

**USING YOUTUBE THROUGH COOPERATIVE LEARNING
METHOD TO IMPROVE SPEAKING ACHIEVEMENT OF
ELEVENTH-GRADE STUDENTS OF SMA NEGERI 10
PALEMBANG**

A Thesis

By

BUNGA RISKA WIJAYA

Student Number: 06011381520053

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

2019

**USING YOUTUBE THROUGH COOPERATIVE LEARNING METHOD
TO IMPROVE SPEAKING ACHIEVEMENT OF ELEVENTH-GRADE
STUDENTS OF SMA NEGERI 10 PALEMBANG**

A thesis by

BUNGA RISKA WIJAYA

Student Number: 06011381520053

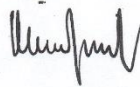
English Education Study Program

Language and Arts Education Department

**FACULTY TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG
2019**

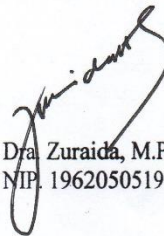
Approved by,

Advisor 1,



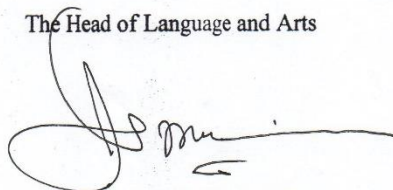
**Dr. Rita Inderawati, M.Pd.
NIP. 196704261991032002**

Advisor 2,



**Dra. Zuraida, M.Pd
NIP. 196205051988032004**

The Head of Language and Arts



**Dr. Didi Suhendi, S.Pd., M.Hum.
NIP. 196910221994031001**

Coordinator of English Education
Study Program



**Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121003**

**USING YOUTUBE THROUGH COOPERATIVE LEARNING METHOD
TO IMPROVE SPEAKING ACHIEVEMENT OF ELEVENTH-GRADE
STUDENTS OF SMA NEGERI 10 PALEMBANG**

BUNGA RISKA WIJAYA

Student Number: 06011381520053

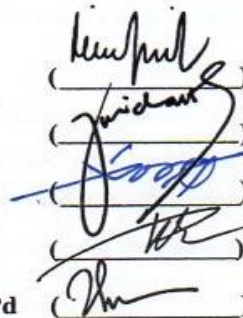
**This thesis was defended by the writer in the final program examination and
was approved by the examination committee on:**

Day : Thursday

Date : December 26th, 2019

EXAMINATION COMMITTEE APPROVAL:

- 1. Chairperson : Dr. Rita Inderawati, M.Pd**
- 2. Secretary : Dra. Zuraida, M.Pd.**
- 3. Member : Soni Mirizon, MA., Ed.D**
- 4. Member : Erlina, S.Pd., M.Pd., M.Ed.**
- 5. Member : Hesti Wahyuni Anggraini, S.Pd., M.Pd**



Palembang, December 2019

**Certified by,
Coordinator of English Education
Study Program,**



Hariswan Putra Java, S.Pd., M.Pd

NIP. 197408022002121003

DECLARATION

The undersigned's

Name : Bunga Riska Wijaya

Student Number : 06011381520053

Study Program : English Education

I hereby declare that the thesis entitled:

**“USING YOUTUBE THROUGH COOPERATIVE LEARNING METHOD
TO IMPROVE SPEAKING ACHIEVEMENT OF ELEVENTH-GRADE
STUDENTS OF SMA NEGERI 10 PALEMBANG”**

Was conducted independently and prepared without unjustifiable assistance. All quotes written and/or thoughts of others used in the thesis, either from published sources or not (including from books, journal, articles, lecture notes, assignments other students, and others), have been cited properly in accordance to the rules of academic standard and regulations.

Palembang, December 2019

The Undersigned



Bunga Riska Wijaya

06011381520053

ACKNOWLEDGEMENTS

This thesis was written to fulfill one of the requirements prescribed for the Undergraduate Degree (S-1) at English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education of Sriwijaya University. All praise is addressed to Allah SWT for His merciful blessings so the writer could finish this thesis as the final assignment of her study. The writer would like to express the deepest gratitude and appreciation to her beloved parents, sisters, brothers-in-law, and cousins, Putra Jaya, SH. and Jamilah, my lovely sisters Dian Wahyuningsih, SH., Intan Oktaveni, S.Si., Pipit Wulandari, S.Fil., M.Phil., my brothers-in-law Djana Sadi Sungkono, Apriyadi, and Danar Miftah Wicaksono, and my dear cousins Radith, Kia, Raisa, Arkan, Aufar, Riri, Adel, who love and support the writer with their laugh.

