used by the researcher is descriptive text, the descriptive used by the researcher about describing people. The researcher gave oral tests to find out the pre-test and post-test. The first is a pre-test, a pre-test is give to measure a student's speaking ability before give treatment, and the last is a post-test after give treatment.

The speaking test process, is use to measure the ability of speaking students. In this study, researcher was used two classes, namely control classes and experimental classes. The first thing the researcher was do is a pre-test, which is the process to measure students' speaking skills, after the pretest the researcher willuse treatment in both classes, namely control classes and experimental classes. The researcher was used Youtube channel “Speaking English With Tiffani” and the researcher used pair work strategy, pair work strategy is a strategy to work together, so researcher made several groups consisting of 2-4 students, after which the researcher displayed youtube channel by asking students to watch one of the videos to teach speaking, after completion, the researcher measure student speaking by making students dialogue in front of the class using material that is appropriate to their learning after doing treatment researchers

use post-test to find out if there are significant changes in the classroom. On the use of media and strategies that researcher teach in experimental classes.

Students' Speaking Skills Rubric In Appendix

D. Technique of Collecting Data

Pre-test and post-test designs are widely use in behavioral research, especially to compare groups or to measure changes in experimental treatments .

1. Pre-Test

According to *Ali Junaedi* , 2021), the pre-test was conducted at the first meeting to measure the students' ability to understand the learning material. The topic of the pre-test used by the researcher is descriptive text, the descriptive used by the researcher about describing people. The pre-test and post-test is a similar test.

In the pre-test section, the researcher create a study group in that class. The researcher provide some explanations about speaking using Youtube channel . Here are the procedures to follow for the pre-test:

- a. The researcher asked students to introduce themselves
- b. The researcher explained the research objectives
- c. The researcher also explain the procedure that was be given students
- d. The researcher explained the material
- e. Students are ask to given their opinion on a free topic and submit it to the researcher.

Pre-test was given toward the students before they get treatment. The pre-test used to know the students' prior knowledge of speaking accuracy in vocabulary and pronunciation.

2. Treatment

According to (*Ali Junaedi, 2021*), treatment is a way to test students readiness in learning. This can be explain as follows:

After conducting a pre-test, the researcher will give a treatment to the students. Treatment is carried out for 6 meetings, some steps of treatment are:

- a. The researcher provide motivation and explain how important it is to learn English before starting the material.
- b. The researcher explain that they would teach English using Youtube channel “Speaking English With Tiffani” to improve student speaking skills.
- c. Researcher began showing the YouTube channel "Speaking English With Tiffani"
- d. Researcher ask students to watch the YouTube channel.

- e. After the student watches the video, the researcher was provided feedback to the student and provide an opportunity to ask questions, so that there is an interaction between the student and the researcher.
- f. The researcher was used pair work strategies to group students, so that students could discuss, and after students discuss the researcher instruct students to speak in front of the class.

1. Experimental Class

In this class, the use of Youtube channel “Speaking English With Tiffani” is apply as a treatment to improve students' speaking skills. The strategy was used in the experimental class is the pair work strategy.

2. Control Class

In the control class, teacher teach students without using YouTube channels .

3. Post-test

According to Ali Junaedi (*Tahun : 2021*, 2021), the post-test is give at the end of each meeting, post-test was conducted at the last meeting to measure students' English speaking skills after receiving treatment.

In the post-test section, the researcher instructs the students to explain their impressions when watching and learning from a video from a Youtube Channel. Then, to test the researcher was instructed the students to do a dialogue with their friends in front of the class.

1) The researcher explain the test procedure to the students.

2) The researcher asks students to have a dialogue in front of the class.

E. Validity of Test and Reliability Test

1. Test Validity

One of the main criteria that will be use to examine the results is validity. Validity is how we measure the level of the instrument. The focus of validity is the instrument score. The purpose of this test is to test students' speaking skills via YouTube channel Speaking English With Tiffani. Students must speak English for 2 to 5 minutes to demonstrate their language speaking proficiency. The test's substance, or topic, should be relevant to the student's curriculum vitae and textbooks.

For the pretest and posttest, the validity test use content validity and construction validity. This is accomplish by having specialists review the questions that were ask, conduct, and examine (lecturers). Furthermore, Darusman (2021, p.11) claims that it takes five

meetings to achieve results or determine whether the treatment medium has a substantial effect.

2. Reliability Test

The purpose of the instrument's reliability test is to see how reliable it is as a measuring instrument. Reliability is a measure of an instrument's consistency (Arifin, 2011, p. 248). The question of whether or not an instrument can be trust based on certain criteria is one of reality. The same test findings obtained if an instrument is retest with the same group at different periods.

F. Technique of Data Analysis

The data was evaluated and a score calculated using statistical calculations using the t-test technique at a significance level of 5%. The T test used in this study to see if there is a significant difference in average scores between the experimental and control groups. According to

Pallant (2001, p.243) a paired-sample T-test is used once the researcher has completed the analysis, descriptive testing, and normality testing. Normality testing is required to determine whether or not the data follows a normal distribution.

1. Normality Test

This normality test was conducted using IBM SPSS Statistics Version 22, which must meet the following criteria: If the normality test result is greater than or equal to 0.05, the data distribution is normal. However, if the result score is less than or equal to 0.05, the data distribution is not normal (Sujarweni and Endrayanto, 2012). The following formula is used to determine the data's normality.

$$X^2 = \frac{(f_i - f_h)^2}{f_h}$$

Normality test has two criteria, which are :

- a) If $L_{table} > L_{observe}$, then the data distribution is normal
- b) If $L_{table} < L_{observe}$, then the data distribution is not normal.

2. Homogeneity Test

The Homogeneity test used to determine whether or not the data in both classes is homogeneous. This test was also carry out using IBM SPSS Statistics Version 1.60 to have data homogeneity with a significance level of more than = 0.05.

$F = (\text{Largest Variant}) / (\text{Least Variant})$.

$$F = \frac{\text{The biggest varians}}{\text{The smallest varians}}$$

3. T-test

T-test is a data analysis process to find out the significant difference between the students speaking skills who use the YouTube channel in the experimental class and the speaking skills of students' without using the youtube channel in the control class. The t-test used in this study is the Independent Sample T-Test with a two-side significance test using IBM SPSS Statistics Version16.0. If the result show Sig. (2-tail) < sig = 0.05 (5%), then the null hypothesis is accepted. But, if Sig. (2- tail) >sig = 0.05 (5%), then the alternative hypothesis is rejected with the following formula.

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

Where :

T_0 = The value of "t observe"

M_1 = Mean of the difference of experimental class

M_2 = Mean of the difference of controlled class

SE_{M1} = Standard error of experimental class

SE_{M2} = Standard error of controlled class

G. Analysis Data Procedure

The steps for analyzing the data are:

1. The first meeting, the researcher was conducted a pre-test for experimental and control class in order to know students' speaking skills, after that in both classes, the researcher was explained what they are going to learn at the second until sixth meeting. The researcher explained the learning media that used, namely Youtube channel "Speaking English With Tiffani".
2. The second meeting in the experimental and control class, which the researcher was used YouTube . Youtube channel "Speaking English

With Tiffani used during learning process. The researcher also use a pair work strategy it is a strategy for 2/3 of a group to work together. In the control class the researcher did not use Youtube channel.

3. The third meeting, until the sixth meeting the researcher was used Youtube channel “Speaking English With Tiffani” during learning. This is aimed to see if there is an influence on students' speaking skills when using Youtube channel “Speaking English With Tiffani”
4. The last meeting, the researcher conducted a post test on the experimental and control class. Post tests conducted to know whether there is an influence on students after give treatment. The purpose of this post test is to find out whether the use of YouTube channel “Speaking English With Tiffani” can improve students' speaking skills.

BAB IV

FINDINGS AND DISCUSSION

This chapter presents the result of the research and its discussion. In this chapter, the data which had been collected were analyzed and interpreted.

A. Findings

1. Data Description

In the data description, the results of the research are presented in the form of tables, graphs, and narratives. The researcher started the research from Maret 14th until Mei 14th 2022. This research was divided into two classes, namely class X A consisting of 32 students as an experimental class and X B consisting of 32 students as a control class. In experimental classes learning uses Youtube channel “Speaking English With Tiffani” with the use of

pair work strategy while learning in the classroom controls using conventional teaching.

The results showed that Youtube Channel “Speaking English With Tiffani” can increase students’ speaking skills of at SMK N 2 Lahat . The research was also conducted to determine if there was a significant difference in students’ speaking skills between experimental classes and control classes. Data analyzed using SPSS version In the following description presented the findings of the research. The findings were obtained from experimental and control class results on pre-test and post-test scores.

The process carried out to get students’ speaking scores in the experimental class and control class :

- a. The Score Pre-Test of Experimental Class & Controlled Class

In this research, the researcher used class XA of SMK N 2 Lahat as the experimental class. In class X A it consist 32 students who learned English language and taught by using YouTube Channel “Speaking English With Tiffani” and use pair work Strategy in teaching speaking of descriptive text. At first, the researcher was doing Pre-test in order to know the ability of students’ speaking skill by looking at the ability of students to describe their friends in front of cllas , After doing the pre-test, then the class was treated for six times by using YouTube Channel “Speaking English With Tiffani” with Strategy during the teaching and learning process before followed by a post-test at the end.

Table 4.1 Pre-Test in Experiment Classes & Controlled Class

No	Name	Eksperimental Class & Controlled Class	
		Pre-Test	Pre-Test
1	S1	72	67
2	S2	67	78
3	S3	68	70
4	S4	67	70
5	S5	78	60
6	S6	77	63
7	S7	78	76
8	S8	69	67
9	S9	72	62
10	S10	62	60
11	S11	77	65
12	S12	74	73
13	S13	67	63
14	S14	65	62
15	S15	62	74
16	S16	64	60
17	S17	73	69
18	S18	60	72
19	S19	63	80
20	S20	69	60
21	S21	68	77
22	S22	74	75
23	S23	66	79
24	S24	61	62
25	S25	70	66
26	S26	67	79
27	S27	60	78
28	S28	78	63

29	S29	79	65
30	S30	78	66
31	S31	73	70
32	S32	63	67

Based on the table above, that the speaking pre-test conducted a test to measure the students' initial ability, here the researcher examines the students' speaking ability, and the researcher sees that the students' speaking skills still low in the experimental class and control class.

