

**THE EFFECT OF USING CONVERSATIONAL YOUTUBE VIDEOS
TOWARDS STUDENTS' SPEAKING SKILL AT MAN 1 SOLOK**

Thesis

*Submitted in Partial Fulfillment of the Requirements for Undergraduate
Program in English Tadris Department in the Strata One (S1) Degree*



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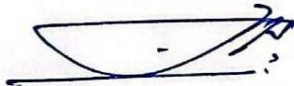
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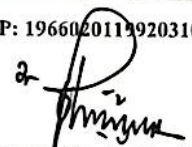
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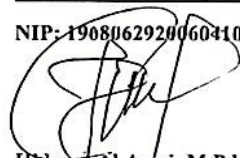

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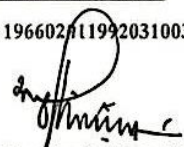
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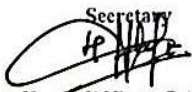

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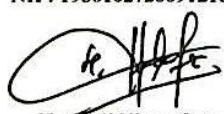

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1. I hereby declare that this thesis is entirely my own work. I was fully aware that I have cited various statements and ideas from other sources, and these have been properly referenced in the text. I have adhered to and respected the research code of ethics applicable both externally and at Imam Bonjol State Islamic University, Padang.
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ABSTRACT

Fani Latifa, 2026: The Effect of Using Conversational YouTube Videos Towards Students' Speaking Skills at MAN 1 Solok.

The purpose of this study was to determine whether the use of conversational YouTube Videos effectively improves the speaking skills of tenth-grade students at MAN 1 Solok. A quantitative quasi-experimental post-test design was used in this study. The sample consisted of 55 students, with grade X.E3 as the experimental group and grade X.E5 as the control group.

The treatment used conversational YouTube videos, and the treatment was conducted over four sessions. At the fifth session, students were given a post-test. Both tests were analyzed using an assessment rubric (Hughes, 2003: 132), which covers accent (pronunciation), grammar, vocabulary, fluency, and comprehension. The data were analyzed using SPSS 27. The results showed a 2-tailed significance level of 0.002 for the independent samples test, which is less than 0.05. This indicates a significant difference in the post-test scores, with the experimental class achieving an average score of 64.82, compared to the control class's average score of 54.56.

The conclusion is that Conversational YouTube Videos significantly impact students' speaking skills in asking for and giving opinions in grade X of MAN 1 SOLOK.

Keywords: Conversational YouTube Videos, Speaking Skills, Asking and Giving Opinions.

ABSTRACT

Fani Latifa, 2026: Pengaruh Penggunaan Conversational YouTube Videos terhadap kemampuan Berbicara Siswa di MAN 1 Solok.

Tujuan dari penelitian ini adalah untuk menentukan apakah penggunaan Conversational YouTube Videos efektif meningkatkan kemampuan berbicara siswa kelas sepuluh di MAN 1 Solok. Desain Post-test quasi eksperimental kuantitatif yang digunakan dalam penelitian ini. Sampel terdiri dari 55 siswa, dengan kelas Sepuluh E3 sebagai kelompok eksperimen dan kelas Sepuluh E5 sebagai kelompok kontrol.

Perlakuan ini menggunakan Conversational YouTube Videos, perlakuan yang dilakukan sebanyak 4 pertemuan. Pada pertemuan kelima, siswa diberikan Post-test. Kedua tes dianalisis menggunakan rubric penilaian (Hughes, 2003: 132), yang meliputi accent (pengucapan), Tata bahasa (Grammar), Kosa Kata, Kelancaran, dan Pemahaman. Data yang dianalisis menggunakan SPSS 27. Hasil penelitian menunjukkan bahwa Signifikan 2-tailed dari uji sampel independen adalah 0,002, yang kurang dari 0,005. Hal ini menunjukkan adanya perbedaan yang signifikan pada nilai Post-Test yang dilakukan, dimana kelas experiment memperoleh rata rata 64.82, dibandingkan dengan nilai rata rata kelas kontrol sebesar 54.56.

Kesimpulannya yaitu Conversational YouTube Videos mempunyai pengaruh yang signifikan terhadap kemampuan berbicara siswa dalam meminta dan memberi pendapat pada siswa kelas X MAN 1 Solok.

Kata Kunci: Conversational YouTube Videos, Kemampuan Berbicara, Meminta dan Memberi Pendapat.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

“In the Name of Allah, the Most Gracious, the Most Merciful”

Alhamdulillahirabbil’alamin. In the name of Allah, the lord of the world. The beneficent and most merciful, praises belong to Allah almighty. With his guidance and blessing, the researcher has accomplished the thesis entitled “ *The Effect of Conversational YouTube Videos Towards Students’ Speaking Skill AT MAN 1 Solok*”. Peace be upon Prophet Muhammad ﷺ, who has inspired and always given goodness in the world. The author recognizes that this thesis could not have been completed without the support and assistance of various parties. Therefore, the researcher would like to express her gratitude to all the beloved individuals who have encouraged, motivated, and helped her to finish this thesis. On this occasions, the author wishes to express her heartfelt thanks.

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Padang, February 12th 2026

Author

A handwritten signature in black ink, appearing to read 'Fani Latifa' with a stylized flourish at the end.

Fani Latifa

MOTTO

” Allah tidak akan membebani seseorang melainkan sesuai dengan kesanggupannya”

(Q.S Al-Baqarah 2: 286)

Orang yang hebat adalah orang yang memiliki kemampuan menyembunyikan kesusahan, sehingga orang lain mengira bahwa ia selalu senang”

TABLE OF CONTENTS

TITLE	
APPROVAL PAGE	i
THESIS ACCEPTANCE	ii
DECLARATION PAGE	iv
ABSTRACT	v
ACKNOWLEDGEMENT	vii
MOTTO	x
TABLE OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF APPENDIXES	v
CHAPTER I INTRODUCTION	1
A. Background of the problem.....	1
B. Identification of the problem	4
C. Formulation of the problem	4
D. Purpose of study	5
E. Significance of The Research	5
F. Definition of Key Terms	6
CHAPTER II REVIEW OF RELATED LITERATURE	9
A. Theories.....	9
1. The concept of speaking.....	9
a. Aspect of Speaking	10
b. Teaching Speaking	12
c. Assessing Speaking	13
2. Curriculum Merdeka with Conversational YouTube Videos	17
3. Conversational YouTube Videos	18
4. Advantages of using Video in teaching speaking	19
B. Relevant Study	20
C. Conceptual Framework	23
D. Hypothesis.....	23
CHAPTER III RESEARCH METHOD	24
A. Research Design.....	24
B. Population and Sample of the Research	26

1. Population of the Research.....	26
2. Sample of the research	27
C. Technique of collecting data	28
D. Techniques For Data Analysis	31
BAB IV FINDING AND DISCUSSION	36
A. FINDING	36
B. Discussion	53
BAB V CONCLUSION AND SUGGESTION	59
A. Conclusion	59
B. Suggestion.....	59
BIBLIOGRAPHY	61
APPENDICES.....	65

LIST OF TABLES

Table 2. 1 The Speaking Rubric Assessment	15
Table 2. 2 The Scoring	17
Table 3. 1 Post-test Only Design	25
Table 3. 2 Research Design	26
Table 3. 3 The Population of the Research	27
Table 4. 1 Distribution Data Treatment I.....	38
Table 4. 2 Distribution Data Treatment II	38
Table 4. 3 Distribution Data Treatment III	39
Table 4. 4 Distribution Data Treatment IV	40
Table 4. 5 Distribution Data Post-test.....	41
Table 4. 6 Student's Speaking Scores from the Post-test Experimental Class	42
Table 4. 7 Student's Speaking Scores from the Post-test Control Class	44
Table 4. 8 Test of Normality.....	48
Table 4. 9 Homogeneity Test.....	50
Table 4. 10 Group Statistics.....	51
Table 4. 11 Independent Sample Test.....	51

LIST OF FIGURES

Figure 2. 1 Conceptual Framework	23
Figure 4. 1 Histogram of Experiment Class	44
Figure 4. 2 Histogram of Control Class.....	46
Figure 4. 3 Normal Q-Q Plot Class Post-test Experiment Class	49
Figure 4. 4 Normal Q-Q Plot Class Post-test Control Class	49

LIST OF APPENDIXES

Appendix 1 Modul Ajar Experiment Class.....	65
Appendix 2 Modul Ajar Control Class.....	79
Appendix 3 Instrument of Study Post test	94
Appendix 4 The Scoring of Students' Speaking Test : Experiment Class	95
Appendix 5: The scoring of Student's Speaking Test: Control Class	96
Appendix 6 Transcript Post-test	97
Appendix 7 Indicator Assessment Hughes (2003)	117
Appendix 8 Distribution Data.....	119
Appendix 9 Normality test.....	119
Appendix 10 Homogeneity test	119
Appendix 11 Independent Sample test	120
Appendix 12 SK Pembimbing	121
Appendix 13 Surat Undangan Seminar Proposal	122
Appendix 14 Berita Acara Seminar Proposal	123
Appendix 15 Surat Izin Penelitian UIN	124
Appendix 16 Surat Izin Penelitian Kementrian Agama Solok	125
Appendix 17 Surat Balasan Penelitian dari MAN 1 Solok.....	126
Appendix 18 Documentation	127
Appendix 19 Buku Bimbingan	129

CHAPTER I

INTRODUCTION

A. Background of the problem

English is the most widely spoken language worldwide, thus recognized as a means of international communication across various regions. This global engagement stems from its extensive and rich vocabulary, which is key to its status. As a result, a large number of people, including Indonesian citizens, communicate using English.