The writer would like to express her gratitude to her amazing advisors, Dr. Rita Inderawati, M.Pd. and Dra. Zuraida, M.Pd. for their guidance, advice, helpful comments, suggestions, and support in writing this thesis. The writer would like to express her gratitude to the Dean of the Faculty of Teacher Training and Education of Sriwijaya University, Prof. Sofendi, M.A., Ph.D, the Head of Language and Arts Department (Dr. Didi Suhendi, M.Hum), the Coordinator of English Education Study Program (Hariswan Putera Jaya, S.Pd., M.Pd) and the administrator of English Education Study Program (Nopieghtrie, S.P.) for her assistance in helping me in the administrative matters.

However, the writer realizes that this thesis is far from being perfect, so any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Palembang, December 2019

The writer,

Bunga Riska Wijaya

THESIS DEDICATIONS

In the name of ALLAH— The Most Gracious and The Most Merciful. The writer would like to dedicate this thesis to:

1. Allah SWT— Ar-Rahman and Ar-Raheem, who always guides me and protect me whenever and wherever I need and Prophet Muhammad SAW who has brought from darkness into the lightness and always love us as his servant.
2. My dear and amazing parents, Putra Jaya, SH., you always protect and love me as your last child, you always give your concern to me, you always be my best father in the world, Jamilah, my role mode, who always love me, always give me suggestion to eat on time, prays for me and supports me whenever and wherever I need. I am sorry, your last child give this title too late.
3. My dear sisters and brothers-in-laws Dian Wahyuningsi, SH., Intan Oktaveni, S.Si., Pipit Wulandari, S.Fil., M.Phil., Djana Sadi Sungkono, Apriyadi, Danar Miftah Wicaksono, who always give me your support and your cheer me whenever and wherever I need.
4. My cousins who always support me and make me laugh, Dimas Radyaputra, Fathiya Zaskia Kirani, Raisa Syakilla Azzahrah, Arkan Harith Faeyza, Aufar Bellamy, Rivana Attalia Zahra, Adelia Azzahrah Wicaksono. Thank you my dear.
5. My advisors, Ibu Dr. Rita Inderawati, M.Pd. and Ibu Dra. Zuraida, M.Pd. who patiently give your suggestion and your concern until I can finish my thesis.
6. My English teachers of SMA Negeri 10 Palembang, Ma'am Elly, S.Pd., M.Si., and Ma'am Binti Koniaturrahmah, M.Pd. who helped me a lot with their suggestion and their support during my study to finish this thesis.
7. My best friends in SEESPA 2015, Whine Prakusyah Fernanda,

Rosmelinda, and Naurah Nazhifah who always support, accompany, and give a lot of suggestion to me during I write my thesis. Thank you so much for all of the things that you gave to me,

8. My main supporter, Sultan Family, Sosmas BEM KM FKIP UNSRI Korwil Palembang, my leader Ardian, Fadhilah, Fitri, Finna, Gheo, Tri Yurika, Yuliansyah, Agung, Wardah, Uldiyah, Hurry, Habibie, Emita, Annisa, etc. Thank you for your support.
9. My friends since Asian Games 2018 till now, who work together as volunteer in Arrival, Departure and Hospitality (ADH) department who always give me your support, Nabilah, Deah, Arum, Reza, Irma, etc.
10. All of SEESPA friends of academic year 2015 members, thank you so much for your support and memories that we created since the first until now.
11. All of SEESPA of academic year 2016 Palembang, thank you so much for your support.

MOTTO:

“Indeed, Allah is with those who patiently endure.”

(QS. Al-Anfal: 46)

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL	ii
COMMITTEE APPROVAL.....	iii
DECLARATION.....	iv
ACKNOWLEDGMENT	v
THESIS DEDICATION	vi
TABLE OF CONTENT.....	viii
LIST OF TABLES	xi
LIST OF APPENDICES	xii
ABSTRACT.....	xiv
CHAPTER I INTRODUCTION.....	1
1.1 Background.....	1
1.2 The Problems of the Study.....	6
1.3 The Objectives of the Study	6
1.4 The Significance of the Study.....	7
CHAPTER II LITERATURE REVIEW.....	8
2.1 YouTube for Learning.....	8
2.2 Speaking and Its Components.	9
2.3 Teaching Speaking	12