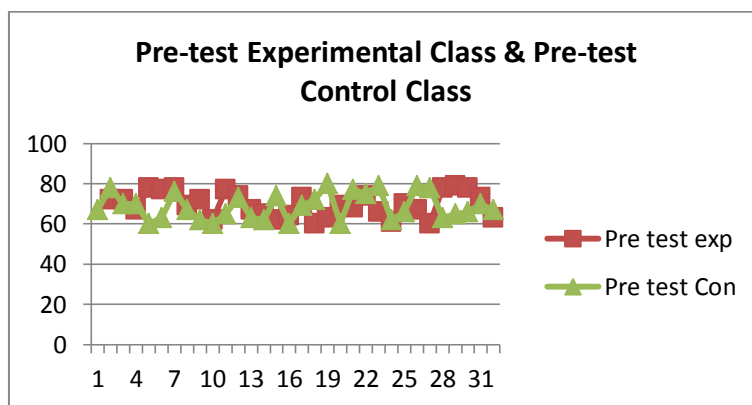


Figure 4.1 Pre-test Experimental class & Pre-test Control class

Based on the graph above, that the speaking pre-test conducted a test to measure the students' initial ability, here

the researcher examines the students' speaking ability, and the researcher sees that the students' speaking skills still low in the experimental class and control class.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student learning outcomes	Equal variances assumed	.451	.504	.010	62	.648	.719	1.567	-2.413	3.850
	Equal variances not assumed			.010	61.537	.648	.719	1.567	-2.413	3.851

	med									
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Based on the table above, it was found that there was an average difference in pre-test speaking skills between the experimental group and the control group. From the table, a Sig (2-tailed) value of $0,10 < 2,0$. Because the significance value $< 2,0$, the researcher's hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. This means that there is no a significant effect using Youtube Channel "Speaking English With Tiffani In Increasing Students' Speaking Skills at SMK N2 Lahat.

b. Treatment In Experimental Class & Control Class

1. Treatment In Experimental Class

In the experimental class, the first thing the researcher did was to give a pre-test at X A to measure students' speaking skills, after

doing the pre-test, the researcher then gave treatment using the Youtube Channel "Speaking English with Tiffani" the researcher started the treatment to improve students' speaking skills, not only by giving Youtube but also the researcher used a strategy, namely the pair work strategy, after doing treatment for 6 meetings the researcher gave a post-test to measure whether there was an effect on the use of Youtube in the experimental class.

2. Treatment In Controlled Class

The treatment carried out in the control class is different from that carried out in the experimental class, learning in the control class does not use the YouTube channel "Speaking English With Tiffani", and the learning process is taught directly by the

teacher, the teacher started the treatment at the school SMK N 2 Lahat.

c. The Score Post-Test of Experimental Class & Controlled Class

In this research, the researcher is used class X B of SMKN 2 Lahat as a controlled class. Similar with the experimental class, this class was had to do the similar pre-test as the experimental class at the beginning and learned to speak about descriptive text. Then, after doing the similar pre-test like experimental class, this class is also being taught about speaking of descriptive text. However, there is difference between the experimental class and controlled class. In control class, they are taught descriptive text without getting any kind of treatments like experimental class which is using YouTube channel and use strategy. Then, after doing

teaching and learning process, the controlled class is also had to do the similar post-test as the experimental class.

Table 4.2 Post-Test in Experiment Classes & Controlled Class

No	Name	Eksperimental Class& Controlled Class	
		Post-Test	Post-Test
1	S1	92	77
2	S2	87	83
3	S3	83	82
4	S4	82	84
5	S5	85	69
6	S6	83	75
7	S7	85	79
8	S8	80	77
9	S9	82	79
10	S10	89	75
11	S11	85	80
12	S12	80	85
13	S13	87	82
14	S14	86	79
15	S15	80	74
16	S16	95	78
17	S17	90	76
18	S18	81	73
19	S19	86	80
20	S20	86	77
21	S21	88	82
22	S22	95	75
23	S23	85	79
24	S24	83	82

25	S25	88	75
26	S26	86	79
27	S27	82	84
28	S28	93	79
29	S29	95	80
30	S30	91	81
31	S31	84	85
32	S32	83	67

Based on the table above, the researcher conducted a post-test, post-test was a test that was carried out after the learning process was completed. After implementing the Youtube channel to improve students' speaking, we can see that with the successful use of the youtube channel, it can be seen from the graph above that there is an increase after the students' speaking.

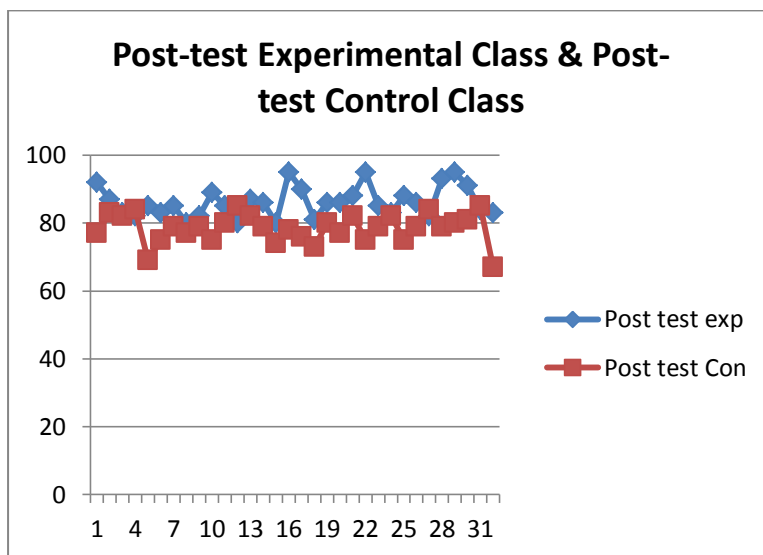


Figure 4.2 Post-Test Experiment Class & Control Class

Based on the graph above, the researcher conducted a post-test, post-test was a test that was carried out after the learning process was completed. After implementing the Youtube channel to improve students' speaking, we can see that with the successful use of the Youtube channel “Speaking English With Tiffani” it can be seen from the graph above that there is an increase after the students' speaking.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student learning outcomes	Equal variances assumed	.116	.734	7.031	62	.000	7.656	1.089	5.480	9.833
	Equal variances not assumed			7.031	61.896	.000	7.656	1.089	5.479	9.833

Based on the table above, it was found that there was an average difference in post-test speaking skills between the experimental group and the control group. From the table, a Sig t value of 7.031 > 2.0. Because the significance value > 2.0, the researcher's hypothesis (H1) was accepted. This means that there is a significant effect using Youtube Channel "Speaking English With Tiffani"

with the use pair work strategy in Increasing Students' Speaking Skills at SMK N2 Lahat, South Sumatera.

Table 4.3 Pre-Test and Post-Test grades in Experiment classes and Control classes

No	Name	Pre-Test Eksperimental Class & Control Class		Post-Test Experimental Class & Control Class	
		Pre-Test	Pre-Test	Post-Test	Post-Test
1	S1	72	67	92	77
2	S2	67	78	87	83
3	S3	68	70	83	82
4	S4	67	70	82	84
5	S5	78	60	85	69
6	S6	77	63	83	75
7	S7	78	76	85	79
8	S8	69	67	80	77
9	S9	72	62	82	79
10	S10	62	60	89	75
11	S11	77	65	85	80
12	S12	74	73	80	85
13	S13	67	63	87	82
14	S14	65	62	86	79
15	S15	62	74	80	74
16	S16	64	60	95	78
17	S17	73	69	90	76
18	S18	60	72	81	73
19	S19	63	80	86	80
20	S20	69	60	86	77
21	S21	68	77	88	82
22	S22	74	75	95	75
23	S23	66	79	85	79

24	S24	61	62	83	82
25	S25	70	66	88	75
26	S26	67	79	86	79
27	S27	60	78	82	84
28	S28	78	63	93	79
29	S29	79	65	95	80
30	S30	78	66	91	81
31	S31	73	70	84	85
32	S32	63	67	83	67
	SUM	2221	2198	2757	2512
	Average Score	69,41	68,69	86,16	78,50
	Minimum Score	60	60	80	67
	Maximum Score	79	80	95	85

Based on the Table 4.3 is that the students' speaking score of post-test of experimental class and control class having some increased from the pre-test score. Then, it indicates that after implementing online learning using YouTube Channel "Speaking English With Tiffani" with pair work strategy in the teaching and learning speaking at the experimental class, the using of YouTube channel with the Pair work strategy affects students' speaking skills.

Table 4.4 Descriptive statistic Pre-Test Experimental & Control Class

Descriptive Statistics					
	N	Minim um	Maxim um	Mean	Std. Deviation
Pre-Test Eksperiment	32	60	79	69.41	5.988
Pre-Test Kontrol	32	60	80	68.69	6.532
Valid N (listwise)	32				

Based on the table above descriptive statistical analysis is useful for describing research data and including the amount of data. It can be seen that the sample (N) 32 represents the number of students in the experimental class and control class. There was the highest pre-test score in the experimental class was 79, While the highest Pre-Test Kontrol score is 80 and the lowest score is 60 so the average score is 68.69 .

Table 4.5 Descriptive statistic Post-Test Experimental & Control Class

Descriptive Statistics					
	N	Minim um	Maxim um	Mean	Std. Deviation
Post-Test Eksperiment	32	80	95	86.16	4.444
Post-Test Kontrol	32	67	85	78.50	4.265
Valid N (listwise)	32				

Based on the table above descriptive statistical analysis is useful for describing research data and including the amount of data. It can be seen that the sample (N) 32 represents the number of students in the experimental class and control class. The highest post-test score in the experimental class was 95 and the lowest was 80 with an average of 86.16. While the highest control class post-test score is 85 and the lowest is 67 with a average score of 78.50.

Based on the table above descriptive statistical analysis is useful for describing research data and including the amount of data. It can be seen that the sample (N) 32 represents the number of students in the experimental class and control class. There was the highest pre-test score in the experimental class was 79 and the lowest score was 60 so it earned an average of 69.41, the highest post-test score in the experimental class was 95 and the lowest was 80 with an average of 86.16. While the highest Pre-Test Control score is 80 and the lowest score is 60 so the average score is 68.69 and the highest control class post-test score is 85 and the lowest is 67 with a average score of 78.50.

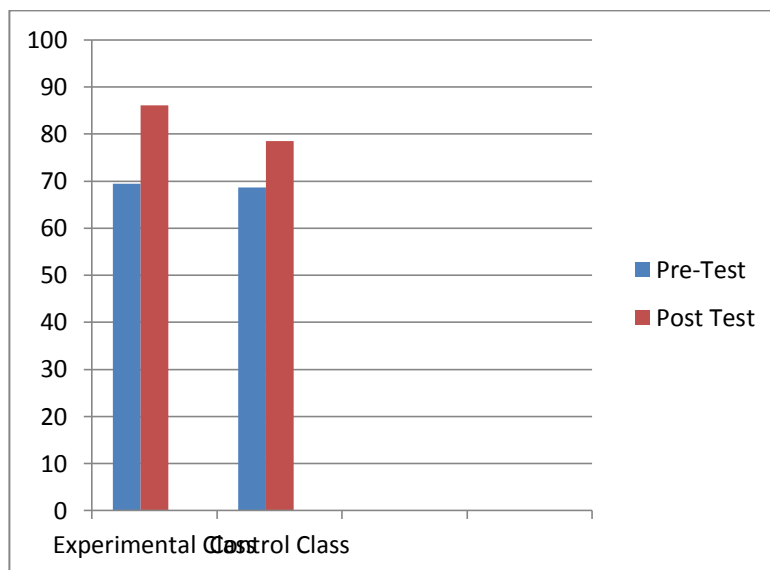


Figure 4.3 Students Pre-Test and Post-Test

Further, in order to see the differences of the score of pre-test and post-test from both classes, the researcher presented the diagram based on the of pre-test and post-test from experimental class and controlled class. From the diagram, it was clearly that experimental class got higher score than controlled class in the post-test.