Speaking is a fundamental skill in the process of learning English, because it serves as the main means of communication. Speaking is an aspect of oral communication used to socialize with others. According to Aziz and Kashinathan (2021), speaking is the most significant skill because it encompasses the ability to engage in conversation. This skill is productive, encompassing thought processes and linguistic elements such as words, phrases, and sentences. These linguistic elements are utilized to convey information efficiently to listeners. Brown (2004) defines speaking as directly observable and influences the speaker's listening ability, which in turn influences the accuracy of oral assessments. According to Hornby (1995), speaking is defined as the pronunciation of words with valid pronunciation and the skilled use of everyday language. Furthermore, the academic syllabus requires students to demonstrate professional speaking skills, thus emphasizing the importance of speaking practice in the context of English language education in high schools. Harmer (2001: 269) explains that achieving

fluency in speaking requires intensive mastery of the elements of language, as well as the competence to process information and language spontaneously. Furthermore, speaking plays an essential role in conveying messages, information, opinions, and emotions in everyday life.

Based on several previous studies, English speaking skills remain a major concern for high school students in Indonesia. This is due to a lack of exposure to authentic English conversations, adequate language input, and sufficient speaking practice, which often hinders students' speaking development. A similar situation is suspected to be occurring at MAN 1 Solok.

To address this issue, one alternative solution is to utilize conversational videos available on YouTube. These videos provide authentic, real-life language, natural expressions, and interactive visual contexts that can support speaking practice. Students can observe how native or proficient speakers use the language in everyday conversations, which helps them understand pronunciation, intonation, and communicative expressions more effectively.

In this study, English conversational videos supported educators in facilitating communication and distributing educational materials to students. These videos offered several benefits, such as optimizing student motivation, providing authentic listening practice, encouraging practical language application, and raising students' awareness of specific linguistic elements or other aspects of communication. The use of conversational videos from YouTube plays a crucial role in English language learning, particularly in optimizing students' speaking skills. These videos provide authentic examples of language use, expose students

to new vocabulary and practical sentence structures, and improve their listening and speaking skills. Furthermore, these videos can increase student motivation and active participation by providing engaging and contextually relevant material. As noted by Richards (2002: 135), they are an effective method for developing students' oral expression and providing opportunities for students to practice speaking authentically through media. Several reasons support the use of conversational videos in speaking instruction: First, the audiovisual component of the videos captures students' attention. Second, these videos provide authentic resources that include correct pronunciation and vocabulary for practice. Third, conversational videos provide interaction and body language between speakers.

During the researcher's teaching internship (PPL) at MAN 1 Solok, the English instructor used animated conversation videos as a medium for teaching speaking skills. These videos provided contextual material, and students focused on the dialogues shown, rewriting sentences in the dialogues, and then practicing speaking in pairs based on the video content. However, students still experienced difficulties with pronunciation, vocabulary use, motivation, and their attitudes towards English.

However, conversational videos have a different impact. They engage students, provide authentic pronunciation models, and visually depict social interactions. This aligns with Richards' (2002) view that students should receive exposure to authentic input through multimedia, as well as Heinich's (2002) opinion that videos significantly influence students' ability to process information more efficiently through audio-visual media.

Based on observations of students' conditions and the difficulties they faced, researchers sought to examine the impact of using YouTube conversation videos on students' speaking skills at MAN 1 Solok. The primary objective of this study was to analyze how using these videos can improve students' speaking skills, motivation, and confidence in learning English.

B. Identification of the problem

The previous section focused on the observation that students' speaking skills were still inadequate. This section will discuss the challenges associated with speaking skills in more detail. Students have difficulties in pronunciation, vocabulary, motivation, and attitude toward English. In terms of pronunciation, students have difficulty pronouncing English words. This happens because their English is heavily influenced by their first language, which makes their pronunciation sound inaccurate. In terms of vocabulary, students have limited word knowledge. Sometimes, they seem afraid to speak English not because they lack ideas, but because they do not know the English words to express those ideas. In terms of motivation, students tend to show low interest in learning English.

Furthermore, many factors influence students' speaking skills throughout the educational process. These factors include the students themselves, the teachers, and the material being taught.

C. Formulation of the problem

Based on the background of the study, this research problem is formulated as follows: “Is there a significant effect of using conversational YouTube Videos on students' speaking skill at MAN 1 SOLOK?”

D. Purpose of study

In line with problem identification, this research aims to find out The Effect of Using Conversational Videos on YouTube Towards Student's Speaking Skill At MAN 1 SOLOK.

E. Significance of The Research

This study provides both theoretical and practical significance, particularly in the context of English learning at Madrasah Aliyah Negeri (MAN), as follows:

- a. **For Students AT MAN**, this study helps improve their speaking skills through the use of interesting and contextual conversational videos. This media fosters students' motivation and increases their confidence in speaking English.
- b. **For English Teachers AT MAN**, this study offers an innovative and interactive learning medium for teaching speaking skills. Conversational videos serve as a valuable supplement to make the learning process more engaging and effective.
- c. **For Future Researchers**, this study serves as a reference or foundation for further research related to the use of digital media, especially interactive videos, in improving students' English-speaking skills.
- d. **For Curriculum Development in Madrasah**, this study will provide input on the importance of integrating technology-based materials into the English learning curriculum, particularly to strengthen students' speaking skills.

F. Definition of Key Terms

1. Speaking

There are many definitions of speaking proposed by several experts in language learning. According to Cameron (2001), speaking is the active implementation of language to express ideas so that others can understand it. According to Thornbury (2001), oral communication is a two-way process and requires skills to share control over who speaks and when. Furthermore, skills indicate that the characteristics of verbal exchanges indicate that the structure of spoken language can differ in many important ways from written language. According to Harmer (2001: 46), interaction occurs when two individuals are involved in a conversation. It is clear that interaction aims to convey ideas or share messages and information.

Based on the explanations above, researchers conclude that speaking is a skill necessary for communicating with others. It can also be defined as the process of expressing and interpreting what one wants to convey to others.

2. Conversational Video

Conversational video is a type of audiovisual learning media in the form of videos, which display conversations or dialogues in English. The content is structured according to the specific learning context and topic. This media aims to help students understand English conversation.

Research by Muhammad Arbain, Fitra Ramadani, and Novika Hartatya (2023) shows that the use of conversational video can improve students' understanding of English dialogue and improve their language skills.

Furthermore, Charlotte Beal and Rolf Steier (2024) state that conversational video in collaborative learning serves not only as a tool for delivering material but also as an intermediary medium that facilitates dialogue beyond the constraints of time and place through direct (synchronous) or indirect (asynchronous) interaction. Thus, conversational video can be considered an audiovisual medium that presents authentic or semi-authentic dialogue and supports the development of language skills more effectively than traditional learning methods, whether through direct practice or through technology-supported collaborative interaction.

3. YouTube

Arianti et al. (2021) explained that video is an interesting tool for explanation, which can be used for the learning process to convey material through various themes and attractive images. Videos can be obtained by purchasing them in stores or downloading them through the YouTube application. Amaliyah et al. (2021) emphasized that YouTube is an application that is easily accessible via smartphones, functioning as a learning resource used in the modern era that attracts many students, especially in language learning.

As YouTube Is an effective social media that makes a great impact on people, a good number researchers conducted various studies in different aspects of it. The study results showed that language instructors had a positive attitude toward using YouTube to develop students' anxiety, accelerate learning, and motivate students to maintain attention over long periods.

Sukma, Patahuddin, and Badaruddin from Muhammadiyah University of Parepare concluded that using YouTube videos as an educational platform significantly improved students' speaking skills. Furthermore, students reported improvements in confidence and enthusiasm for speaking English, demonstrating that YouTube videos minimize the shortcomings of traditional media and enhance the visual and interactive learning experience.