2.4	The Relationship between YouTube and Speaking.....	13
2.5	Cooperative Learning Method	14
2.6	Analytical Exposition Text	17
2.7	Previous Related Studies.....	19
2.8	The Hypotheses of the Study	20
2.9	Criteria of Hypothesis Testing	20
CHAPTER III METHODOLOGY		22
3.1	Method of the Study.....	22
3.2	Variables of the Study.....	23
3.3	Conceptual Definitions of Variables.....	23
3.4	Operational Definition of the Variables.....	24
3.5	Teaching Procedures.....	25
3.6	Population and Sample.....	26
3.6.1	Population	26
3.6.2	Sample.....	27
3.7	Technique for Collecting the Data... ..	28
3.7.1	Test	28
3.7.2	Validity	29
3.7.3	Reliability	31
3.8	Technique for Analyzing the Data.....	32
3.8.1	Prerequisite Investigation.....	32
	a. Normality Test	33

b. Homogeneity Test	33
CHAPTER IV FINDINGS AND INTERPRETATION.....	34
4.1 Findings of the Study	34
4.1.1 The Results of the Students' Speaking Test	34
4.2 Statistical Analyses	36
4.2.1 Statistical Analyses of the Speaking Test.....	36
4.2.1.1 The Result of the Normality Test.....	36
4.2.1.2 The Results of the Homogeneity Test	37
4.2.1.3 The Results of Paired Sample T-Test.....	38
4.2.1.4 The Result of Independent Sample T-Test of the Experimental and Control Groups.....	40
4.3 Interpretation of the Study	41
CHAPTER V CONCLUSION AND SUGGESTION.	46
5.1 Conclusions.	46
5.2 Suggestions.....	46
REFERENCES	48
APPENDICES	53

LIST OF TABLES

Table 1 The Population of Study	27
Table 2 The Sample of Study	28
Table 3 Specification of the Test	29
Table 4 The Score Distribution in the Experimental and the Control Group	35
Table 5 The Result of the Normality Test	37
Table 6 The Result of the Homogeneity Test	38
Table 7 The Result of Paired Sample T-Test in the Experimental and Control Group	39
Table 8 The Results of Independent Sample T-Test	40

LIST OF APPENDICES

APPENDIX A	Teaching and Learning Materials
APPENDIX B	Lesson Plan
APPENDIX C	Script of Interview for Study at SMA Negeri 10 Palembang
APPENDIX D	The Result of Pretest and Posttest Experimental Group
APPENDIX E	The Result of Pretest and Posttest Control Group
APPENDIX F	The Reliability of the Speaking Test
APPENDIX G	The Result of Normality of the Data of Experimental Group and Control Group
APPENDIX H	The Result of Homogeneity Test
APPENDIX I	The Result of Paired Sample t-test of Experimental Group
APPENDIX J	The Result of Paired Sample t-test of Control Group
APPENDIX K	The Result of Independent Sample t-test of Pre-Test Both Group
APPENDIX L	The Result of Independent Sample t-test of Post-Test Both Group
APPENDIX M	Critical Value of t-Table
APPENDIX N	School Syllabus
APPENDIX O	Usul Judul Skripsi
APPENDIX P	Surat Penunjukan Pembimbing Skripsi
APPENDIX Q	Surat Penunjukan Kembali Pembimbing Skripsi
APPENDIX R	Surat Izin Penelitian dari Dekan FKIP Universitas
APPENDIX S	Surat Izin Penelitian dari Dinas Pendidikan Provinsi Sumatera Selatan
APPENDIX T	Surat Keterangan Telah Melaksanakan Penelitian
APPENDIX U	The Level of Appropriateness
APPENDIX V	Pre-test and Post-test Instrument Provinsi Sumatera Selatan

APPENDIX W	Letter of Statement of Being the Rater
APPENDIX X	Control Group Discussion before Pre-test and Post-test
APPENDIX Y	Experimental Group Discussion before Pre-test and Post-test
APPENDIX Z	Both of Groups during the Treatment
APPENDIX AA	The Writer with Control Group (XI MIA 3) and Experimental Group (XI MIA 2)
APPENDIX AB	Suggestion List after Having Seminar for Research Design
APPENDIX AC	Letter Approval for Seminar for Research Design
APPENDIX AD	Letter of Having Conducted Seminar for Research Design
APPENDIX AE	Approval for a Preliminary Research Report
APPENDIX AF	Letter of Having Conducted a Preliminary Research Report Seminar
APPENDIX AG	Suggestion List after Having a Preliminary Research Report Seminar
APPENDIX AH	SK Pengakatan Panitia dan Penguji Seminar Hasil
APPENDIX AI	Approval for a Final Examination Seminar
APPENDIX AJ	Daftar Dosen yang Diundang dalam Seminar Hasil Penelitian
APPENDIX AK	Daftar Hadir Mahasiswa dalam Seminar Hasil Penelitian
APPENDIX AL	Students' Attendance List (Control Group)
APPENDIX AM	Students' Attendance List (Experimental Group)
APPENDIX AN	Raters' Score for the Control Group and the Experimental Group
APPENDIX AO	Thesis Consultation Card
APPENDIX AP	SK Panitia dan Penguji Ujian Akhir
APPENDIX AQ	YouTube Study Skills Video Worksheet
APPENDIX AR	Letter of Having Conducted a Final Examination Seminar
APPENDIX AS	Suggestion List after Having a Final Examination Seminar