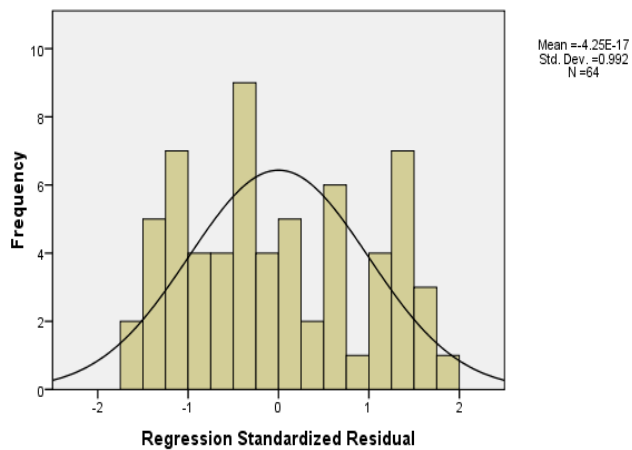
2. Normality Data Test

Normality test is used to determine whether data collection from experimental and controlled classes is distributed within a normal curve or not. This normality test was conducted using IBM SPSS Statistic Version 22.0 which has the following requirements: if the normality test result is more than > 0.05 , it can be categorized that the data distribution is normal, but if the result score is less than < 0.05 . Normality test results that showed that the significance value (Sig) for all data both on the kolmogrov-smirnov test and the shapiro-wilk test > 0.05 using SPSS.

		Tests of Normality					
Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student learning outcomes	Pre-Test	.116	32	.200*	.93	32	.067
	Experiment				.8		
	Pre-Test	.133	32	.159	.92	32	.025
	Controlled				.3		

Dependent Variable : Student Learning

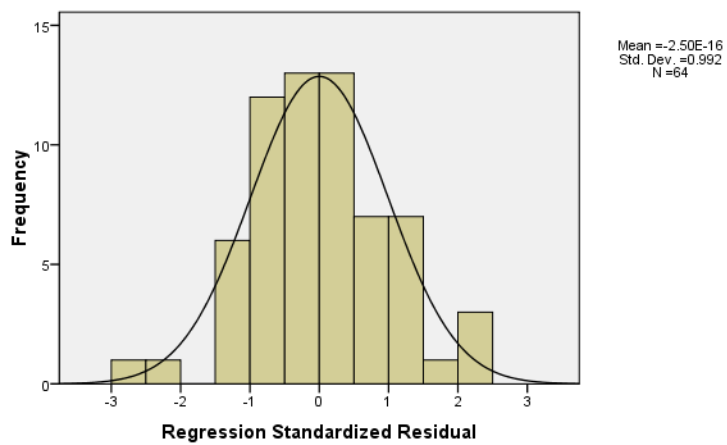
Outcomes



Based on the table above, the researcher obtained normality test results that showed that the significance value (Sig) for all data both on the kolmogrov-smirnov test and the shapiro-wilk test > 0.05 using SPSS, it can be concluded that the bedistribution research data is normal.

		Tests of Normality					
Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statis	df	Sig.	Stat	df	Sig.
		tic			istic		
Student learning outcomes	Post-Test Ekperime	.139	32	.119*	.93	32	.041
	nt				1		
	Post-Test Controlle	.140	32	.110	.95	32	.150
	d				1		

**Devendent Variable : Student learning
outcomes**



Based on the table above, the researcher obtained normality test results that showed that the significance value (Sig) for all data both on the kolmogrov-smirnov test and the shapiro-wilk test > 0.05 using SPSS, it can be concluded that the distribution research data is normal.

3. Homogeneity Test

After obtaining the results of the normality test, the next step is to calculate the homogeneity of the data. Homogeneity test is used to determine whether data in both classes is homogeneous or not. This test was also performed using IBM SPSS Statistic Version 22 to have a data homogeneity with a significant level of more than $\alpha > 0.05$

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Student learning outcomes	Based on Mean	.116	1	62	.734
	Based on Median	.161	1	62	.690
	Based on Median and with adjusted df	.161	1	61.991	.690
	Based on trimmed mean	.118	1	62	.732

Based on the mean significance value (Sig) is $0.734 > 0.05$, so it can be concluded that the

variance of post-test data of experimental classes and post-test data of control classes is the same or homogeneous. Thus, one of the requirements of the independent sample t-test has been fulfilled.

4. T-Test

T-test is the process of analyzing data to determine significant differences between students' speaking skills using Youtube Channel "Speaking English With Tiffani" in experimental classes and students' speaking skills without using Youtube channel in controlled classes. The t-test to be used in this research is the Independent Sample T Test with a two-tail significance test using IBM SPSS Statistic Versio 22.0. If the results show Sig. (2-tail) < sig $\alpha = 0.05$ (5%), then null hypothesis accepted. But, if Sig. (2-tail) > sig $\alpha = 0.05$ (5%), then null hypothesis rejected.

Table 4.6 Independent Samples Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error	95% Confidence Interval of the Difference	
									Lower	Upper
	Equal variances assumed	.16	.734	7.031	62	.000	7.656	1.089	5.480	9.833
	Equal variances not assumed			7.031	61.896	.000	7.656	1.089	5.479	9.833

Table 4.7 Group Statistics

		Group Statistics			
Class		N	Mean	Std. Deviation	Std. Error Mean
Student learning outcomes	Post-Test Class Eksperiment	32	86.16	4.444	.786
	Post-Test Class Control	32	78.50	4.265	.754

Based on the table above, it was found that there was an average difference in post-test speaking skills between the experimental group and the control group. From the table, a Sig (2-tailed) value of $0.000 < 0.05$. Because the significance value < 0.05 , the researcher's hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. This means that there is a significant effect using Youtube Channel "Speaking English With Tiffani" in Increasing Students' Speaking Skills at SMK N2 Lahat, South Sumatera.

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Eksperiment - Post-Test Eksperiment	-16.750	6.107	1.080	-18.952	-14.548	-15.16	31	.000
Pair 2	Pre-Test Control - Post-Test Control	-9.812	6.689	1.182	-12.224	-7.401	-8.299	31	.000

Based on the table above, it was found that there was an average difference in post-test speaking skills between the experimental group and the control group. From the table, a Sig (2-tailed)

value of $0.000 < 0.05$. Because the significance value < 0.05 , the researcher's hypothesis (H1) was accepted and the null hypothesis (Ho) was rejected.

5. The Statistical Hypothesis

This research was conducted to answer the problem of research whether the use of Youtube Channel "Speaking English With Tiffani" has a significant effect on the speaking skills of grade X students in SMK N 2 Lahat. Furthermore, to explain the answer to the above question, the data from the pre-test and post-test are calculated by using the t-test (paired samples t-test) formula with the assumption as follows:

- a) H_1 : If the value of sig. (2-tailed) < 0.05 , it means that there is significant effect on students' speaking skills using Youtube Channel "Speaking English With Tiffani" integrated the use of pair work strategy. H_1

(the null hypothesis) is accepted.

- b) H_0 : If the value of sig. (2-tailed) > 0.05 , it means that there is no significant effect on students' speaking skills using Youtube Channel "Speaking English With Tiffani" integrated the use of pair work strategy H_0 (the null hypothesis) is rejected.

B. Discussion

In this part, the discussion deals with the interpretation of findings derived from the results of findings about the observations of students' speaking skills in the teaching and learning process using Youtube Channel "Speaking English With Tiffani" it is demonstrated by the achievement of students in pre-test and post-test. There are differences in the learning outcomes of average students in

experimental classes and control classes due to differences in treatment during the learning process.

Researcher found positive findings that occurred in the use of Youtube Channel “Speaking English With Tiffani” as evidenced by the results of research conducted for 2 months, that there was progress when researchers taught using Youtube Channel “Speaking English With Tiffani” and used pair work strategies in the experimental class, the first thing the researcher did was to do a pre-test in the experimental class and the control class after that the researchers conducted a treatment in the experimental class using Youtube Channel “Speaking English With Tiffani” and the last researcher did a post-test to see the final results after

using the Youtube channel “Speaking English With Tiffani”.

Seen from the students’ problems in speaking such as, students are lack of courage to speak English because they are embarrassed by other students, teacher strategies are considered boring by students so that students are less interested in the material presented by the teacher, the students find it difficult to speaking because of the students’ lack of vocabulary mastery and they don't know how to use grammar accurately. Pair work strategies can be used to solve this problem. According to (Hedge, 2003) pair work strategies, students can practise languagetogether, study a text, research language. They can write dialogues, predict the content of

reading texts, or compare notes on what they have heard or seen.

Palmer (2003) in Widiанти 2020 stated that the procedure of pair work is a good way to improve students' speaking skill, particularly in classes with a range of mixed abilities. This means the procedure of pair work is a good way to develop student competence in speaking skills.(Faculty, 2020)

Meanwhile, the student learning process in the experimental class uses Youtube channel "Speaking English with Tiffani", where learning using pair work strategies guides students in instilling awareness of the knowledge they have, planning what is needed to do it. work and how to do it. The pair work strategy in its implementation

focuses on the creativity of students. The use of Youtube channel causes students to be more motivated in speaking English, students become more creative, and students are not ashamed to improve their speaking skills.

Based on the data obtained, experimental classes and controls had almost the same level of speaking skills as shown by pre-test speaking given before treatment. The average pre-test score in the experimental class was 69.41 and the control class's average score was 68.69. The researcher conducted the research using Youtube channel "Speaking English With Tiffani and the students taught and gave treatments using these media. They can grow their motivation and creativity in the learning process

using Youtube channel “Speaking English With Tiffani” because they can learn English in a fun and easy way.

In this research, researchers selected ten grade to be a sample of the research. Researchers conducted a research on classes XA and X B where X A as aexperimental class and X B as an control class in SMK N 2 Lahat to take a speaking test. Furthermore, after treatment using Youtube Channel “Speaking English With Tiffani” given in class X A to teach speaking skills, and conventional learning in class X B . There are significant effects of students' speech ability. This can be seen in pre-test students' average scores in experimental classes of 69.41 and the average post-test score was 86.16. The data has

been analyzed using the T-test (paired samples t-test) standard signification of 5% with sig value. (2-tailed) is $0.000 < 0.05$. According to the results, it can be concluded that the Alternative Hypothesis (H_1) was accepted and Null Hypothesis (H_0) was rejected.

In the application of Youtube Channel “Speaking English With Tiffani” integrated by using pair work strategy ,This pair work strategy has been proven to have a positive impact on students, based on research conducted by Widianti (2020) that the pair work strategy is proven to improve students' speaking skills, and according to Palmer (2003) stated that the procedure of pair work is a good way to improve students' speaking skill, particularly in classes with a range of mixed abilities. This means

the procedure of pair work is a good way to develop student competence in speaking skills

However, in practice the researcher also found some obstacles, such as there were still some students who are not interested at learning, making it difficult for them to increase their speaking skills. This condition is natural, all we can do as educators is motivate children and control them in the learning process. The researcher hopes that this Youtube channel "Speaking English With Tiffani" is able to make students master their speaking skills, not only using YouTube but also using pair work strategies, which are strategies that are expected to be used in improving students' speaking skills.