The platform's primary advantage lies in its audio-visual features. These features facilitate understanding the cultural context of the target language, help students master correct vocabulary pronunciation, and allow students to observe the facial expressions and body language of native speakers. Thus, YouTube serves not only as a source of learning materials but also as a platform for visualizing concepts, bringing an authentic language environment directly into the classroom or students' independent learning spaces. This two-way communication with authentic videos helps bridge the gap between the language learned in the classroom and the language used in real life.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theories

1. The concept of speaking

Many researchers have articulated speaking from different perspectives. Some of them are quoted below. According to Nunan (1991:40) Communicating orally is identical to oral dialogue, a traditional method of sharing knowledge, conveying concepts, and articulating reflections in our minds. It is related to how we interact with others, how individuals transform their ideas into spoken language about their views, emotions, and goals to ensure that the audience understands the intended message. Furthermore, Cameron (2001: 40) characterizes speaking as the active utilization of language to convey meanings that can be comprehended by others. In agreement with Cameron, Djiwandono (1996: 68) identifies speaking as the active application of language for verbal self-expression. He elaborates that an oral message consists of grammatically accurate words articulated by the speaker, enabling the listener to grasp the well-structured meaning. According to Thornbury (2001), speaking requires the skill of managing turns collaboratively between two or more participants. This reciprocal relationship usually occurs in person, thus requiring extensive planning. In such situations, it is crucial to remember various lexical expressions commonly used in spoken discourse. According to Richards and Renandya (2002: 204), speaking English is a challenging skill to master. Effective oral communication involves

using language appropriately in social interactions, including verbal communication and paralinguistic elements like pitch, stress, and intonation. Furthermore, nonverbal elements including gestures, body language, and facial expressions are essential. To be able to speak a foreign language, students need more than just linguistic knowledge. They also need to understand. Therefore, conversational videos are defined as recordings that visualize oral exchanges between two or more individuals in authentic, real-life contexts. In short, implementing videos depicting such interactions is an effective strategy for improving students' speaking skills.

Language learners should realize that speaking involves three areas of knowledge:

1) Mechanics (pronunciation, grammar, and vocabulary) using the right words in the right order with the correct pronunciation.

2) Function (transactions and interactions) knowing when message clarity is important (transactions/exchange of information) and when precise understanding is not needed (interactions/building relationships)

3) Social and cultural rules and norms (speech turns, speed of speech, length of pauses between speakers, role of relatives of participants): understand how to consider who is speaking to whom, under what circumstances, about what and for what reasons. Lier (1995: 88) quoted in Nunan (2003: 48).

a. Aspect of Speaking

In *Testing for Language Teachers* (2nd edition), Arthur Hughes (2003) outlines five key aspects used to assess speaking skills. These aspects help ensure

a comprehensive and objective evaluation of a learner's oral performance. The aspects are:

1. Pronunciation

This refers to how accurately and clearly a speaker pronounces words and sentences in English. Good pronunciation allows the listener to understand the speaker without much effort. This includes aspects such as pronunciation, intonation, and rhythm.

2. Grammar

This aspect assesses the speaker's proficiency in using valid grammatical structures during speaking. Effective two-way interaction depends on the use of appropriate grammar, including verb tenses, grammatical coherence, and appropriateness. Persistent grammatical errors are a barrier to understanding.

3. Vocabulary

This aspect relates to the appropriateness of the vocabulary used. Effective speakers use a varied and contextually appropriate lexicon. Invalid or repetitive word choices will impact the message conveyed.

4. Fluency

Fluency maintains coherence and fluency in oral delivery. A professional speaker can express their thoughts fluently without hesitation, repetition, or pauses. This skill demonstrates the ability to express ideas naturally and spontaneously.

5. Comprehension

This aspect measures speaking skills to understand and respond appropriately to conversations. It indicates the extent to which a speaker can process spoken input and participate effectively in interactions with others.

b. Teaching Speaking

Speaking is an essential competency in English language education that students prioritize mastering. This skill is often considered a demanding skill that learners need to master. Richards and Renandya (2002: 204) argue that speaking a foreign language can pose significant challenges for learners, particularly because it requires effective language use in social contexts.

The role of an English teacher is crucial for optimizing speaking learning outcomes. Teaching involves demonstrating or assisting students in learning a task, providing guidance, instruction, and knowledge to enhance understanding (Brown, 2000:7).

Nunan (2003: 54) proposes principles for teachers to consider when teaching speaking. All responses generated must be in English language and presented as follows.

- a) Differentiate between second and foreign language learning contexts. Teachers will face various challenges based on the target language context. Any errors in grammar, vocabulary, and pronunciation can affect foreign students' communication skills.
- b) Give students opportunities to practice both speaking fluently and accurately. Teachers should provide students with opportunities to enhance both

their fluency and accuracy. Educators should refrain from interrupting students when they make oral errors, viewing these errors as an inherent aspect of language acquisition.

- c) Provide opportunities for students to actively participate in group conversations by reducing teacher speaking time. This allows students ample opportunities to practice speaking in pairs or groups.
- d) Design speaking tasks that incorporate negotiation of meaning, with students interacting individually to verify mutual understanding of each other's utterances.
- e) Develop activities that offer guidance and practice in transactional and interactional speaking in the classroom.

According to these guidelines, teaching speaking involves educators providing appropriate activities to enhance students' speaking skills. In these activities, students actively articulate their thoughts, emotions, and perspectives to others.

c. Assessing Speaking

Speaking is a standard competency and component of English language learning. As a core part of the language education curriculum, students' speaking skills need to be assessed. For educators, assessing students' speaking abilities presents a challenge, given that each student exhibits a unique level of oral proficiency.

As Luoma (2009, p. 1) states, assessing speaking is challenging because many factors influence our impression of how well someone speaks a language,

and because we expect test scores to be accurate, fair, and suitable for their intended purpose.

Speaking assessment often becomes a subjective issue, where people tend to judge based on whether the speaker is a native or non-native, especially regarding pronunciation (Luoma, 2004). In addition, Nunan (1999) explains that speaking requires linguistic competence, which includes articulating sounds clearly, having sufficient vocabulary, and mastering grammatical structures. Speaking also requires functional competence, which means being able to answer questions completely and logically.

Speaking assessment is often a judgmental issue, as people tend to base their evaluation on whether the speaker is a native or non-native, especially in terms of pronunciation (Luoma, 2004). This approach makes the assessment less objective and may lead to unfair results. Additionally, Nunan (1999) states that speaking requires linguistic competence, which means the speaker articulates sounds clearly, uses sufficient vocabulary, and masters structural or grammatical components. Speaking also requires functional competence, which means the speaker answers questions completely and logically.

According to Arthur Hughes (2003), evaluating speaking skills requires examining a variety of elements that indicate a student's comprehensive verbal abilities. He outlined five key factors that educators should consider when assessing speaking effectiveness. There are Five components of speaking to be scored; pronunciation, grammar, vocabulary, fluency, comprehension.

Table 2. 1
The Speaking Rubric Assessment

Scoring of Speaking Test	Indicators
Pronunciation	1. Pronunciation frequently unintelligible 2. Frequent gross errors and a very heavy accent make understanding difficult, requiring frequent repetition. 3. "Foreign accent" requires concentrated listening, and miss pronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary 4. Marked "foreign accent and occasional mispronunciations which do not interfere with understanding 5. No conspicuous mispronunciations, but would not be taken for a native speaker. 6. Native pronunciation, with no trace of "foreign accent"
Grammar	1. Grammar is almost entirely inaccurate except in stock phrases. 2. Constant errors showing control of very few major patterns and frequently preventing communication. 3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. 4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding. 5. Few errors, with no patterns of failure. 6. No more than two errors during the interview.
Vocabulary	1. Vocabulary inadequate for even the simplest conversation. 2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.) 3. Choice of words is sometimes inaccurate; limitations of vocabulary prevent discussion of some common professional and social topics. 4. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions. 5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex

	practical problems and varied social situations.
	6. Vocabulary is apparently as accurate and extensive as that of an educated native speaker.
Fluency	1. Speech is so halting and fragmentary that conversation is virtually impossible.
	2. Speech is very slow and uneven except for short or routine sentences.
	3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.
	4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
	5. Speech is effortless and smooth, but perceptively nonnative in speed and evenness.
	6. Speech on all professional and general topics as effortless and smooth as a native speaker's
Comprehension	1. Understands too little for the simple type of conversation.
	2. Understands only show very simple speech on common social and touristic topics, requiring constant repetition and rephrasing.
	3. Understands careful, somewhat simplified speech when engaged in a dialogue, but many require occasional repetition and rephrasing.
	4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
	5. Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
	6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

After students perform based on the speaking assessment's rubric above, their scores can be categorized into predicates as follows.

Table 2. 2
The Scoring

Aspect	Weight Table						Total
	1	2	3	4	5	6	
Pronunciation	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	23	

2. Curriculum Merdeka with Conversational YouTube Videos

In 2022, the Indonesian government officially implemented the Independent Curriculum (Kurikulum Merdeka), which aims to facilitate learning and provide context-relevant learning experiences for students. Unlike previous curricula, this curriculum focuses on three main elements. First, project-based learning, which focuses on helping students improve their creativity and develop new skills in solving complex problems. Second, core competencies, which ensure students understand the fundamental concepts of the subject matter. The third element prioritizes character development through participation that encourages independence, creativity, and collaboration among students. These three components were created to address educational challenges and improve the learning process at all levels of schooling. As supported by Satriani et al., students are targeted to master not only conventional skills but also be equipped with the

4C skills: Critical Thinking, Communication, Collaboration, and Creativity, within the context of 21st-century learning.