Using YouTube through Cooperative Learning Method to Improve Speaking Achievement of Eleventh-Grade Students of SMA Negeri 10 Palembang

ABSTRACT

This study was aimed at finding out whether there i) is a significant difference in English Speaking Achievement of eleventh-grade students of SMA Negeri 10 Palembang between before use of YouTube through the cooperative learning method and after use of YouTube through the cooperative learning method, and ii) is a significant difference in English Speaking Achievement between the eleventh-grade students of SMA Negeri 10 Palembang who were taught English by using YouTube through the cooperative learning method and those who were not taught by using YouTube. This study used an experimental method. The subjects of this study were 65 students of eleventh-grade students of SMA Negeri 10 Palembang. The pre-test and the post-test were employed to collect the data. The results showed that there was a statistically significant improvement in the students' speaking achievement after the use of YouTube through the cooperative learning method with a significant level of 0.000. This indicates that the use of YouTube helps the experimental group students improve their speaking achievement. In addition, the results showed that that there was a statistically significant improvement in the students' speaking achievement who were taught English by using YouTube through the cooperative learning method and those who were not taught with a significant level <0.05 . The majority of students also showed that they gave positive responses to the process of teaching speaking using YouTube through cooperative learning method.

Keywords: *using, YouTube, cooperative learning method, speaking*

A thesis by an English Education Study Program Student, Faculty of Teacher
Training and Education, Sriwijaya University

Name : Bunga Riska Wijaya

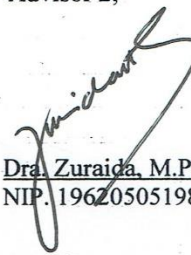
Student's Number : 06011381520053

Advisor 1,



Dr. Rita Inderawati, M.Pd.
NIP.196704261991032002

Advisor 2,



Dra. Zuraida, M.Pd
NIP. 196205051988032004

Certified by,
Coordinator of English Education Study Program,



Hariswan Putra Jaya, S.Pd., M.Pd
NIP. 197408022002121003

Using YouTube through Cooperative Learning Method to Improve Speaking Achievement of Eleventh-Grade Students of SMA Negeri 10 Palembang

ABSTRACT

This study was aimed at finding out whether there i) is a significant difference in English Speaking Achievement of eleventh-grade students of SMA Negeri 10 Palembang between before use of YouTube through the cooperative learning method and after use of YouTube through the cooperative learning method, and ii) is a significant difference in English Speaking Achievement between the eleventh-grade students of SMA Negeri 10 Palembang who were taught English by using YouTube through the cooperative learning method and those who were not taught by using YouTube. This study used an experimental method. The subjects of this study were 65 students of eleventh-grade students of SMA Negeri 10 Palembang. The pre-test and the post-test were employed to collect the data. The results showed that there was a statistically significant improvement in the students' speaking achievement after the use of YouTube through the cooperative learning method with a significant level of 0.000. This indicates that the use of YouTube helps the experimental group students improve their speaking achievement. In addition, the results showed that that there was a statistically significant improvement in the students' speaking achievement who were taught English by using YouTube through the cooperative learning method and those who were not taught with a significant level <0.05 . The majority of students also showed that they gave positive responses to the process of teaching speaking using YouTube through cooperative learning method.

Keywords: *using, YouTube, cooperative learning method, speaking*

A thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

Name : Bunga Riska Wijaya

Students' Number : 06011381520053

CHAPTER I

INTRODUCTION

This chapter describes (1) background, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background

Language is an important aspect to learn communication. It is the method for how people think the ideas that they want to talk and share for the people. As a language that every people know, English becomes the language learnt by the people as a foreign language like Indonesia or a second language like Netherland. In brief, language has a different function related to how people learn the language itself.