The results of this research showed that using Youtube Channel “Speaking English With Tiffani” provided a significant difference in increasing students' speaking skills. The students enjoy using Youtube Channel “Speaking English With Tiffani” . Based on research, difficulty in speaking is students are not short to speak, shy to speak, and vocabulary is low. When they Youtube Channel “Speaking English With Tiffani” they can reduce their difficulty. Therefore, this research means that Youtube Channel “Speaking English With Tiffani” can increase students' speaking skills at SMK N 2 Lahat.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of research findings and the recommended suggestions in order to be considered as a reference for the enhancement for the next follow-up research.

A. Conclusion

Speaking is a competency that students need to master in order to communicate with each other. Speaking is a difficult skill, and teachers should teach these skills using interactive strategies and media. There are many strategies and media that can be used to improve students' speaking skills. Youtube Channel is a medium that can be used to teach speaking skills. The research was conducted to look at the effects of Youtube Channel "Speaking English With Tiffani" on students' speech ability. Based on statistical calculations in chapter four, the use of Youtube Channel "Speaking English With

Tiffani and the use pair work strategy has a significant effect on students. This can be proven by differences in students' average pre-test and post-test scores.

Based on the results of research and discussions described in the previous chapter, it can be concluded that there are significant impact of The use Youtube Channel "Speaking English With Tiffani In SMK N 2 Lahat. It can be seen that the description of learning outcomes in experimental classes uses a sample (N) of 32 students, the lowest experimental pre-test score is 60 and the highest score is 79 so the average score is 69.41 and the lowest pre-test control is 60 and the highest value is 80 so the average value is 68.69. Post-Test Experiment is 80 and the highest score is 95, so the average is 86.16 while the lowest control class post-test is 67 and the highest value is 85, so the average value is 78.50. It can be seen that the increase in the

value of learning outcomes in experimental classes with the application of Youtube Channel and the use of pair work strategy is much greater in increasing the value of student learning outcomes compared to control classes.

A quasi-experimental design was used to collect data and the result of the data the value of sig. (2-tailed) was $0.000 < 0.05$. According to the result, it can be concluded that the Alternative Hypothesis (H_1) is accepted and the Null Hypothesis (H_0) is rejected. Moreover there was significant effect on students' speaking skills using Youtube Channel "Speaking English With Tiffani" for teaching speaking at the ten grade of SMK N 2 Lahat.

B. Suggestion

Based on the results of the research, discussion and conclusions described above, the researchers provide the following suggestions:

- 1) It is recommended to students to use the Youtube Channel “Speaking English With Tiffani” because it can make children not feel bored if they have to learn on their own.
- 2) It is recommended for further researchers, I highly recommend for friends who will do research later to try references Youtube Channel “Speaking English With Tiffani” because whatever type of research will be carried out, I only hope that the research I have done can be useful for further research.

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Lesson plan of experimental class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMK N 2 Kota Lahat
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Describing People
Kelas : X/1
Tahun Pelajaran : 2022/2023
Alokasi Waktu : 8 JP (4 Pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

- 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya
- 4.8. Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal

- (1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal, dengan atau tanpa a dan the, plural (-s), this, that, those, my, his, dst.
- (2) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan quite, very, extremely, dst.
- (3) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense.
- (4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal
- (5) Ucapan, tekanan kata, intonasi
- (6) Ejaan dan tanda baca
- (7) Tulisan tangan

Topik

Orang, tempat wisata, dan bangunan bersejarah terkenal relevan dengan kehidupan siswa sebagai remaja dan pelajar SMK, dengan memberikan keteladanan tentang perilaku santun, peduli, jujur, disiplin, percaya diri, kerjasama, cinta damai, dan bertanggung jawab.

E. Alat, Bahan, dan Sumber Belajar

Media LCD projector, Laptop, LKS, dan buku bahasa Inggris untuk SMK kelas X

F. Metode / Teknik

Pair Work Strategy

G. Langkah-langkah Kegiatan

Langkah Pembelajaran	Kegiatan Guru	Kegiatan Siswa
Kegiatan Awal		
Pendahuluan	Guru mengucapkan salam kepada siswa dan meminta salah satu siswa untuk	Siswa Menyimak

4.9. Menyunting teks deskriptif tulis sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengidentifikasi tujuan teks deskriptif
2. Mengidentifikasi struktur teks deskriptif
3. Mengidentifikasi unsur kebahasaan teks deskriptif
4. Menjawab pertanyaan yang berkaitan dengan teks deskriptif
5. Menyebutkan kata sifat yang berhubungan dengan teks deskriptif

D. Materi Pembelajaran

Teks lisan dan tulis sederhana tentang orang

Fungsi sosial

Membanggakan, mengenalkan, dan mengidentifikasi, memuji, mengkritik, mempromosikan, dsb

Struktur teks

- a. Menyebutkan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
- b. Menyebutkan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya
- c. Menyebutkan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

Unsur kebahasaan

	memimpin doa.	
	Guru memeriksa kesiapan siswa baik fisik maupun psikisnya dengan memperhatikan kebersihan dan menanyakan kabar dari siswa dilanjutkan mengabsen kehadiran siswa.	Siswa Menyimak
	Guru menyampaikan kompetensi dasar, indikator, tujuan pembelajaran yang akan dicapai, dan kegiatan pembelajaran bahasa inggris	Siswa menyimak penyampaian guru
	Guru memotivasi siswa dengan Menyampaikan manfaat/kegunaan materi yang akan dipelajari	Siswa mencermati manfaat/ kegunaan materi yang akan dipelajari
	Guru memberikan apersepsi kepada siswa dengan menampilkan beberapa gambar dan video dialog tentang materi mereka kemudian menanyakan "Apakah kalian mengetahui dialog dalam video merupakan dialog tentang apa?" "Apakah kalian paham apa yang mereka bahas?"	Siswa menjawab pertanyaan guru
Kegiatan Inti		
Mengidentifikasi apa yang siswa ketahui dan yang tidak	Guru membagi siswa ke dalam beberapa kelompok Guru mendorong siswa untuk	Siswa mempersiapkan diri bergabung dengan anggota kelompoknya Siswa menyampaikan

kembali proses berpikir (Debriefing thinking process)	berdialog dengan temannya menggunakan bahasa Inggris di depan kelas sesuai dengan materi yang diajarkan. Kegiatan ini dilakukan dengan mendorong siswa untuk memonitor setiap langkah yang dilakukan, mengecek jawaban dari penyelesaian tugas, mempertimbangkan ketepatan hasil penyelesaian tugas.	memuat dialog dan mempraktekannya di depan kelas
Evaluasi diri (Self-regulation)	Guru membantu siswa untuk menilai pemahaman diri mereka sendiri terhadap pembelajaran yang telah dilakukan serta memberikan penjelasan kembali kepada siswa yang belum paham	Siswa menilai pemahaman diri sendiri serta meminta penjelasan kembali pada materi yang belum dipahami
Kegiatan Akhir		
Penutup	<p>Guru mengajak siswa untuk mencermati dan merenungkan kembali kegiatan yang telah dilakukan</p> <p>Guru mengajukan pertanyaan sebagai evaluasi ketercapaian indikator pembelajaran</p> <p>Guru memfasilitasi siswa membuat kesimpulan terhadap pembelajaran yang telah dilakukan</p>	<p>Siswa merenungkan kesalahan-kesalahan yang telah dilakukan dan kesulitan-kesulitan yang dialami</p> <p>Siswa menjawab pertanyaan guru</p> <p>Siswa membuat kesimpulan terhadap pembelajaran yang</p>

Guru memberikan tugas lanjutan mengenai materi pembelajaran pada pertemuan selanjutnya	telah dilaksanakan Siswa mencatat tugas yang diberikan guru
--	--

H. Penilaian

No	Aspek yang dinilai	Deskripsi
1.	Pengucapan (Pronunciation)	5= Hampir Sempurna 4= Ada kesalahan tapi tidak mengganggu makna 3= Ada beberapa kesalahan mengganggu makna 2= Banyak kesalahan dan mengganggu makna 1= Terlalu banyak kesalahan sehingga sulit dipahami
2.	Tata Bahasa (Grammar)	5= Hampir Sempurna 4= Ada kesalahan tapi tidak mengganggu makna 3= Ada beberapa kesalahan mengganggu makna 2= Banyak kesalahan dan mengganggu makna 1= Terlalu banyak kesalahan sehingga sulit dipahami
3.	Intonasi (Intonation)	5= Hampir Sempurna 4= Ada kesalahan tapi tidak mengganggu makna 3= Ada beberapa kesalahan mengganggu makna 2= Banyak kesalahan dan mengganggu makna 1= Terlalu banyak kesalahan sehingga sulit dipahami
4.	Kelancaran (Fluency)	5= Sangat lancar 4= Lancar 3= Cukup lancar 2= Kurang lancar 1= Tidak lancar
5.	Ketepatan (Accuracy)	5= Sangat lancar 4= Lancar 3= Cukup lancar 2= Kurang lancar

<p>pemikirannya (Thinking about thinking)</p>	<p>menyampaikan pendapatnya tentang pemecahan masalah Melalui pembelajaran dengan menggunakan Youtube menyajikan video pembelajaran tentang Describing People. Kemudian bertanya kepada mereka "Apakah kalian memahami tentang materi yang kita pelajari?" "Coba kalian beri kesimpulan terhadap video pembelajaran tersebut?"</p>	<p>pemecahan masalah yang diberikan guru</p>
<p>Membuat jurnal berpikir (keeping thinking journal)</p>	<p>Guru mendorong siswa agar membuat catatan terhadap hasil identifikasi dan diskusi melalui jurnal belajar</p>	<p>Siswa membuat catatan dan menuangkan hasil identifikasi dan hasil diskusi melalui jurnal Belajarnya</p>
<p>Membuat perencanaan dan regulasi diri</p>	<p>Guru mendorong siswa meningkatkan responsibilitas untuk merencanakan dan meregulasi belajar mereka melalui pertanyaan "Strategi apa yang akan digunakan untuk penyelesaian pembelajaran ini?", "Sumber relevan mana saja yang dapat membantu anda dalam penyelesaian tugas?", "Berapa lama waktu yang dibutuhkan dalam menyelesaikan tugas tersebut?" "Tahap-tahapan apa yang akan digunakan dalam penyelesaian tugas?"</p>	<p>Siswa membuat perencanaan dalam penyelesaian tugas yang di berikan dalam pembelajaran</p>
<p>Melaporkan</p>	<p>Guru mengarahkan siswa untuk</p>	<p>Siswa bersiap untuk</p>

1= Tidak lancar

Cara penilaian kemampuan berbicara (speaking skills)

No	Nama Siswa	Skor yang diperoleh					Jumlah skor yang diperoleh
		Aspek 1	Aspek 2	Aspek 3	Aspek 4	Aspek 5	
1							
2							
3							
4							
dst							

Rumus perhitungan nilai siswa, sebagai berikut:

$$\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor max/ideal}} \times 100$$

Mengetahui,
Guru Mata Pelajaran



Darmawanti, S.Pd
NIP: 196910221995122002

Lihat, April 2022
Mahasiswa



Noni Purnama Sari
NIM. 1811230009

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMK N 2 Kota Lahat
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Describing People
Kelas : X/1
Tahun Pelajaran : 2022/2023
Alokasi Waktu : 8 JP (4 Pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

- 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya
- 4.8. Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal
- 4.9. Menyunting teks deskriptif tulis sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

- 4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat

1. Mengidentifikasi tujuan teks deskriptif
2. Mengidentifikasi struktur teks deskriptif
3. Mengidentifikasi unsur kebahasaan teks deskriptif
4. Menjawab pertanyaan yang berkaitan dengan teks deskriptif
5. Menyebutkan kata sifat yang berhubungan dengan teks deskriptif

D. Materi Pembelajaran

Teks lisan dan tulis sederhana tentang orang

Fungsi sosial

Membanggakan, mengenalkan, dan mengidentifikasi, memuji, mengkritik, mempromosikan, dsb

Struktur teks

- a. Menyebutkan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
- b. Menyebutkan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya
- c. Menyebutkan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang semuanya sesuai dengan fungsi sosial yang hendak dicapai

Unsur kebahasaan

- (1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal, dengan atau tanpa a dan the, plural (-s), this, that, those, my, his, dst.
- (2) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan quite, very, extremely, dst.
- (3) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense.