The use of conversational videos as an English language learning tool demonstrates a high degree of alignment and suitability for the implementation of the Independent Curriculum. First, this medium supports a student-centered learning approach by presenting interactive and engaging content for students. Second, the use of videos from platforms like YouTube aligns with the principle of integrating digital technology into education, which aims to build an up-to-date and inclusive learning environment. Third, this method facilitates contextual learning where students can see authentic and realistic use of English, in line with the Learning Outcomes (CP) in the current curriculum. Through this medium, students are encouraged not only in linguistic aspects but also in independence and digital literacy. Thus, the implementation of conversational videos in learning at MAN 1 Solok is not only effective in developing speaking skills but also represents a concrete action in realizing a flexible and innovative educational transformation, as the goal of the Independent Curriculum.

3. Conversational YouTube Videos

Conversational videos in the context of teaching English speaking skills can refer to the use of videos specifically designed to improve speaking skills by converting or transforming the content into interactive learning materials.

Conversational refers to a spoken interaction like an exchange of thought or information between two or more people. According to Canning-Wilson, video conversion helps improve speaking skills by allowing students to see, hear, and

imitate spoken language in videos. By converting authentic videos into teaching materials, students can be more involved in dialogue or discussion, enriching vocabulary and fluency in speaking English.

Conversational videos offer students genuine input, including real-life expressions, body language, and pronunciation patterns that are frequently absent in traditional textbooks. (Gonzalez & Nunez, 2024).

In practice, students can participate in a range of speaking activities utilizing conversational videos, including role-playing based on the video content, repeating and mimicking dialogues, filling in gaps in transcripts, and discussing their opinions or reactions to the scenarios presented in the videos. These strategies are consistent with the principles of communicative language teaching, which prioritize meaningful interaction and authentic communication (Richards & Rodgers, 2001).

4. Advantages of using Video in teaching speaking

The use of video in language classrooms is very beneficial for both teachers and students. According to Harmer (2001: 282), there are various advantages to be gained from using video in language teaching and learning activities. In general, the use of video in language classes is considered very beneficial for both teachers and students.

a. Seeing the Language Used

Students can not only hear the language used by the speaker but also see its use. Videos also provide expressions, gestures, and other visual cues as the speaker speaks.

b. Cross-Cultural Awareness

Students can see many things outside the classroom through videos. For example, the types of food people eat in other countries, the different clothes they wear, or how Americans address waiters. This means that videos also allow students to learn about the cultures of other countries.

c. Motivation

When teachers assign assignments like those shown in videos, most students are interested in completing them, and they also learn how to express themselves. Because they can see and hear the language used, their interest increases.

Besides Harmer, several experts have also explained the advantages of video in language teaching and learning, especially speaking. Sherman (2003) states that video is a rich resource that can always be updated. This book provides the variability and flexibility for use in the classroom to refresh conventional textbook material.

B. Relevant Study

Lizeth González Cabañas and Patricia Núñez Mercado (2024) in their article entitled "Using YouTube Videos to Improve Students' Speaking Skills: EFL Teachers' Perceptions" analyzed teachers' perspectives on the use of authentic YouTube videos to develop EFL students' speaking skills. This study showed that YouTube videos provide access to natural English and a variety of accents rarely found in conventional teaching materials, thus contributing to

significant improvements in students' pronunciation, intonation, and vocabulary mastery. Furthermore, the integration of these videos has been shown to create a more relaxed learning atmosphere, reduce anxiety when speaking, and increase student motivation and participation through communicative activities such as discussions, role-playing simulations, and prediction techniques.

Tira Nur Fitria (2025) in an article entitled "YouTube as a Supplementary Resource for Learning English Speaking and Conversation of Non-English Department Students" investigated the views of students outside the English department regarding the use of YouTube videos as supplementary learning materials. This study highlighted that YouTube is seen as a very efficient, adaptive, and engaging instrument, because it provides a real learning experience and facilitates students' understanding of conversation topics, cultural knowledge, and improvement of pronunciation and intonation. The use of the platform plays an important role in enriching vocabulary, increasing self-confidence, and developing speaking fluency, especially in relaxed contexts through exposure to various accents and realistic dialogue examples. Despite the obstacles of difficult articulation speed and limited opportunities for direct practice, this study concluded that YouTube functions as a very useful personal resource to support students' speaking skills outside the conventional classroom environment.

Sofiatul Jannah (2021) this article about improving student speaking skill through video. The relevance of this study was to find out how many students were able to capture what was learned from an English video, so that students

could speak English fluently and correctly according to what each student listened to through the English video provided by the teacher.

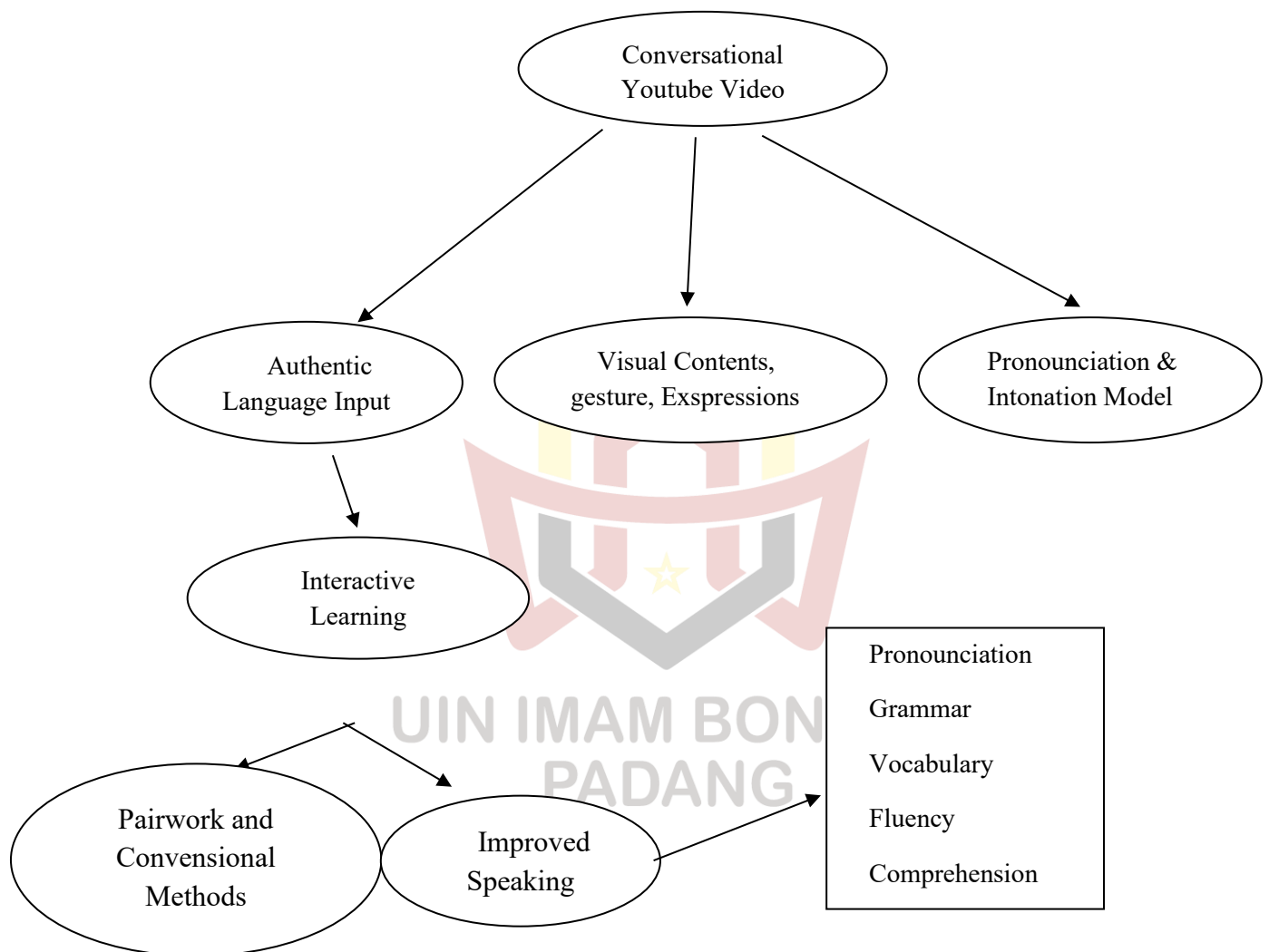
Syahputra,A.Y,Azwandi, Syafradin (2023) this journal about improving students' speaking skills through youtube videos at seventh grade of MTS N 02 KOTA BENGKULU. The relevance of this study was to discover improving students' Speaking skills through YouTube Digital Videos for seventh grade students of MTsN 02 Kota Bengkulu.