English becomes the mediator for the people to communicate, thus takes a significant part. English makes people should learn that language because for people who know or expert in English expected to allow us to build every aspect that needs English to communicate for example in the social-commercial aspect, culture aspect, intellectual aspect and even in diplomatic aspect with the rest of the world. English has an amazing and interesting history that gets influence from every event that happens at that time until now. The language is needed for people in to reach the international level. Brown (2001) states that speaking as one of the language competences will help people to communicate with others from countries all over the world, not just concerned in English.

Riswandi (2016) states that English becomes one of the compulsory subjects in every level of the educational system in Indonesia that the students should take at least six years of junior and senior high school and it can make some problems for students. So, students know how to achieve competence in four language skills: listening, speaking, reading, and writing. They should be able to achieve competence in these four language skills if the students want to master the language successfully because it is important to consider the aspects of

the process to learn and master English. According to the curriculum 2013 for English subject for SMA, there are seven components of materials that should be taught for the students of SMA, i.e. (1) speaking, (2), reading (3) listening, (4) writing, (5) grammar, (6) vocabulary, and (7) pronunciation. From those components, it can conclude that speaking is one of the components which should be mastered by the students in the process to learn English.

Based on the Curriculum 2013, the purposes of teaching English in SMA are to build language and communicative competence for the oral and written form to deal with science and technology progress in to face the competition that has in the globalization era. In Curriculum 2013 for Senior High School (SMA), it has the standard or passing grade that the students have to achieve for the four competencies such as speaking, reading, listening, and writing. The interview was conducted in SMA Negeri 10 Palembang to find out what are the problems that the students have, not only concern with English speaking skills but also English as the general compulsory subject. Based on the interview with the two English teachers of SMA Negeri 10 Palembang, the passing grade for every four competencies that the students have to achieve at SMA Negeri 10 Palembang is 75, so the students should reach 75 or more if they want to pass those competencies. The ability to speak language especially English as their second language usually the result of the teaching and learning process, but the process that students experience through the language learning process also becomes one of the important parts of the speaking competence.

Based on the interview with two English teachers of SMA Negeri 10 Palembang, the students felt some of the difficulties to speak English in front of their friends and their teacher at school. First, they preferred to be silent at the school because the students did not have many vocabularies that they know. Second, the students felt lazy to open the dictionary, besides right now, in the modern era, they have Google translate to translate what they want to know. Although the teacher permitted to open Google translate from their smartphone, sometimes the students preferred to open another thing and it made their pronunciation bad. Third, almost all of the students feel shy to show their ability

in English, especially in speaking competence. They felt scared speaking with the English language because the students did not want to make some mistakes in front of their friends and the teacher. Fourth, the students did not have an opportunity to speak in the classroom. For the classroom that has English as their compulsory subject, they only have 2 hours every week to study the English subject. So, it is hard for them to study the English subject, especially for speaking competence. The last, the students were not commonly using English not only at school but also outside the school. They rarely spoke English because the environment did not support them to speak English. For the students who study English subject as their compulsory subject, based on the Curriculum 2013 and the syllabus for XI grade students of Senior High School (SMA), the teacher uses analytical exposition text. In the teaching and learning context, analytical exposition text has the purpose to persuade the reader about how important the topic is by giving students analysis and argument into the text.

There are many ways to help students learn speaking skills. One of the ways is through YouTube. YouTube is a website that shares videos where register users can upload, watch, comment, like other videos and create a profile that they want. Nowadays some people show their speaking skills using YouTube. According to Jones and Cuthrell (2011) stated that YouTube is taken into account to be an internet 2.0 site and not merely a set of data because members of the website share their work and participate in peer feedback through asynchronous interaction with other users. Similar with Jones and Cuthrell, Mustafa (2018) in his research states that YouTube is a website that becomes one of the largest websites around the world and it has many visitors every month. It means that YouTube is a website where registered users can upload and share videos that they upload with anyone. These videos that upload on YouTube also can share with other sites related to YouTube. YouTube was built by a person who ever worked at PayPal in 2005 and 2006, Google acquired YouTube. YouTube is chosen since this location gives numerous commitments to the instructing and learning prepare. It gives gigantic video substance that exploitable for advancement utilize. Jaya (2011) stated that the scholars hope to used and study something that associated with computer skills, so computer skills can attract the

scholars in purpose to develop their language skills. YouTube as a media is utilized by the instructor to disentangle this issue inside the activity. The aim of the work to examine the appropriateness of this tool for teaching and practicing speaking and comparing it with more traditional speaking activities based on a textbook. There is an article related to the research. The title is “*The Impact of YouTube, Skype, and WhatsApp in improving EFL Learners' Speaking Skill*” by Elhadi Nasr Elhadi Mustafa from Sudan University of Science and Technology in May 2018. The research aimed to find out about how YouTube, Skype, and WhatsApp influenced and improved students’ speaking skills. The sample of this research is about 22 beginner students from Arab Open University. The students were given pre-test, and then the researcher gave the training for the students for 2 months. After two months of training, a post-test was given to the students. The result of the study indicates that all of the social media which used in this research have an impact on the students and have an important role in improving speaking skill.