(4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal

(5) Ucapan, tekanan kata, intonasi

(6) Fjaja dan tanda baca

(7) Tulisan tangan

Topik

Orang, tempat wisata, dan bangunan bersejarah terkenal relevan dengan kehidupan siswa sebagai remaja dan pelajar SMK, dengan memberikan keteladanan tentang perilaku santun, peduli, jujur, disiplin, percaya diri, kerjasama, cinta damai, dan bertanggung jawab

E. Alat, Bahan, dan Sumber Belajar.

Media LCD projector, Laptop, LKS, dan buku bahasa Inggris untuk SMK kelas X

F. Metode / Teknik

Pair Work Strategy

G. Langkah-langkah Kegiatan

Langkah Pembelajaran	Kegiatan Guru	Kegiatan Siswa
Kegiatan Awal		
Pendahuluan	Guru mengucapkan salam kepada siswa dan meminta salah satu siswa untuk memimpin doa.	Siswa Menyimak
	Guru memeriksa kesiapan siswa baik fisik maupun psikisnya dengan memperhatikan kebersihan dan menanyakan kabar dari siswa dilanjutkan mengabsen kehadiran siswa.	Siswa Menyimak
	Guru menyampaikan kompetensi	Siswa menyimak penyampaian guru

Guru mengajukan pertanyaan sebagai evaluasi ketercapaian indikator pembelajaran	Siswa menjawab pertanyaan guru
Guru memfasilitasi siswa membuat kesimpulan terhadap pembelajaran yang telah dilakukan	Siswa membuat kesimpulan terhadap pembelajaran yang telah dilaksanakan
Guru memberikan tugas lanjutan mengenai materi pembelajaran pada pertemuan selanjutnya	Siswa mencatat tugas yang diberikan guru

H. Penilaian

No.	Aspek yang dinilai	Deskripsi
1.	Pengucapan (Pronunciation)	5= Hampir Sempurna 4= Ada kesalahan tapi tidak mengganggu makna 3= Ada beberapa kesalahan mengganggu makna 2= Banyak kesalahan dan mengganggu makna 1= Terlalu banyak kesalahan sehingga sulit dipahami
2.	Tata Bahasa (Grammar)	5= Hampir Sempurna 4= Ada kesalahan tapi tidak mengganggu makna 3= Ada beberapa kesalahan mengganggu makna 2= Banyak kesalahan dan mengganggu makna 1= Terlalu banyak kesalahan sehingga sulit dipahami
3.	Intonasi (Intonation)	5= Hampir Sempurna 4= Ada kesalahan tapi tidak mengganggu makna 3= Ada beberapa kesalahan mengganggu makna 2= Banyak kesalahan dan mengganggu makna 1= Terlalu banyak kesalahan sehingga sulit dipahami

	<p>“Sumber relevan mana saja yang dapat membantu anda dalam penyelesaian tugas?”</p> <p>“Berapa lama waktu yang dibutuhkan dalam menyelesaikan tugas tersebut?”</p> <p>“Tahap-tahapan apa yang akan digunakan dalam penyelesaian tugas?”</p>	
<p>Melaporkan kembali proses berpikir (Debriefing thinking process)</p>	<p>Guru mengarahkan siswa untuk berdialog dengan temannya menggunakan Bahasa Inggris di depan kelas sesuai dengan materi yang diajarkan. Kegiatan ini dilakukan dengan mendorong siswa untuk memonitor setiap langkah yang dilakukan, mengecek jawaban dari penyelesaian tugas, mempertimbangkan ketepatan hasil penyelesaian tugas.</p>	<p>Siswa bersiap untuk memuat dialog dan mempraktekannya di depan kelas</p>
<p>Evaluasi diri (Self-regulation)</p>	<p>Guru membantu siswa untuk menilai pemahaman diri mereka sendiri terhadap pembelajaran yang telah dilakukan serta memberikan penjelasan kembali kepada siswa yang belum paham</p>	<p>Siswa menilai pemahaman diri sendiri serta meminta penjelasan kembali pada materi yang belum Dipahami</p>
Kegiatan Akhir		
<p>Penutup</p>	<p>Guru mengajak siswa untuk mencermati dan merenungkan kembali kegiatan yang telah Dilakukan</p>	<p>Siswa merenungkan kesalaha-kesalahan yang telah dilakukan dan kesulitan-kesulitan yang dialami</p>

4.	Kelancaran (Fluency)	5= Sangat lancar 4= Lancar 3= Cukup lancar 2= Kurang lancar 1= Tidak lancar
5.	Ketepatan (Accuracy)	5= Sangat lancar 4= Lancar 3= Cukup lancar 2= Kurang lancar 1= Tidak lancar

Cara penilaian kemampuan berbicara (speaking skills)

No	Nama Siswa	Skor yang diperoleh					Jumlah skor yang diperoleh
		Aspek 1	Aspek 2	Aspek 3	Aspek 4	Aspek 5	
1							
2							
3							
4							
dst							

Rumus perhitungan nilai siswa, sebagai berikut:

$$\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor max/ideal}} \times 100$$

Mengetahui,
Guru Mata Pelajaran



Darmawanti,S.Pd
NIP: 196910221995122002

Labat, April 2022
Mahasiswa



Noni Purnama Sari
NIM. 1811230009

Lesson plan of control class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMK N 2 Kota Lahat
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Describing People
Kelas : X/1
Tahun Pelajaran : 2022/2023
Alokasi Waktu : 8 JP (4 Pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

- 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya
- 4.8. Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal

4.9. Menyunting teks deskriptif tulis sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

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2. Mengidentifikasi struktur teks deskriptif
3. Mengidentifikasi unsur kebahasaan teks deskriptif
4. Menjawab pertanyaan yang berkaitan dengan teks deskriptif
5. Menyebutkan kata sifat yang berhubungan dengan teks deskriptif

D. Materi Pembelajaran

Teks lisan dan tulis sederhana tentang orang

Fungsi sosial

Membanggakan, mengenalkan, dan mengidentifikasi, memuji, mengkritik, mempromosikan, dsb

Struktur teks

- a. Menyebutkan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
- b. Menyebutkan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya
- c. Menyebutkan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

Unsur kebahasaan

- (1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal, dengan atau tanpa a dan the, plural (-s), this, that, those, my, his, dst.

- (2) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan quite, very, extremely, dst.
- (3) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense.
- (4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal
- (5) Ucapan, tekanan kata, intonasi
- (6) Ejaan dan tanda baca
- (7) Tulisan tangan

Topik

Orang, tempat wisata, dan bangunan bersejarah terkenal relevan dengan kehidupan siswa sebagai remaja dan pelajar SMK, dengan memberikan keteladanan tentang perilaku santun, peduli, jujur, disiplin, percaya diri, kerjasama, cinta damai, dan bertanggung jawab.

E. Alat, Bahan, dan Sumber Belajar.

LKS dan buku Bahasa Inggris untuk SMK X

F. Metode / Teknik

Metode Ceramah

G. Langkah-langkah Kegiatan

1. Pendahuluan

- a. Guru memberi salam
- b. Guru memimpin doa
- c. Guru memeriksa kehadiran siswa
- d. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari
- e. Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari
- f. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- g. Guru menyampaikan cakupan materi dan uraian kegiatan.

2. Kegiatan Inti

Mengamati

- Peserta didik mengamati beberapa gambar orang.
- Peserta didik membedakan gambar satu dengan lainnya.
- Dengan bimbingan dan arahan guru, peserta didik mengidentifikasi ciri-ciri atau sifat untuk mendeskripsikan gambar.

Mempertanyakan

- Dengan pengarahannya guru, peserta didik mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif
- Peserta didik memperoleh pengetahuan tambahan tentang ungkapan ucapan selamat, fungsi sosial, struktur teks, dan unsur kebahasaan.

Bereksplorasi

- Peserta didik dibentuk menjadi 3 kelompok (3-4 anak)
- Peserta didik berdiskusi dengan kelompoknya terkait teks yang telah dibaca

Mengasosiasi/ Menganalisis

- Dengan bimbingan guru, peserta didik berdiskusi dengan kelompoknya untuk menjawab pertanyaan terkait teks yang telah dibaca
- Peserta didik memperoleh balikan (feedback) dari guru dan temannya tentang setiap yang dia sampaikan dalam diskusi

Berkomunikasi

- Peserta didik mempresentasikan hasil diskusi kelompok mengenai isi teks di depan kelas
- Peserta didik memperoleh balikan dari guru dan teman tentang hasil pekerjaan yang telah dipresentasikan;
- Peserta didik diminta menyebutkan kata sifat berkaitan untuk mendeskripsikan orang
- Peserta didik mempresentasikannya di depan kelas dan memperoleh balikan (feedback) dari guru dan teman

2. Kegiatan Inti

Mengamati

- Peserta didik mengamati beberapa gambar orang.
- Peserta didik membedakan gambar satu dengan lainnya.
- Dengan bimbingan dan arahan guru, peserta didik mengidentifikasi ciri-ciri atau sifat untuk mendeskripsikan gambar.

Mempertanyakan

- Dengan pengarahannya guru, peserta didik mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif
- Peserta didik memperoleh pengetahuan tambahan tentang ungkapan ucapan selamat, fungsi sosial, struktur teks, dan unsur kebahasaan.