Ardianto, Kisman Salija , Amra Ariyani(2022) this article about Improving Students' Speaking Ability by Using YouTube Application at Madrasah Aliyah Kalosi. The relevance of study is that Retelling Stories on YouTube videos provide opportunities for students to practice speaking which can increase the use of the YouTube Application, create significant improvements in language use and spontaneous language use and build cooperative learning.

C. Conceptual Framework

Figure 2. 1

Conceptual Framework



D. Hypothesis

Higher learning outcomes were achieved by students' who were taught using conversational YouTube Videos compared to these taught through the conversational method.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study uses a quantitative method to examine the effective of instructional treatment through measurable data analyzed using statistical procedures. The research employs a quasi-experimental design with a post-test only control group design, involving an experimental class and a control class. The experimental class received instruction using Conversational YouTube Videos combined with the pair work technique, while the control class was taught using conventional teaching methods.

In the experimental class, English speaking instruction was conducted by utilizing Conversational YouTube Videos as a learning medium to provide students with authentic language input, including pronunciation, intonation, vocabulary, and everyday communication expressions.

The implementation of pair work in this study is based on the theory put forward by Jeremy Harmer (2007), which states that pair work increases student participation and provides greater opportunities for speaking practice in a supportive learning environment. The outlines the stages of its implementation as follows:

- a. **Preparation** – The teacher explains the objectives and gives clear task instructions.

- b. **Pairing** – Students are divided into pairs. The teacher can assign partners or let students choose.
- c. **Task Activity** – Students work in pairs to complete a task, such as a dialogue, question-and-answer session, or role play.
- d. **Feedback and Follow-up** – After the activity, students report their results or discuss their work with the class.

In the control class, the researcher implemented the conventional methods technique to teach asking and giving opinion. Students were given partially completed dialogues related to familiar topics and were asked to fill in blanks using appropriate expressions.

This structured implementation will support the effectiveness of the treatment and will ensure consistency during the experimental process. Therefore, this research design will allow the researcher to investigate the impact of pair work activities on students' speaking skills in a systematic and measurable way.

Table 3. 1
Post-test Only Design

Group	Treatment	Post-test
A	X	O
B	-	O

Where:

Group A : Experimental Class

Group B : Control Class

X = Treatment

O = Post-test

Table 3. 2
Research Design

Days	Class	Activity
Tuesday/ 09/16/2025	Experiment	Treatment 1
Wednesday/ 09/17/2025	Control	Conventional
Tuesday/08/23/2025	Experiment and Control	Treatment/ Conventional
Monday/09/29/2025	Experiment	Treatment 3
Wednesday/10/01/2025	Control	Conventional
Monday/ 10/06/2025	Experiment	Treatment 4
Wednesday/ 10/08/2025	Control	Conventional
Monday/ 10/13/2025	Experiment	Post-test
Tuesday/10/14/2025	Control	Post-test

B. Population and Sample of the Research

1. Population of the Research

According to Creswell (2012) describes a population as a collection of people who have similar traits and are the subject of an investigation. This population encompasses every person or group that has specific similarities pertinent to the research.

According to Gay, a population consists of a collection of individuals who possess one or several shared traits and are the focus of an investigation. In the realm of research, populations may either be limited or limitless.

In this research, the population is all the Ten grade students of MAN 1 SOLOK academic year 2023/2024.

Table 3. 3
The Population of the Research

Class	Amount of the students
XE3	28
XE5	27
Total	55

Source: English Teacher of MAN 1 Solok

2. Sample of the research

Creswell describes a sample as a portion of the larger population chosen for study that mirrors the overall traits of that population. The purpose of sampling is to extend the insights gained from a limited group to the whole population.

According to Sugiyono, a sample consists of a segment of the population's size and traits. This segment is selected through a specific method designed to accurately reflect the entire population, allowing the findings from the sample to be applied to the broader population.

In this study, Class XE3 and Class XE5 were designated as the sample units of analysis through the technique of Total Cluster Random Sampling. These two clusters (classes) were assumed to possess adequate initial homogeneity in English language proficiency, considering they were taught by the same instructor and utilized standardized teaching materials.

The subsequent step involved a random assignment procedure to determine the experimental and control roles of the groups. This determination was executed

through a lottery procedure. Based on the results of the draw, Class X.E3 was assigned as the Experimental Group, and Class X.E5 was designated as the Control Group.

C. Technique of collecting data

1. Collecting Data

Data collection techniques are the process of collecting information about a subject. Data is defined as factual information and can include measurements or statistics, although not limited to numerical facts. Creswell (2014) states that the technique of data collection involves systematic and structured methods for gathering measurable information that can be statistically analyzed. Data collection techniques in this research are tests. The researcher collects data through post-test scores, the post-test is administered at the end after doing four meetings treatment to know students' speaking ability, after providing the treatment.

The data can then be used to evaluate and improve understanding of something, facilitate discussion, or help uncover patterns that lead to further discoveries in the field. In conducting data collection techniques, researcher conduct a class experiment, the experiment use Pair Work.

The data collection technique in this study conducted two tests, Treatment, and Post Test.

a. Treatment

Treatment can be in the form of various teaching methods or interventions aimed at improving students' speaking abilities. Treatment is carried out 4 times.

1. In the first treatment, the researcher will explain the material about asking and giving opinions about food.
2. In the second treatment, the researcher will explain the material about asking and giving opinion about social media.
3. In the third treatment, the researcher will explain the material asking and giving opinion about School Objects.
4. In the fourth treatment, the researcher will explain the material asking and giving opinion about person.

b. Post-Test

After the treatment is finished, give another speaking test (post-test) in the same way as the pre-test. When the post-tests begin, the researcher asks students to perform describing people with different topics.

2. Instrument

A research instrument is defined as a structured device designed to systematically and objectively collect, process, analyse, and present data for the purpose of solving a problem or testing a hypothesis. Essentially, any tool supporting the research process, particularly data collection, is categorized as a research instrument. Consistent with Arikunto's view (in Makbul, 2021), the instrument is the selected apparatus used by the researcher to facilitate and systematize the data collection activities. Therefore, the instrument is a crucial device employed to measure and record quantitative information concerning the variables under investigation. The quality of the instrument used will directly influence the validity and reliability of the data collected.

In the context of this study, the primary instrument utilized to obtain data is an oral test, specifically a speaking test. This test will be administered to all participants post-intervention (as a post-test). The testing procedure involves providing students with a topic relevant to specific linguistic functions, namely asking and giving opinions, which students must then address through direct spoken communication. The researcher will evaluate the students' speaking performance using the Speaking Assessment Rubric adopted from Hughes (2003). This rubric encompasses five critical dimensions of measurement: Pronunciation (Accent), Comprehension, Fluency, Vocabulary, and Grammar.

3. Procedures of Research

This study involved two study groups: an experimental class that received the treatment, and a control class that received no special treatment. Both groups were given a post-test at the end of the learning session to measure students' speaking achievement.

The treatment given to the experimental class was the use of YouTube Conversation Videos combined with Pair Work learning techniques, conducted over four sessions. The implementation process in the experimental class was divided into several stages:

First, in the introductory stage of each meeting, the teacher (researcher) explained the learning objectives and provided task instructions related to the use of the videos and subsequent activities.

Second, in the main stage, the teacher played YouTube conversation videos relevant to the questioning and giving opinions material. The teacher then

divided students into pairs to begin pair work activities. Students were allowed to study independently, discuss, and practice oral dialogues (role-plays) under the guidance of the video content. During the pair work process, the teacher acted as a supervisor, monitoring progress and assisting the pairs in solving any problems that arose.

Third, after the learning process was completed and before closing the lesson, the teacher provided feedback and reinforced the material to ensure proper understanding. Unlike the experimental class, the control class was taught the same material using conventional methods. After the four treatment sessions were completed, all research subjects (both classes) took a post-test to determine the effectiveness of the intervention.

D. Techniques for Data Analysis

Data analysis techniques are methods used to process and analyze data that has been collected in research or studies. Data analysis techniques are processes that involve processing, organizing, and interpreting data to produce a deep understanding of the phenomenon under study Creswell (2014). This technique aims to uncover patterns, relationships, or meanings that exist in the collection. Once the data on a student's scores is collected, the researcher examines and analyzes the data.

1. Descriptive Statistic

Descriptive Statistics (Data Description Analysis) constitutes the initial analytical procedure aimed at describing, summarizing, and presenting the essential characteristics of the collected data. In this research, descriptive analysis

functions to summarize the students' Pre-test and Post-test scores for both the experimental and control groups, thereby examining the initial performance and subsequent improvement in the data. Its primary objective is to obtain a preliminary overview of students' speaking performance, including the mean level of ability and the variability of the scores, prior to the execution of hypothesis testing (inferential statistical tests).