YouTube was chosen because YouTube would give students start to pay attention to it and study how to make full use of it. The educator can utilize the researchers to watch recordings YouTube amid a learned outside dialect with the critical comments on the lexical structure or linguistic structure of a video. According to two English teachers of SMA Negeri 10 Palembang, some students improve their speaking skills by practicing with their friends. The rest of the students prefer silent to speak up because they were afraid of making mistakes in speaking English.

Unfortunately, some students in Indonesian still have difficulties in English in every skill, in this case, Senior High School Students (SMA). Based on the research that has been done by English First English Proficiency Index (EF EPI), from 72 countries, Indonesia ranks 32nd in 2016. With a score of 52.91, Indonesia has the position below Vietnam, which ranked 31st and fell based on the Moderate Proficiency Band category. Among Asian countries, Singapore was named as the best country related to English proficiency, followed by Malaysia and the Philippines, in which all of them were included in the top 15. According to data from Map of Worlds which collected from some of the sources, the

Philippines were named as one of the best country related to English proficiency because 64% of the population speaking English. We can conclude that English becomes their first language. In Malaysia, almost all of the Malaysian people use English as a lingua franca because they have two official languages used in daily activity, English and Malay. English becomes a common language in Malaysia because Malaysia consists of some cultures and people use many languages in there. Also, Singapore was named as the best country related to English proficiency because as a developed country with a small population, the people use English as a media in innovation and related to business, although there are 4 official languages which used by the citizen (Tamil, Malay, English, and Chinese). In Singapore, the English taught for the dignity of the country as a developed country with a world-class standard. Although European nations were known as the countries that have the best English proficiency on top of the index, Asia has a better overall average score for English proficiency. Singapore, Malaysia, and the Philippines became the countries that received the best ratings.

Cooperative learning is that the method that concern with the tiny groups in order that students work alongside friends to maximize their ability and others' abilities within the teaching and learning process. Ihsan, Jaya, and Pratiwi (2016) stated that a number of the activities work by the scholars have the aim to extend their knowledge and understanding that they discuss within the learning process. Compare with cooperative learning, it's going to vary with competitive (students study against one another to succeed in the tutorial goal that the got arrange in curriculum and syllabus, for instance, a grade of "A" that just some of the scholars can get it) and individualistic (students study by themselves to succeed in learning goals that they are doing not have any quite reference to other students) learning process.

Lewis (2019) states that in every cooperative learning group, the teacher should select the composition of every group carefully so that a heterogeneous structure makes every student feel comfortable with the study and make the group becomes a strength. An assignment will be given by the teacher, help them to do the assignment that needs to be done so that each individual has an important role

in the group. If students give the contribution effectively, every member of the group can reach the goal that they want. The teacher should give an illustration of how students resolve the problem in a cooperative learning method.

Based on the explanation above, it is important to conduct this study entitled “Using YouTube through Cooperative Learning Method to Improve Speaking Achievement of Eleventh-Grade Students of SMA Negeri 10 Palembang” combines with analytical exposition text.

1.2 The Problems of the Study

The problems of the study were formulated into the following questions:

1. Was there a significant difference in English speaking achievement between the eleventh-grade students of SMA Negeri 10 Palembang between before the using of YouTube through the cooperative learning method and after the using of YouTube through the cooperative learning method?
2. Was there a significant difference in English Speaking Achievement between the eleventh-grade students of SMA Negeri 10 Palembang who are taught English by using YouTube through cooperative learning methods and those who were not?

1.3 The Objectives of the Study

This study is planned to find out whether or not:

1. There was a significant difference in English Speaking Achievement of the eleventh-grade students of SMA Negeri 10 Palembang between before the using of YouTube through the cooperative learning method and after the using of YouTube through the cooperative learning method.
2. There was a significant difference in English Speaking Achievement between the eleventh-grade students of SMA Negeri 10 Palembang

who was taught English by using YouTube through the cooperative learning method and those who were not taught by using YouTube.