Bereksplorasi

- Peserta didik dibentuk menjadi 3 kelompok (3-4 anak)
- Peserta didik berdiskusi dengan kelompoknya terkait teks yang telah dibaca

Mengasosiasi/ Menganalisis

- Dengan bimbingan guru, peserta didik berdiskusi dengan kelompoknya untuk menjawab pertanyaan terkait teks yang telah dibaca
- Peserta didik memperoleh balikan (feedback) dari guru dan temannya tentang setiap yang dia sampaikan dalam diskusi

Berkomunikasi

- Peserta didik mempresentasikan hasil diskusi kelompok mengenai isi teks di depan kelas
- Peserta didik memperoleh balikan dari guru dan teman tentang hasil pekerjaan yang telah dipresentasikan;
- Peserta didik diminta menyebutkan kata sifat berkaitan untuk mendeskripsikan orang
- Peserta didik mempresentasikannya di depan kelas dan memperoleh balikan (feedback) dari guru dan teman

- Peserta didik mengungkapkan hal-hal yang sulit dan mudah dilakukan terkait materi ungkapan menyatakan pendapat dan pikiran. Kegiatan

3. Penutup (10 menit)

- Guru dan peserta didik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya
- Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
- Guru memberikan penugasan berupa tugas mandiri yang ada dalam buku pegangan siswa
- Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya; Guru dan peserta didik mengucapkan salam perpisahan

H. Penilaian

No.	Aspek yang dinilai	Deskripsi
1.	Pengucapan (Pronunciation)	5= Hampir Sempurna 4= Ada kesalahan tapi tidak mengganggu makna 3= Ada beberapa kesalahan mengganggu makna 2= Banyak kesalahan dan mengganggu makna 1= Terlalu banyak kesalahan sehingga sulit dipahami
2.	Tata Bahasa (Grammar)	5= Hampir Sempurna 4= Ada kesalahan tapi tidak mengganggu makna 3= Ada beberapa kesalahan mengganggu makna 2= Banyak kesalahan dan mengganggu makna 1= Terlalu banyak kesalahan sehingga sulit dipahami
3.	Intonasi (Intonation)	5= Hampir Sempurna 4= Ada kesalahan tapi tidak mengganggu makna 3= Ada beberapa kesalahan mengganggu makna 2= Banyak kesalahan dan mengganggu makna

		1= Terlalu banyak kesalahan sehingga sulit dipahami
4.	Kelancaran (Fluency)	5= Sangat lancar 4= Lancar 3= Cukup lancar 2= Kurang lancar 1= Tidak lancar
5.	Ketepatan (Accuracy)	5= Sangat lancar 4= Lancar 3= Cukup lancar 2= Kurang lancar 1= Tidak lancar

Cara penilaian kemampuan berbicara (speaking skills)

No	Nama Siswa	Skor yang diperoleh					Jumlah skor yang diperoleh
		Aspek 1	Aspek 2	Aspek 3	Aspek 4	Aspek 5	
1							
2							
3							
4							
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Rumus perhitungan nilai siswa, sebagai berikut:

$$\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor max/ideal}} \times 100$$

Mengetahui,
Guru Mata Pelajaran



Darmawanti, S.Pd
NIP: 196910221995122002

Lahat April, 2022
Mahasiswa



Noni Purnama Sari
NIM. 1811230009

Mata Pelajaran : Bahasa Inggris
 Satuan Pendidikan : SMK/MAK
 Kelas : X (sepuluh)

Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
 KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong-rojong, kerja sama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
 KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, dan prosedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
 KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran/ Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi		Pembelajaran KI 1 dan KI 2 dilakukan secara tidak langsung (terintegrasi) dalam pembelajaran KI 3 dan KI 4	Penilaian KI 1 dan KI 2 dilakukan melalui pengamatan, penilaian diri, penilaian teman sejawat oleh		

Kompetensi Dasar	Materi Pembelajaran/ Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif	Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan	<p>membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menyatakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dan memuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p> <p>Mengamati</p> <ul style="list-style-type: none"> Siswa berdiskusi dengan tulisan tangan yang rapi beberapa teks deskriptif tentang 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang. 	18 JP	<ul style="list-style-type: none"> Buku Forward Grade X Unit 7 – Penerbit Erlangga

Kompetensi Dasar	Materi Pembelajaran/ Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.8. Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah dengan konteks penggunaannya</p>	<p>bersejarah terkenal Fungsi sosial Memanggakan, menjual, mengagumi, mengalkal, mengidentifikasi dsb.</p>	<p>orang, tempat wisata, dan bangunan bersejarah terkenal dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.</p>	<p>tempat wisata, dan bangunan bersejarah terkenal sederhana. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang orang, tempat wisata, dan bangunan bersejarah terkenal dalam teks deskriptif. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda</p>		<ul style="list-style-type: none"> • Ketedulana dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet
<p>4.9. Menyunting teks deskriptif tulis sederhana, tentang orang, tempat wisata, dan bangunan bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur</p>	<p>Struktur teks (gagasan utama dan informasi rinci) a. Menyebutkan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan bagian-bagiannya yang dipilih untuk dideskripsikan b. Menyebutkan sifat orang, tempat wisata,</p>				

Kompetensi Dasar	Materi Pembelajaran/ Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>dan bangunan bersejarah terkenal dan nama bagian-bagiannya</p> <p>c. Menyebutkan tindakan dari orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Unsur kebahasaan (1) Kata benda yang terkait dengan orang, tempat wisata, dan</p>	<p>Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal dari berbagai sumber, termasuk dari internet, film, koran, majalah, 	<p>baca, kerapihan tulisan tangan.</p> <ul style="list-style-type: none"> • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang orang, tempat wisata, dan bangunan bersejarah terkenal dalam teks deskriptif. <p>CARA PENILAIAN: Kinerja (praktik) Tugas menganalisis, menyunting, dan</p>		

Kompetensi Dasar	Materi Pembelajaran/ Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>bangunan bersejarah terkenal, dengan atau tanpa <i>a</i> dan <i>the, plural (-s), this, that, those, my, his, dst.</i></p> <p>(2) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite, very, extremely, dst.</i></p> <p>(3) Kata kerja untuk menyatakan keadaan dan tindakan</p>	<p>buku teks, dsb.</p> <ul style="list-style-type: none"> Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. Siswa membaca semua teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal yang telah terkumpul tsb, secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: 	<p>menghasilkan teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal nyata di lingkungan sekitar.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang orang, tempat wisata, dan bangunan bersejarah terkenal. 		

Kompetensi Dasar	Materi Pembelajaran/ Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>rutin dalam <i>simple present tense</i>.</p> <p>(4) Penggunaan nominal singular dan plural secara tepat.</p> <p>dengan atau tanpa <i>a, the, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(5) Ucapan, tekanan kata, intonasi</p> <p>(6) Ejaan dan tanda baca</p> <p>(7) Tulisan tangan</p> <p>Topik orang, tempat wisata, dan bangunan</p>	<ul style="list-style-type: none"> - fungsi sosial setiap teks - nama orang, tempat wisata, dan bangunan - bersjarah terkenal yang dideskripsikan - sifat orang, tempat wisata, dan bangunan - bersjarah terkenal yang dideskripsikan tindakan - orang, tempat wisata, dan bangunan - bersjarah terkenal yang dideskripsikan tindakan - orang, tempat wisata, dan bangunan - bersjarah terkenal yang dideskripsikan tindakan - kosa kata, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif siswa meniru 	<p>ketika muncul kesempatan, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri: Pernyataan siswa secara tertulis dalam</p>		

Kompetensi Dasar	Materi Pembelajaran/ Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>dan bangunan bersejarah terkenal dan nama bagian-bagiannya</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Unsur kebahasaan (1) Kata benda yang terkait dengan orang, tempat wisata, dan</p>	<p>Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal dari berbagai sumber, termasuk dari internet, film, koran, majalah, 	<p>baca, kerapihan tulisan tangan.</p> <ul style="list-style-type: none"> Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang orang, tempat wisata, dan bangunan bersejarah terkenal dalam teks deskriptif. <p>CARA PENILAIAN: Kinerja (praktik) Tugas menganalisis, menyunting, dan</p>		

Kompetensi Dasar	Materi Pembelajaran/ Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat beberapa teks deskriptif sangat pendek dan 	<p>terkenal.</p> <p>Portofolio</p> <ol style="list-style-type: none"> Kumpulan karya teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal yang telah dibuat. Kumpulan hasil suntingan beberapa teks deskriptif yang dibuat sendiri atau temannya tentang orang, tempat wisata, dan bangunan bersejarah terkenal. Kumpulan hasil analisis tentang beberapa teks deskriptif 		

Kompetensi Dasar	Materi Pembelajaran/ Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal yang ada dalam kehidupan siswa, dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</p> <ul style="list-style-type: none"> Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, 	<p>tentang orang, orang, tempat wisata, dan bangunan bersejarah terkenal. d. Lembar soal dan hasil tes</p>		

Kompetensi Dasar	Materi Pembelajaran/ Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (announcement) , sesuai dengan konteks penggunaannya	Teks tulis pemberitahuan (announcement) Fungsi sosial: Menjalin kedekatan emosional antar kerabat, rekan kerja, staf kantor,	Menganalisis • Siswa mencari teks tulis berbentuk pemberitahuan (announcement), termasuk yang menggunakan bahasa Indonesia.	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial pemberitahuan (announcement). Tingkat kelengkapan 	4 JP	<ul style="list-style-type: none"> Buku Forward Grade X Unit 8 - Penerbit Erlangga Keteladanan ucapan dan tindakan

APPENDIX
SPEAKING PRE-TEST

Instruction :

1. Task will be relate to our material in this semester
2. The material is "Describing people"
3. Please speak in front of the class with friends
4. You have 5 minute to speak

Task :

The material about "Describing People"

SPEAKING POST-TEST

Instruction :

1. Task will be relate to our material in this semester
2. The material is "Describing people"
3. Please speak in front of the class with friends
4. You have 5 minute to speak

Task :

Your experience in English class during this semester

SURAT KETERANGAN

Hal : Validasi Intrument

Yang bertanda tangan dibawah ini :

Nama : Darmawanti,S.Pd

NIP : 196910221995122002

Telah memvalidasi Intrument dari penelitian yang berjudul " *The Impact of Using Youtube Channel *Speaking English With Tiffani* In Increasing Student's Speaking Skills (A Quasi Experimental Study at The Grade X of SMK N 2 Lahat, South Sumatera In Academic Year 2021/2022)* oleh peneliti :

Nama : Noni Purnama Sari

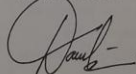
NIM : 1811230009

Prodi : Tadris Bahasa Inggris

Setelah memperhatikan Intrument yang digunakan pada penelitian ini, maka evaluasi terhadap media pembelajaran tersebut tercantum dalam lampiran.

Lahat , April 2022

Validator Intrument



Darmawanti,S.Pd

NIP: 196910221995122002

Speaking Skills Rubric

No.	Criteria	Rating Scores		Description
1	Pronunciation	5	95-100	The students can the words very well.
		4	85-94	The students can pronounce the words well.
		3	75-84	The students can pronounce the words adequate enough.
		2	65-74	The students can pronounce the words frequently unintelligible.
		1	Below 65	The students can pronounce the word poorly.
2	Grammar	5	95-100	The students has very good grammar
		4	85-94	The students error in grammar is 0quite rate.
		3	75-84	The students' grammar is good enough, able to aspect the language with sufficient structure.
		2	65-74	The students construction of grammar is quite accurately but not have through or confidence control.
		1	Below 65	The students error is frequent but the content still understood.
3	Vocabulary	5	95-100	The students has board vocabulary
		4	85-94	The students have adequate

				vocabulary.
		3	75-84	The students have good enough vocabulary.
		2	65-74	The student has limited vocabulary
		1	Below 65	The student has very limited vocabulary.
4	Fluency	5	95-100	Speech is following style, mostly easy to understand
		4	85-94	Speech of speech seems to be slightly affected by language problem
		3	75-84	Speech and fluency is rather strongly affected by language limitation.
		2	65-74	Usually resistant: often force to silence by language limitation.
		1	Below 65	Speech is as halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	95-100	Ideas highly organized, covers all of the elements of speaking
		4	85-94	Ideas well organized, cover almost the entire element of speaking.
		3	75-84	Ideas less organized, some missing parts of the element of speaking in practicing conversation.