Descriptive Statistics is the use of measures such as mean, median, mode, variance, and standard deviation to provide an overview of data.

a. Mean

The mean is a measure that represents a data set's average value and is considered the closest value to the actual measurement results. It is calculated by summing all data values and then dividing this total by the number of data points. For further clarification, the mean can be determined using the following formula:

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

b. Standard Deviation

The standard deviation measures the distribution of data in a sample, reflecting the relative distance of each individual score from the mean. The methodological purpose of using the standard deviation formula is to provide a concise overview of the characteristics of the data distribution around the mean. The standard deviation data can be calculated using the following formula:

$$SD = \frac{\sqrt{\sum (x^2)}}{N}$$

1. Maximum Value (*max*)

The maximum value (*Max*) is a statistical measure utilized to display the highest score or largest number found within a given data set or range. This value effectively establishes the upper limit of the collected data.

2. Minimum Value (*min*)

Conversely, the minimum value (*Min*) is used to represent the lowest score or smallest number contained within the data set. This value serves as the opposite of the maximum value, establishing the lower boundary of the measurement results.

3. Range (*R*)

The Range, commonly symbolized as *R*, is a measure of statistical dispersion that indicates the absolute distance between the lowest score and the highest score in a data set. The Range can be formally calculated using the following formula:

$$R = \text{Maximum Value} - \text{Minimum Value}$$

2. Pre-Requisite Analysis

a. Normality Test

Normality test is a statistical procedure that determines whether the collected data follows a normal distribution or not. A normal distribution is a

symmetrical data pattern that forms a bell curve. The normality test works by collecting data, such as pre-test or post-test scores, then selecting an appropriate method, such as Shapiro -Wilk for small samples or Kolmogorov - Smirnov for large samples. The data is analyzed using statistical software, such as SPSS, to obtain a significance value (p-value). If the p-value is greater than 0.05, the data is considered normally distributed; if the p-value is less than or equal to 0.05, the data is considered not normally distributed.

b. Homogeneity Test

The homogeneity test is a statistical procedure that determines whether the variance of two or more data groups is the same or homogeneous. The homogeneity test works by collecting data from each group to compare. Then, the data is analyzed using a homogeneity test through statistical software such as SPSS. The result of this test is a significance value (p-value); if the p-value is greater than 0.05, the variance between groups is considered homogeneous, so parametric tests are applicable. However, if the p-value is less than or equal to 0.05, the variance is considered inhomogeneous, so the researcher uses a statistical test that does not require homogeneity of variance or performs a data transformation first.

c. Independent Sample t-Test

Independent Sample t-Test is used to compare the mean scores between two independent groups in this case, the experimental class taught using conversational YouTube videos and the control class taught using the conventional method. This test aims to determine whether there is a statistically

significant difference in students' speaking achievement between these two groups after the treatment.



BAB IV

FINDING AND DISCUSSION

In this research, the researcher presents the results of the study at MAN 1 Solok, focusing on the Tenth-grade students, with Class XE3 designated as the Experimental Group and Class XE5 as the Control Group. At the end of the study, both groups will be given an oral post-test to measure students' speaking achievement. After the data is complete, it will be analyzed using descriptive statistics and prerequisite analyses (Normality and Homogeneity Tests), and then further analyzed using the Independent Sample t-Test to determine the effect of the treatment.

A. FINDING

1. Description of Data

After conducting the research, two types of data were obtained: Treatment and post-test scores. Ten meetings were conducted using this technique. Students were given treatment before beginning their investigation. This technique was implemented over ten meetings. Students were given a post-test after each meeting. This study was conducted to determine the effect of using YouTube conversation videos on speaking skills at MAN 1 Solok. The goal was to determine speaking skill achievement.

The data analysis for this study is fundamentally derived from the students' scores on the post-test administered upon the conclusion of the treatment phase. A total of 55 students participated in this final oral test. The research sample was organized into two distinct groups: the Experimental Group,

comprising 28 students who received speaking instruction utilizing conversational videos, and the Control Group, consisting of 27 students who were taught using conventional methods. The scores obtained by both groups on the *post-test* constitute the primary dependent variable data used for hypothesis testing, which aims to determine the significance of the effect of the video-based intervention on students' speaking skill achievement.

The speaking test was similar, speaking results were also evaluated by considering five components based on Hughes (2003) namely Pronunciation, grammar, vocabulary, fluency, and Comprehension.

a. Treatment

The field intervention for this study was conducted in four separate face-to-face sessions, separated from the post-test period. This study adopted a no pre-test design, involving an Experimental Group (Class XE3) and a Control Group (Class XE5). The main focus of treatment in the Experimental Group was the application of Conversational YouTube Video media. Meanwhile, the Control Group (XE5) received the same material through conventional methods that did not provide intensive exposure to authentic conversational language models. This deliberate difference in treatment provides a strong basis for testing the hypothesis, namely whether Conversational YouTube Videos produce significant differences in the achievement of five aspects of speaking in the Experimental Group compared to the Control Group. The results of the speaking test were also evaluated by considering five components based on Hughes (2003), namely Pronunciation, grammar, vocabulary, fluency, and comprehension.

Table 4. 1
Distribution Data Treatment I
Descriptive Statistics

	N	Range	Min	Max	Sum	Mean	Std. Deviation	Variance
Treatment Experiment	28	29	51	80	1930	68.93	7.557	57.106
Treatment Control	27	37	38	75	1550	57.41	10.135	102.712
Valid N (listwise)	27							

The results of the descriptive statistical analysis in Treatment One showed a difference in performance between the experimental and control groups. The Treatment Experiment group (N=28) recorded a higher mean score of 68.93. Meanwhile, the Treatment Control group (N=27) only Variance 57.41. This 11.52-point difference in mean points explains the positive impact of the treatment intervention on the experimental group. In addition, the experimental group data showed a lower level of variability, with a Standard Deviation (SDD) of 7.557 and a Variance of 57.106. In contrast, the control group showed a wider spread of data, with a Standard Deviation of 10.135 and a Variance of 102.712. The results of the data explain that the treatment given in Treatment 1 not only improved the average performance but also produced data that was more concentrated around the mean, implying better consistency of results in the experimental group.

Table 4. 2
Distribution Data Treatment II
Descriptive Statistics

	N	Range	Min	Max	Sum	Mean	Std. Deviation	Variance
Treatment Experiment	28	29	51	80	1918	68.50	6.963	48.481

Treatment Control	27	37	40	77	1516	56.15	9.554	91.285
Valid N (listwise)	27							

Descriptive data analysis for Treatment two shows a difference in performance between the two groups. The Treatment Experiment group (N=28) recorded an average (Mean) of 68.50, indicating a higher score than the Treatment Control group (N=27) mean of 56.15. This average difference of 12.35 points is a strong indication of the effectiveness of the implemented intervention. Then the experimental group showed a very consistent data distribution, seen in the low Standard Deviation (Std. Deviation) value (6.963) and Variance of 48.481. In contrast, the control group showed much higher variability than in treatment 1, with a Standard Deviation of 9.554 and Variance of 91.285. The high spread of data in the control group is reinforced by the low Minimum value (40) and large Range (37). Overall, the results of Treatment 2 confirm that the average values of treatments 1 and 2 have decreased. Although the mean scores decreased slightly, there was a clear improvement in terms of consistency of results (lower data variability) in both groups, especially in the experimental group, from Treatment One to Treatment Two.

Table 4. 3

Distribution Data Treatment III

Descriptive Statistics

	N	Range	Min	Max	Sum	Mean	Std. Deviation	Variance
Treatment Experiment	28	30	48	78	1790	63.93	9.063	82.143
Treatment Control	27	37	39	76	1570	58.15	10.432	108.823
Valid N (listwise)	27							

Descriptive data analysis for Treatment Three shows that the performance difference between the experimental and control groups was the narrowest among the four treatments. The Experimental Treatment group (N=28) recorded a Mean of 63.93, which, while still higher, was not significantly different from the Control Treatment group's (N=27) mean of 58.15. The mean difference was only 5.78 points, indicating that the intervention in this treatment had the weakest impact in separating the two groups. Furthermore, Treatment 3 was characterized by a high level of data variability across both groups. The control group exhibited the highest level of dispersion (Variance 108.823 and Standard Deviation 10.432) among all the control groups. The experimental group also recorded relatively high variability, with a Variance of 82.143 and Standard Deviation 9.063. This high dispersion was reinforced by the control group's very low Minimum (39) and wide range (37). Overall, the results of Treatment 3 imply that the treatment intervention still produced higher average scores, but its effectiveness in improving performance and maintaining consistency of results was much reduced compared to the previous treatment.