1.4 The Significance of the Study

It is expected that the result of this study gave contribution and benefit to the development of teaching and learning English especially for speaking skills as a foreign language in teaching English to senior high school students. It is also hoped that this study are going to be useful for English teachers in applying the using of YouTube through the cooperative learning method in teaching English to senior high school students to enhance their speaking achievement. For the students, it also hoped that this study are going to be useful as a motivation to enhance speaking skills with no fear and shy. For the school, it is hoped that this study would be the first step and motivate the teachers to make a speaking skill better than before. For other writers, it is hoped that this study will inspire them to make study with the same strategies but with the new innovation that they can do for a better future.

REFERENCES

- Agustina, M. (2014). *Improving the Speaking Skills of XI Grade Students of SMA Angkasa Adisutjipto through the Use of Videos in the Academic Year of 2013/2014 (Undergraduate Thesis)*. Yogyakarta State University, Yogyakarta, Indonesia.
- An overview of cooperative learning. (2010). Retrieved from <http://www.co-operation.org/what-is-cooperative-learning/>
- Arikunto, S. (2006). *Prosedur Penelitian: Suatu Pendekatan Praktis*. Jakarta: Rhineka Cipta.
- Beth, L. (2018, June 14). Cooperative learning. Retrieved from <https://www.thoughtco.com/what-is-cooperative-learning-2081641>
- Brown, H.D. (2001). *Characteristic of Successful Speaking Activities*. San Fransisco, NY: Cambridge University Press.
- Brown, H.D. (2004). *Language assessment: Principles and classroom practices*. New York, NY: Pearson Education Inc.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed.)*. Boston, MA: Pearson Education.
- Course, B. (2017, August 13). Analytical Exposition Text: Definition, Purposes, Generic Structures, Language Features. Retrieved from <http://britishcourse.com/analytical-exposition-text-definition-purposes-generic-structures-language-features.php>
- Cameron, L. (2001). *Teaching Language to Young Learners*. Cambridge: Cambridge University Press.

- Departemen Pendidikan Nasional. (2016). *Silabus Kurikulum 2013; Mata Pelajaran Bahasa Inggris SMA*. Jakarta, Indonesia: Departemen Pendidikan Nasional.
- Diem, C., Jaya, H.P., Pratiwi, M.D.A. (2016). *Using Cooperative Learning Method to Improve Listening Comprehension Achievement of Tenth Grade Students of SMA Srijaya Negara Palembang (Undergraduate Thesis)*. Sriwijaya University, Palembang, Indonesia.
- Djahida, L. (2017). *The Role of Educational YouTube Videos in Improving EFL Learners' Speaking Skill (Graduate Thesis)*. Biskra University, Algeria, People's Democratic Republic of Algeria.
- Flynn, D. (2003). *Students Guide to SPSS*. Barnard. Retrieved from https://barnard.edu/sites/default/files/inline/student_userguide_for_spss.pdf
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2012a). *Educational Research Competencies for Analysis and Applications (Tenth Edition)*. United States of America: Pearson Education, Inc.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2012b). *Educational Research Competencies for Analysis and Applications (Tenth Edition)*. United States of America: Pearson Education, Inc.
- Harmon, M. (2011). *Normality testing in Excel. Incline Village*. NV: Excel Master Series.
- Hughes. A. 1989. *Testing for language teachers*. Cambridge: Cambridge University Press.
- International, SIL. (1999). "Four Basic Language Skills". Retrieved from <http://www.sil.org/lingualinks/languagelearning/OtherResources/GudlnsFrALnggAndCtrLrnngPrgrm/FourBasicLanguageSkills.htm>
- Irawan, N.A. (2014). *The Implementation of STAD (Student Teams Achievement Division) to Increase Students' Speaking Ability at the First Grade of SMK*

YADIKA NATAR (*Undergraduate's Thesis*). Lampung University, Lampung, Indonesia.

Irmawati, L. A. (2015). *Improving students' speaking skills through Speaking Board Games of Grade VIII of SMP N 13 Yogyakarta in the Academic Year 2013/2014 (Undergraduate's Thesis)*. Yogyakarta State University, Yogyakarta, Indonesia.

Iswara, Aby Andaya. et al. (2016). *Improving Students' Speaking Fluency Through the Implemantion of Trivia-Based Activity in University Students*. Journal of Seblas Maret University, 5. 23 July 2018, from <http://www.60183-EN-improving-students-speaking-fluencythro.html>

Jaya, H. P. (2011). Easy Grabs for Improving Listening Skills. *Wawasan Kependidikan Jurnal Penelitian dan Kajian Ilmiah Kependidikan*. 11(3), 31-35.

Johnson, D. W., & Johnson, R. (1999). *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning (5th Ed.)*. Boston: Allyn & Bacon.