		2	65-74	Ideas less organized cover only the main element of the speaking problem in
		1	Below 65	Cannot be said to understand even simple conversational English.

DAFTAR NILAI SISWA SMK N 2 LAHAT
TAHUN PELAJARAN 2021/2022
BULAN: MARET-MEI


No	Nama Siswa	Kelas												Jumlah					
		14	15	16	17	18	19	20	21	22	23	24	25						
1	Abella Rahma																		3,7
2	Alysa Hafena			6,7															3,5
3	Alma Maulidya			3,8															2,8
4	Aysha Nur			1,2															1,2
5	Ayudha			3,9															3,9
6	Den Arian			6,2															6,2
7	Devi Qurinna			4,6															4,6
8	Dhea Nurfarida			5,6															5,6
9	Emi Novita			6,7															6,7
10	Ega Putri			6,7															6,7
11	Era Permata			6,5															6,5
12	Hafidha			6,5															6,5
13	Indaki Permana			7,2															7,2
14	Jabi Sita			6,2															6,2
15	Lara Farra			7,4															7,4
16	Lara Yuni			6,5															6,5
17	Marysa Lemi			6,5															6,5
18	Neliani Agustini			6,3															6,3
19	Nevita			6,6															6,6
20	Nubilla Karunia			7,3															7,3
21	Novia Shella			7,3															7,3
22	Nur Anissa			7,2															7,2
23	Nur Anisa			4,5															4,5
24	Rahmasya Rizqani			5,2															5,2
25	Rini Handayani			6,6															6,6
26	Selvi Nurfarida			7,3															7,3
27	Sella Mulyana			6,2															6,2
28	Suci Walisari			6,2															6,2
29	Wanda Septilin			4,4															4,4
30	Yuni Astuti			4,4															4,4
31	Yva Aghyani			7,0															7,0

Wali Kelas



M. Muliawati, S.Pd.I

05/ 2022
07


Hanura Febriani

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Website: www.iainbengkulu.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor: 444 /ln.11/F.11/PP.009/10/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Riswanto, Ph.D. 197204101999031004	PI	Noni Purnama Sari 1811230009	TEI	Students' Perceptions on the Impact of Using Smartphone in Learning English during Pandemic Covid-19 (A Case Study Qualitative for the Fifth Year Students of TBI IAIN Bengkulu in Academic Year 2020/2021)
2	Pebri Prandika Putra, M.Hum. 198902032019031003	PII			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 21 Oktober 2021



Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211 Telepon(0736)51276-51171-51172-
Faksimili(0736)51171-51172 Website:www.uinfasbengkulu.ac.id

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Prodi
Tadris Bahasa Inggris UINFAS Bengkulu

Dengan hormat,
Saya yang bertanda tangan di bawah ini:
Nama : Noni Purnama Sari
NIM : 1811230009
Jurusan/Prodi : Tadris/Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.
Adapun judul saya sebelumnya adalah: "Students Perception on The Impact of Using Smartphone In Learning English During Pandemic Covid-19 : A Case Study For The Fifth Year Students of TBI IAIN Bengkulu Academic Year 2020/2021"
Menjadi : "The Impact of Using Youtube Channel Speaking English With Tiffani In Increasing Students' Speaking Skills : A Quast Experimental Study at The Grade X of SMK N 2 Lahat, South Sumatera In Academic Year 2021/2022
Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Dapak/Ibu saya ucapkan terimakasih.

Bengkulu, Januari 2022
Dibuat oleh,

Noni Purnama Sari
NIM. 1811230009

Disetujui oleh,

Pembimbing II,

Pebri Prandika Putra, M.Hum
NIP.198902032019031003

Pembimbing I,

Riwanto, Ph.D
NIP.197204101999031004

Diketahui oleh,
Ketua Prodi TBI

Feny Martina, M.Pd
NIP.198703242015032002



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Nomor : 0827/Un.23/F.II/PE.00.9/02/2022

Lamp. : -

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Dr. H. Ali Akbarjono, M.Pd (Penyeminar I)
2. Fera Zasrianita, M.Pd (Penyeminar II)

Assalamu 'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris UIN FAS Bengkulu pada:

Hari/Tanggal : Selasa, 22 Februari 2022

Tempat : Ruang Munaqasah Bahasa Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Neni Purnama Sari 1811230009	10.00-11.00 WIB	The Impact of Using Youtube Channel "Speaking English with Tiffani" in Increasing Students' Speaking Skills (A Quasi Experimental Study at the Grade X of SMKN 2 Lahat, South Sumatera In Academic Year 2021/2022)
2.	Tiara Sella Sutrisno 1811230015	11.00-12.00 WIB	An Analysis of the Cohesion and Coherence of EFL Learners' Essay Writing in UIN FAS Bengkulu (A Discourse Analysis)
3.	Neta MelaSari 1811230032	12.00-13.00 WIB	The Use of Think Pair Share Strategy in Teaching English Speaking Skill at SMPN 11 South Bengkulu (A Classroom Action Research in Academic Year 2021/2022)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 18 Februari 2022
Dekan,



Mus Mulyadi



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UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

DAFTAR HADIR SEMINAR PROPOSAL

Hari / Tanggal : Selasa, 22 Februari 2022

Waktu : 10.00 s/d selesai

Tempat : Zoom Meeting

I. Mahasiswa yang Seminar

No	Nama Mahasiswa	NIM	Tanda Tangan	Keterangan
1	Noni Purnama Sari	1811230009		
2	Tiara Sella Sutrisno	1811230015		
3	Neta Mela Sari	1811230032		

II. Tim Penguji

No	Nama	Jabatan	Tanda Tangan
1.	Dr. H. Ali Akbarjono, M.Pd	Penyeminar I	
2.	Fera Zsarianita, M.Pd	Penyeminar II	

Mengetahui,
Ketua Jurusan Pendidikan Bahasa,

Riniwati, M.Pd
NIP. 197408231999032002

Ketua Program Studi,

Feny Martina, M.Pd
NIP. 198703242015032002



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Website: www.iainbengkulu.ac.id

DAFTAR HADIR PESERTA SEMINAR PROPOSAL

Hari / Tanggal : Selasa, 22 Februari 2022

Waktu : 10.00 s/d selesai

Tempat : Zoom Meeting

No	Nama Mahasiswa	NIM	Tanda Tangan	Keterangan
1	Noni Purnama Sari	1811230009		
2	Tiara Sella Sutrisno	1811230015		
3	Neta Mela Sari	1811230032		

Bengkulu, 02 Maret 2022

Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004



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UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU

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Telepon (0738) 51278-51171-63879 Faksimili (0738) 51171-51172
Website www.iainbengkulu.ac.id

BLANKO DAFTAR SARAN PENYEMINAR PROPOSAL

Nama : Noni Purnama Sari
NIM : 1811230009
Program Studi : Tadris Bahasa Inggris
Judul : The Impact of Using Youtube Channel "Speaking English with Tiffani" in Increasing Students' Speaking Skills (A Quasi Experimental Study at the Grade X of SMKN 2 Lahat South Sumatera in Academic Year 2021/2022)

No	Aspek	Saran
1	Sistematika	OK
2	Isi	OK
3	Cara penyajian	OK Ker. Pembah. Ploas pd. Usul di dalam pengantar dan menjawab tawar & menjawab kehidupan : OK
4	Usaha mahasiswa memperhatikan proposal dalam seminar	OK

Bengkulu, 22 Februari 2022

Penyeminar,


Dr. H. Ali Akbar Sano, M.Pd
NIP.19750925200112104



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UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGLULU

Jalan Raden Fatah Paqar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

BLANKO DAFTAR SARAN PENYEMINAR PROPOSAL

Nama : Noni Purnama Sari

NIM : 1811230009

Program Studi : Tadris Bahasa Inggris

Judul : The Impact of Using Youtube Channel "Speaking English with Tiffani" in Increasing Students' Speaking Skills (A Quasi Experimental Study at the Grade X of SMKN 2 Lahat, South Sumatera In Academic Year 2021/2022)

No	Aspek	Saran
1	Sistematika	Tidak ada revisi
2	Isi	Assesing speaking
3	Cara penyajian	Ok
4	Usaha mahasiswa mempertahankan proposal dalam seminar	Ok

Bengkulu, 22 Februari 2022

Penyeminar II,

Pera Zastianita, M.Pd
NIP. 197902172009122003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN TADRIS

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Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

PENGESAHAN PENYEMINAR


Penyeminar I dan Penyeminar II, menyatakan Proposal Skripsi yang ditulis oleh:

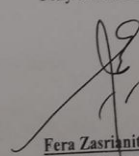
Nama : Noni Purnama Sari
NIM : 1811230009
Program Studi : Tadris Bahasa Inggris
Jurusan : Tadris/Bahasa
Fakultas : Tarbiyah dan Tadris

Proposal Skripsi yang berjudul "*The Impact Of Using Youtube Channel Speaking English With Tiffani in Increasing Students' Speaking Skills*" ini telah dibimbing, diperbaiki sesuai dengan saran Penyeminar I dan Penyeminar II. Oleh karena itu, Proposal Skripsi tersebut sudah memenuhi persyaratan untuk melanjutkan penelitian.

Penyeminar I

Bengkulu, Maret 2022
Penyeminar II


Dr. H. Ali Akbarjono, M.Pd
NIP. 19750925200112104


Fera Zsrianita, M.pd
NIP. 197902172009122003



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Website: www.uinfasbengkulu.ac.id

Nomor : 1198 / Un.23/F.II/TL.00/03/2022

11 Maret 2022

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,
Kepala SMKN 02 Lahat
Di -
Sumatera Selatan

Assalamu 'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "*The Impact Of Using Youtube Chanel Speaking English With Tiffani In Increasing Students' Sepaking Skills*".

Nama : Noni Purnama Sari
NIM : 1811230009
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : SMKN 02 Lahat, Sumatera Selatan
Waktu Penelitian : 14 Maret s/d 14 Mei 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum Warahmatullah Wabarakatuh.