Table 4. 4

Distribution Data Treatment IV

Descriptive Statistics								
	N	Range	Min	Max	Sum	Mean	Std. Deviation	Variance
Treatment Experiment	28	29	57	86	1950	69.64	8.319	69.201
Treatment Control	27	32	44	76	1519	56.26	9.083	82.507
Valid N (listwise)	27							

Table 4.5

	N	Range	Min	Max	Sum	Mean	Std. Deviation	Variance
Post-Test Experiment	28	42	44	86	1815	64.82	11.092	123.041
Post-Test Control	27	42	36	78	1473	54.56	12.620	159.256
Valid (listwise)	27							

	N	Range	Min	Max	Sum	Mean	Std. Deviation	Variance
Post-Test Experiment	28	42	44	86	1815	64.82	11.092	123.041
Post-Test Control	27	42	36	78	1473	54.56	12.620	159.256
Valid (listwise)	27							

The descriptive statistics, calculated using the SPSS 27 software, present a preliminary overview of the speaking performance in both the experimental and control groups. In the Experimental Group (N= 28), the final scores ranged from a minimum of 44 to a maximum of 86, resulting in a range of 42. The group achieved a total score (Sum) of 1815, resulting in a mean score of 64.82. The variability within this group was measured by a Standard Deviation of 11.092 and a Variance of 123.041.

Table 4. 6
Students' Speaking Scores from Post-test of the Experimental Class

NO	NAMA SISWA	COMPONENT OF SPEAKING					
		P	G	V	F	C	
1	AFISA FAWZIYAH ADRIL	2	30	20	8	15	75
2	AGNIYATUN HANISYA	2	18	12	6	15	53
3	AIZZA AHLANA FAUZIA	3	18	12	10	23	66
4	ALLYA DILL ADHA	2	18	16	8	23	67
5	AMALATUL QUR'ANI	2	24	20	6	8	60
6	AMEGA SALSABILA	2	18	12	6	6	44
8	AYRIN SAPUTRI	2	18	16	8	19	63
9	BIMA CAHYA DININGRAT	2	24	20	6	19	69
10	BRAINLY AL FATHAN	2	18	16	6	23	61
11	CAHAYA FITRI	2	18	20	6	12	58
12	CHACA OKTAVIA	2	24	20	8	19	73
13	DINDA OKTRI RAMADHANI	2	24	20	6	19	71
14	FAIQ FADHUL AZIZ	2	12	12	6	15	47
15	GHAYS ALKHAIRI	3	30	20	10	23	86
16	HILMA AULIA	2	24	20	8	23	77
17	INTAN PERMATA SARI	2	18	16	8	23	63
18	IZZA ANANDA	3	18	16	10	23	70
19	KHANZA AZDKANISA	2	18	12	8	12	52
20	NADHIRA AMALIA	3	24	20	10	23	80

21	NADHIRAH ZALITA	2	18	16	8	15	59
22	NAJAHUSTSANI KHAIR	2	12	16	8	19	57
21	NIA RAMADHANI	2	18	12	8	8	48
23	NURUL FAUZIAH	3	30	20	10	23	86
24	OLVIANDA MAYRETA	3	24	16	10	23	76
25	RAHMATUL HUSNA	2	18	20	6	19	65
26	RAUDHATUL MARDIAH	2	18	16	8	19	63
27	RIRIN MIFTAHUL HAYATI	2	24	16	6	23	71
28	SYAUQIA INAYAH Y.	2	18	12	8	15	55

Analysis of the post-test results in the experimental class showed that the group consisted of 28 students with a total score of 1815, resulting in an average score of 64.82. In the data obtained, the highest score achieved was 86, while the lowest score was 44. These results reflect the impact of the application of peer tutoring techniques on improving students' abilities.

The assessment components show that the Accent (Pronunciation) aspect obtained an average score of 2.21. Furthermore, the Grammar component recorded an average score of 20.57, followed by the Vocabulary component with an average of 16.57. The Fluency component showed an average score of 7.71, and finally, the Comprehension component achieved an average of 18.11.

Based on the data above, the highest component value obtained from the students' speaking scores in the experimental class is the Grammar component (20.57). Conversely, the lowest score was found in the Pronunciation component (2.21). Post-test score data of the experiment class can be seen as follows:

Figure 4. 1
Histogram of Experiment Class

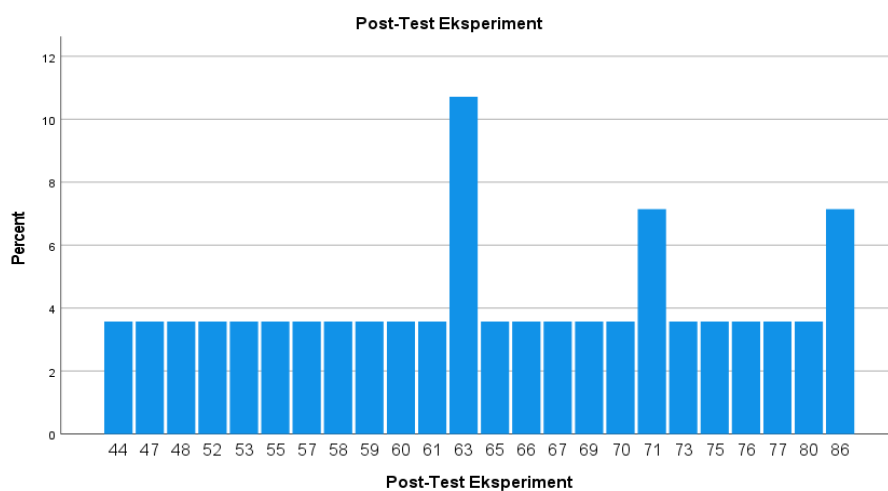


Table 4. 7
Students' Speaking Scores from the Post-test of the Control Class

NO	NAMA SISWA	COMPONENT OF SPEAKING					SCORE
		P	G	V	F	C	
1	ALMIRA NABILA	2	18	16	6	19	61
2	ARIYA ISKANDAR KELVIANSYAH	2	12	8	6	12	40
3	AULIA PRIANTI	2	24	16	4	23	69
4	AURA FATHARANI	3	26	16	8	15	68
5	CELSILLA SEBRIMA	2	12	8	4	15	41
6	DAFFA APRIANO	2	18	12	10	12	54
7	DAFFA WENFINDRA	3	24	16	12	23	78
8	DRISKA PUTRA	2	18	8	8	8	44
9	FADILAH MUHAMMAD DANI	2	12	8	6	15	43
10	FEBRIANTO HERMAN	2	18	12	6	4	44
11	GIFARI ZAKA WALI	2	18	12	6	19	48
12	HAIKAL AZMI	2	12	8	4	12	38
13	HANAFI YAHYA	2	18	12	6	15	53
14	MEY CELSA ANANDA PUTRI	3	24	16	10	19	72
15	MEY CELSI ANANDA PUTRI	2	18	16	6	8	42
16	MUHAMMAD SHENDY RIZALDI	2	18	12	6	4	42

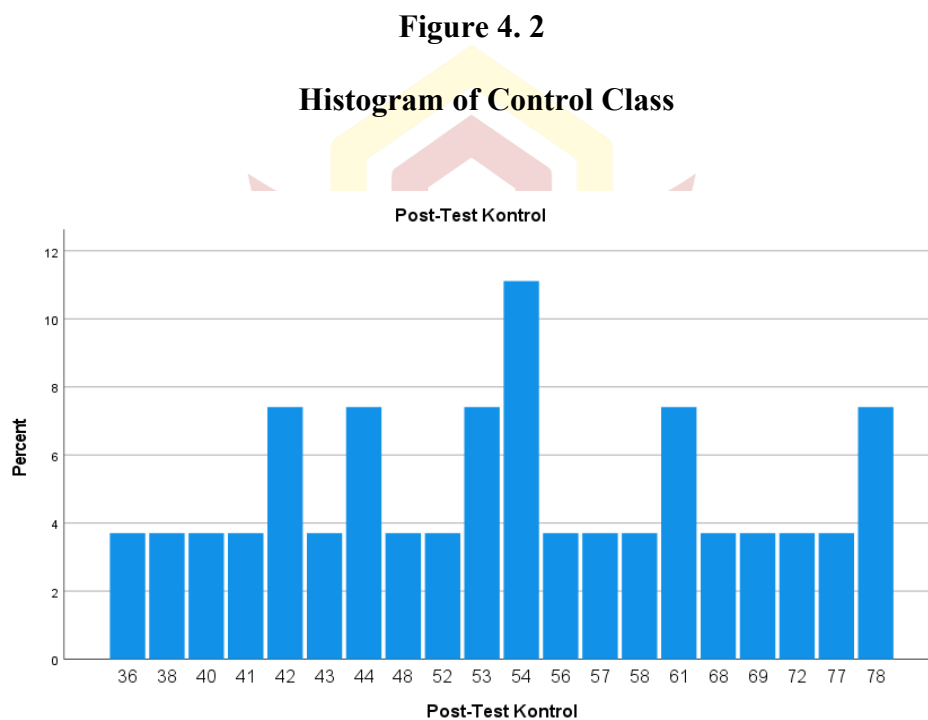
17	NADIL FAUZI	2	18	12	6	15	53
18	NAJWA INAYAH ARRASY	3	18	12	10	15	58
19	NASYAMA FALILLAH	3	12	12	10	19	56
20	NUR ASIA FADHILAH	2	18	16	6	19	61
21	RAINA ATHAYA	2	18	8	6	19	54
22	RILMA YUHENDRA	2	12	12	6	4	36
23	RISMAL GANI	2	18	12	6	19	57
24	TASRIL MULYADI	3	12	8	8	15	54
25	USMAN ALI	2	24	16	6	4	52
26	ZILDATUL HUSNA	2	24	20	8	23	77
27	ZIVANA AULIA FEROUZA	3	24	16	12	23	78

The descriptive statistics for the Control Group (N=27) recorded a minimum score of 36 and a maximum score of 78, also resulting in a range of 42. The control group's total score was 1473, with a mean score of 54.56, and demonstrated higher variability, reflected by a Standard Deviation of 12.620 and a Variance of 159.256. This initial descriptive analysis indicates a noticeable difference in the final mean scores, suggesting a preliminary positive effect of the conversational video intervention on the experimental class's speaking achievement.