Jones, T. & Cuthrell, K. (2011). YouTube: Educational potentials and pitfalls. *Com-puters in the Schools*, 28(1), 75-85. doi: 10.1080/07380569.2011.553149.

K. Sonthara & S. Vanna. (2009). *Cooperative Learning: Theory & Practice*. Phnom Penh, Cambodia: USAID.

Kasim, U. (2014). Classroom Interaction in the English Department Speaking Class at State University of Malang. *JURNAL ILMU PENDIDIKAN*, 11(1999), 1–12.

Kemampuan bicara bahasa Inggris masyarakat Indonesia kurang. (2016). Retrieved from www.tribunnews.com/nasional/2016/05/21/kemampuan-bicara-bahasa-inggris-masyarakat-indonesia-kurang

- Language and culture. (2017). Retrieved from
<https://www.britannica.com/topic/language/Language-and-culture>
- Lewis, B. (2019). What is Cooperative Learning?. Retrieved from
<https://www.thoughtco.com/what-is-cooperative-learning-2081641>.
- Linse, C.T. (2006). *Practical English Language Teaching: Young Learners*. New York, NY: McGraw-Hill Companies, Inc.
- Messum, Piers. (2007, January). *The role of imitation in learning to pronounce*. Retrieved from
https://www.researchgate.net/publication/242384678_The_Role_of_Imitation_in_Learning_to_Pronounce
- Muna, M.S. (2011). *Utilizing YouTube Videos to Enhance Students' Speaking Skill (Undergraduate Thesis)*. Sebelas Maret University, Surakarta, Indonesia.
- Mustafa, E. N. E. (2018). The Impact of YouTube , Skype and WhatsApp in improving EFL Learners Speaking Skill, 5(5), 18–31.
- Nunan, D. (1991). Communicative tasks and the language curriculum. *TESOL Quarterly*, 25(2), (pp. 279-295).
- Nurjanah, N. (2011). *The relationship between students' interest in speaking and their speaking score (Undergraduate's Thesis)*. Syarif Hidayatullah State Islamic University, Jakarta, Indonesia.
- Oktaviani, N. (2013). *Improving the Students' Speaking Skills through Think Pair and Share Technique of Cooperative Learning of Grade XI IPA Students of SMA ISLAM 1 GAMPING in the Academic Year of 2013/2014 (Undergraduate Thesis)*. Yogyakarta State University, Yogyakarta, Indonesia
- Popham, J.W., & Sirotnik, K.A. (1973). *Educational Statistics: use and interpretation*. New York, NY: Harper Row Publishers.

- Rahayu, R. (2016). *The Effectiveness of Using Video-Recorded Speaking Task on Students' Speaking Skill (Undergraduate's Thesis)*. Syarif Hidayatullah State Islamic University, Jakarta, Indonesia.
- Riswandi, D. (2016). Use of YouTube-Based Videos to Improve Students' Speaking Skill Diki Riswandi, 2(1), 298–306.
- Sari, S. P. S. (2015). *The Use of Videos to Improve the Students' Speaking Skills at Class VII B of SMPN 2 PATUK in the Academic Year of 2014/2015 (Undergraduate Thesis)*. Yogyakarta State University, Yogyakarta, Indonesia
- Shyamlee, S., & Phil, M. (2012). Use of technology in English language teaching and learning: An analysis. *A Paper Presented at the 2012 International Conference on Language, Medias and Culture IPEDR vol.33 (2012) ©(2012) IACSIT Press, Singapore, 33(2012), 150–156*. Retrieved from <http://www.ipedr.com/vol33/030-ICLMC2012-L10042.pdf>
- Wahyono, T. (2009). *25 Model Analisis Statistik dengan SPSS 17*. Jakarta, Indonesia: PT. Gramedia.
- Wallen, N. E., & Fraenkel, J. R. (1991). *Educational research: A guide to the process*. New York, NY: McGraw-Hill Inc.
- Webster, Merriam. (1961). *Webster's New Secondary School Dictionary*. Canada: America Book Company.
- What are the Top Ten English Speaking Countries?. (2017). Retrieved from <https://www.mapsofworld.com/answers/language/top-ten-english-speaking-countries/>.
- What is YouTube. (2011). Retrieved from <https://searchcio.techtarget.com/definition/YouTube>
- Which countries are best at English as a second language?. (2016). Retrieved from <https://www.weforum.org/agenda/2016/11/which-countries-are-best-at-english-as-a-second-language-4d24c8c8-6cf6-4067-a753-4c82b4bc865b/>