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Website: www.iainbengkulu.ac.id

SURAT TUGAS
DEKAN FAKULTAS TARBİYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU
Nomor : 17712 /Un.23/F.II/PP.00.9/03/2022
Tentang
Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Nama Mahasiswa : Noni Purnama Sari
NIM : 1811230009

Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indikator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

NO	PENGUJI	ASPEK	INDIKATOR
1.	Abdul Azis Bin Mustamin, M.Pd.I	Kompetensi UIN	a. Kemampuan membaca alquran b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad-Dhuha s/d An-Nas)
2	Risnawati, M.Pd	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TEFL, LTR, ESP, CMD
3	Dr.Edi Ansyah, M.Pd	Kompetensi Keguruan	a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif tersebut dilaksanakan dengan ketentuan sebagai berikut:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediaannya untuk diuji.
 2. Pelaksanaan ujian dimulai paling lambat 1(satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian munaqasyah dilaksanakan
 3. Skor nilai ujian komprehensif adalah 60 s/d 100
 4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
 5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)
- Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Tembusan :
Yth, Wakil Rektor 1



Bengkulu, 21 Maret 2022

Dekan,

Mus Mulyadi



PEMERINTAH PROVINSI SUMATERA SELATAN
DINAS PENDIDIKAN
SMK NEGERI 2 LAHAT

Jalan RE. Martadinata Bandar Agung ☎ 0731-3200102 Fax: 0731-321731
e-mail : smknegeri2lahat@gmail.com website : smkn2lahat.sch.id



SURAT KETERANGAN

Nomor : 421.5/ 111/SMKN2/MN/2022

Yang bertanda tangan dibawah ini, Kepala SMK Negeri 2 Lahat Kabupaten Lahat menerangkan bahwa:

Nama : Likwanyu, S.Pd, M.M.
NIP : 197712232000121001
Jabatan : Kepala SMK Negeri 2 Lahat

Menerangkan bahwa

Nama : Noni Purnama Sari
Jenis Kelamin : Perempuan
Agama : Islam

Nama tersebut diatas telah menyelesaikan penelitian di SMK N 2 Lahat pada tanggal 14 Maret sampai dengan 14 Mei tahun 2022.

Demikian, Surat Keterangan ini dibuat untuk dapat dipergunakan.





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UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51278-51171-51172- Faksimil (0736) 51171-5117
Website www.uinfasbengkulu.ac.id

Bengkulu, 13 Juli 2022

Nomor : 196 /Un.23/E.IU/PP.00.9/07/2022

Lamp. :-

Perihal : Ujian Skripsi

Kepada Yth.

1. Dr. Adisel, M.Pd (Ketua)
2. Hanura Febriani, M.Pd (Sekretaris)
3. Fera Zasrianta, M.Pd (Penguji Utama)
4. Anita, M.Hum (Penguji II)

di -

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Jum'at, 15 Juli 2022

Waktu : 13.30 s/d selesai

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat FTT

No	Nama/Nim	WAKTU (WIB)	Judul
1	Vira Sulastri 1811230080	13.30-14.30 WIB	The Correlation Between Teacher Personal Competence and Students' Learning Motivation in Learning English on Luring Learning Model During Pandemic Covid-19 (A Study at MA Pancasila Bengkulu)
2	Noni Purnama Sari 1811230009	14.30-15.30 WIB	The Impact of Using Youtube Channel "Speaking English with Tiffani in Increasing Students Speaking Skills (A Quasi-Experimental at the Grade X of SMKN 2 Lahat South Sumatera in Academic Year 2021/2022)
3	Neta Mela Sari 1811230032	15.30-16.30 WIB	The Use of Think Pair Share Strategy in Reaching English Speaking Skill at SMPN 11 South Bengkulu

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,

Muz Mulyadi



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Website www.uinfasbengkulu.ac.id

BERITA ACARA

Berita Acara Sidang Munaqosyah Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu
Bengkulu Jurusan TADRIS, Pada :

- I. Hari / Tanggal : Jum'at, 15 Juli 2022
Nama : Noni Purnama Sari
NIM : 1811230009
Program Tahun : 2022
Tempat : Ruang Sidang Munaqosah TBI

II. Team Penguji

No	Nama	Jabatan	Tanda Tangan
1.	Dr. Adisel, M.Pd	Ketua	
2.	Hanura Febriani, M.Pd	Sekretaris	
3.	Fera Zasrianita, M.Pd	Penguji Utama	
4.	Anita, M.Hum	Penguji Anggota	

I. Catatan Yang Dianggap Penting

.....
.....
.....
.....

Bengkulu, 15 Juli 2022
SIDANG TERBUKA MUNAQOSYAH SKRIPSI
UIN FAS BENGKULU JURUSAN TADRIS

Ketua

Dr. Adisel, M.Pd

Sekretaris

Hanura Febriani, M.Pd



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DAFTAR HADIR SIDANG MUNAQOSYAH SKRIPSI

Hari / Tanggal : Jum'at, 15 Juli 2022
Waktu : 13.30 WIB s/d selesai
Tempat : Ruang Sidang Munaqosah TBI

I. Mahasiswa Yang Munaqosyah

Nomor Induk Mahasiswa	Nama	Tanda Tangan	Keterangan
1811230009	Noni Purnama Sari		

II. Team Penguji

No	Nama	Jabatan	Tanda Tangan
1.	Dr. Adisel, M.Pd	Ketua	
2.	Hanura Febriani, M.Pd	Sekretaris	
3.	Fera Zasrianita, M.Pd	Penguji Utama	
4.	Anita, M.Hum	Penguji Anggota	

Bengkulu, 15 Juli 2022

SIDANG TERBUKA MUNAQOSYAH SKRIPSI
UIN FAS BENGKULU JURUSAN TADRIS

Ketua

Dr. Adisel, M.Pd

Sekretaris

Hanura Febriani, M.Pd



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Telepon (0736) 51171, 51172, 51276 Fax. (0736) 51171
Website: www.iainbengkulu.ac.id

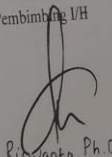
Nama Mahasiswa: Noni Purnama Sari Pembimbing I/II: Riswanto, Ph.D
 NIM: 1811230009 Judul Skripsi: The Impact of using
 Jurusan: Tadris Youtube Channel: Speaking English
 Program Studi: Bahasa Inggris with Tiffani In Increasing Speaking Skills

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	25/10/2021	Penyerahan SK	Peb...	h
2.	29/10/2021	Cari Judul / search Online learning	Peb...	h
3.	3/11/2021	Chapter 1-3	Peb...	h
4	19/1/2022	Grammar / Spelling error + handwriting	Peb...	h
5	21/1/2022	Core Appraisal + handwriting	Peb...	h

Bengkulu, 21 - Januari - 2022

Mengetahui,
Dekan

Dekan, M. Pd
NIP. 192000031009

Pembimbing I/II

Riswanto, Ph.D
NIP. 197204101999031004



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKAPNO BENGKULU

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Telepon (0736) 51276-51171-51172 Faksimili (0736) 51171-51172
Website: www.uirdabengkulu.ac.id

Nama Mahasiswa: Noni Purnama Sari Pembimbing I/II: Riswanto Ph.D
NIM: 18123009 Judul Skripsi: The Impact of using
Jurusan: Tadris Youtube channel speaking English
Program Studi: Bahasa Inggris with Tiffany in increasing speaking skills

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
6	26/1/2021	Analisis Data procedure	Revisi	
7	2/2/2022	cek grammar Grammarly	revisi	
8	7/2/2022	All Section Propon		

Bengkulu, 7 Februari - 2022

Mengetahui,
Dekan



M. Syadi, M.Pd
NIP. 19600514200031009

Pembimbing I/II

Riswanto Ph.D
NIP. 197209101999031009



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Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa Noni Purwana Sari Pembimbing I/II Riswanto Ph.D
NIM 181123009 Judul Skripsi The impact of using
Jurusan Tadris Youtube Channel "Speaking English
Program Studi Bahasa Inggris with Tiffani "in increasing student's
speaking skills

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	27/6/2022	Chapter 5	pebi	da
2	29/6/2022	Case formati ≤ 15 - brief article jurnal	pebi	da
3	4/7/2022	Case formati Artikel	pebi	da
4	5/7/2022	ACE 4/10 Scope		da

Mengetahui,
Dekan



NIP. 2000031009

Bengkulu 5/7/2022
Pembimbing I/II

Riswanto Ph.D
NIP. 198902032019031003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0736) 51171, 51172, 51276 Fax. (0736) 51171
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Noni Purnama Sari Pembimbing I/II : Peabri Prandika Putra, M.Hum
NIM : 1811230009 Judul Skripsi : The Impact of using Youtube Channel Speaking English with Tipjani In Increasing Student's Spraking Achievement
Jurusan : Tadris
Program Studi : Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	2/11/2021	Perbaiki Variabel Judul	Menggunakan Youtube Channel	yp
2.	23/11/2021	Bab 1	- Perbaiki latar belakang - Proposal menggunakan "wilit be" - Perbaiki research questions - Tambahkan strategi di background	yp
3.	30/11/2021	Bab 2	- Tambahkan Penjelasan Strategi - Menggunakan Pair work Strategi - Perbaiki Previous study	yp
4.	2/12/2021	cek Turnitin & cek grammar	- Perbaiki grammar	yp
5.	2/12/2021	Tambahkan strategi	- Dikelas Ex Periment & kelas Control	yp
6.	23/12/2021	Previous study	- Tambahkan perbedaan, percamaan	yp
7.	30/12/2021	Bab 3	- Narasikan Research Design	yp
8.	12/1/2022	ACC		yp

Bengkulu, 12/Januari/2022

Mengetahui,
Dekan



Pembimbing I/II

Peabri Prandika Putra, M.Hum
NIP. 198902032019031003



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UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

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Telepon (0736) 51278-51171-51172-Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa: Noni Purnama Sari Pembimbing I/II: Peabri Prandika Putra M.Hu
NIM: 1811230009 Judul Skripsi: The Impact of Using
Jurusan: Tadris Youtube channel: "Speaking English with
Program Studi: Bahasa Inggris Tiffany" In Increasing Student's Speaking
Skills

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	24-Mei-2022	Bab 4	Tambahkan chart, diagram di bawah tabel	ay
2.	31-Mei-2022	Bab 4	pre-test & post-test tabelnya dipisah	ay
3.	2-Juni-2022	Bab 4	-Tambahkan grafik, tambahkan narasi di bawah table	ay
4.	19-Juni-2022	Bab 4	Tambahkan T-table	ay
5.	17-Juni-2022	Bab 5	Tambahkan Expert Pendukung	ay
6.	21-Juni-2022	Bab 5	-Research Hypotesis	ay
7.	29 Juni-2022	ACC	-Lanjutkan pembimbing I	ay

Bengkulu, 23-Juni-2022

Mengetahui,
Dekan



Pembimbing I/II

Peabri Prandika Putra M.Hu
NIP. 198902052019031003

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 INSTITUT AGAMA ISLAM NEGERI
 BENGKULU

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KARTU HADIR SEMINAR PROPOSAL SKRIPSI

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 PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Jum, 24 9-April-2021	08.00	Hujah Tutul Syadrah	1711230050	High Achieving Students Strategies toward E-learning practice during covid-19	MS
2	" = "	08.00	Novalia Panjayatri	1711230123	Student Perspective of Google Classroom (Gc) on Learning during covid-19 pandemic	MS
3	" = "	08.00	Desta Darma ulan	1711230071	Student ability in translating collocation from the play Yerma written by Federico Garcia Lorca	MS
4	" = "	08.00	Relin Karina	1711230069	Implications of English Language Summative Test at the 10th grade of SMPN 12 Labang	MS
5	" = "	08.00	Lise Margareta	1611230045	The Effect of Think -Think -write (TTW) strategy on student writing ability in Descriptive Text	MS
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DOCUMENTATION

Picture 1. The researcher conducted a pre-test & post-test in the control class.



Picture 2. Students use pair work strategies in the experimental class



Picture 3. Learning process in the experimental class



Picture 4. The researcher teach using youtube channel media



Picture 5. The researcher teach using youtube channel media