The Accent (Pronunciation) component registered a mean score of 2.26. Conversely, the Grammar component recorded the highest average score among all aspects at 18.07, followed by the Comprehension component, which achieved a mean of 14.74. The Vocabulary component obtained an average score of 12.59, while the Fluency component exhibited the lowest score at 7.11.

Based on these findings, the students' greatest relative strength in the Control Group is found in their Grammar foundation (18.07), suggesting they

possess a reasonable command of linguistic structure. In sharp contrast, the lowest scores were registered in the areas demanding mechanical mastery and spontaneous delivery: Pronunciation (2.26) and Fluency (7.11). This markedly low fluency score underscores the significant difficulty students experienced, in the absence of the intervention, with speaking smoothly and without frequent hesitation, which collectively contributed to the lower overall Post-Test score achieved by this group.



2. Data Analysis

After completing the Descriptive Statistics analysis, the next stage in the data processing process is the implementation of the Data Analysis Prerequisite Test. This step ensures that the data obtained has met the statistical assumptions underlying further inferential analysis, thus guaranteeing the validity and

reliability of the research findings. The prerequisite tests carried out include the Normality Test and the Homogeneity Test. To support this statistical computation, the researcher utilized SPSS version 27 software.

Specifically, the Normality Test aims to verify that the dependent variable data is normally distributed, while the Homogeneity Test functions to test the assumption of equality of variance between groups, which is an absolute requirement for the application of parametric *t*-Test analysis.

3. Normality Test

The Normality Test is a fundamental statistical procedure performed to verify the assumption that the dependent data score variable is normally distributed. The implementation of this prerequisite test is essential to ensure the validity of the results of subsequent inferential statistical analysis. In the context of testing, there are two main methods commonly used: Kolmogorov-Smirnov and Shapiro-Wilk. The selection method is based on the size of the research sample. The Kolmogorov-Smirnov test is more appropriately applied to large samples ($N > 50$), while the Shapiro-Wilk test is considered more effective and recommended for small samples ($N < 50$), according to references from Biu, et al. (2019) in Ahadi & Zain (2023).

Considering the total number of samples in this study was 55 students (a combination of the experimental and control groups), the researchers decided to use the Shapiro-Wilk Test to emit data normality. The criteria for determining normal distribution are if the resulting Significance (Sig.) value is greater than 0,05 ($p > 0.05$), then the data is declared normal; conversely, if the Sig. value is

greater than $\leq 0,05$, data transmission is abnormal. The test results are presented as follows:

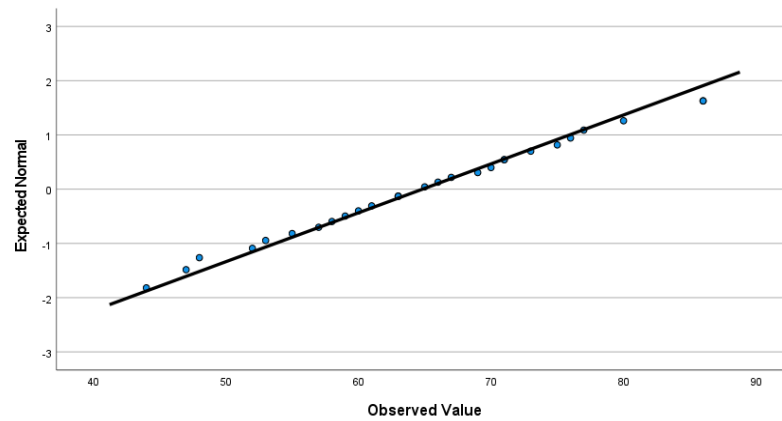
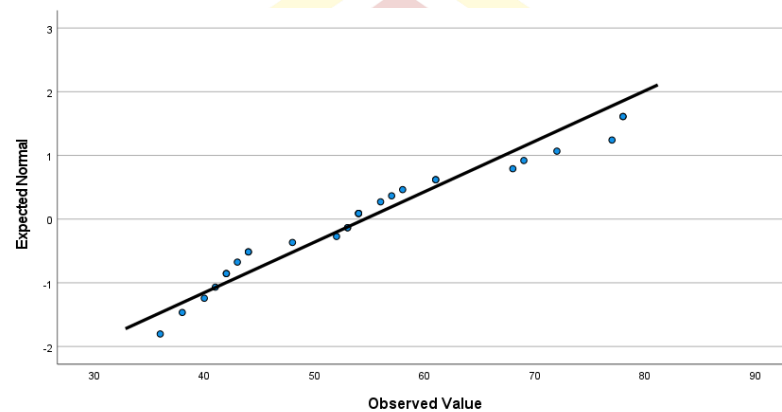
Table 4. 8
Test of Normality

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Speaking Score	Post Test Experiment	.065	28	.200*	.985	28	.942
	Post Test Control	.132	27	.200*	.933	27	.084

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction.

Based on the Test of Normality Table presented, the significance value (Sig.) of the Post-Test for the Experimental Group using the Shapiro-Wilk test is 0,942 This value is greater than 0,05 ($0.942 > 0.05$), which means that the Experimental Group Post-Test data is normally distributed. Meanwhile, the significance value (Sig.) of the Post-Test for the Control Group also using the Shapiro-Wilk test is 0.084. This value is also greater than 0.05 ($0.084 > 0.05$), so that the Control Group Post-Test data is also declared normally distributed. Thus, because all the significance values of the Shapiro-Wilk test in both groups are above 0.05, it can be concluded that the assumption of data normality has been met.

Figure 4. 3**Normal Q-Q Plot Class Post-test Experiment Class****Figure 4. 4****Normal Q-Q Plot Class Post-test Control Class**

As a complementary and reinforcing step to the numerical tests (Shapiro-Wilk and Kolmogorov-Smirnov), the normality analysis was also confirmed through the Q-Q Plot (Quantile-Quantile Plot) visualization for both groups. Based on the graphical observation, it can be observed that the Post-Test score data points in both the Experimental and Control Groups appear to follow and are tightly distributed around the diagonal line (reference line). The distribution that approaches this line indicates that the frequency of the empirical data does not show significant deviations from the theoretical normal distribution. Thus, the Q-

Q Plot visualization results strengthen the conclusion that the Post-Test data from both groups are normally distributed, thus fulfilling the prerequisite assumptions for proceeding to the Homogeneity Test and Hypothesis Test (t-Test).

4. Homogeneity Test

After obtaining the normality test results, the next step is the homogeneity test. The homogeneity test is conducted to determine whether the data from both groups have the same level of variance. To test the homogeneity of variance between the experimental class receiving the video conversational treatment and the control class receiving the conventional treatment, Levene's statistical test was used. The results of this calculation are presented below:

Table 4. 9
Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Speaking Skill	Based on Mean	.345	1	53	.560
	Based on Median	.274	1	53	.603
	Based on Median and with adjusted df	.274	1	51.614	.603
	Based on trimmed mean	.307	1	53	.582

Based on the homogeneity test table, the significant value for the homogeneity test of students' speaking scores in the post-test is 0.560. This indicates that the post-test data is homogeneous, because the value exceeds 0.05, which is the significant level determined for the homogeneity test.

5. Hypothesis Testing

After conducting the Normality Test and Homogeneity Test, the next step is to analyses the data using the T-test (Independent Sample T-test). The T- test

aims to determine whether there is a significant difference between the average (mean) of two independent data groups, namely the experimental class and the control class.

The main focus of this study is to answer the research question, namely: "Is there a significant influence of the use of Conversational YouTube Video media on students' speaking skills at MAN 1 Solok. In the Experiment class, researchers used conversational video media to improve students' speaking skills, while in the control class, researchers used conventional methods. The independent sample t-test was applied to determine whether there was a significant effect on students' speaking skills in the experimental class compared to the control class. The results of the t-test from the research data can be seen in the following table:

Table 4. 10
Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Speaking Score	Class Experiment	28	64.8214	11.09239	2.09626
	Class Control	27	54.5556	12.61968	2.42866

Table 4. 11
Independent Sample Test

Speaking Score	Levene's test for equality of variance	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
Equal variances assumed	.345	.560	3.207	53	.002	10.26587	3.20061	3.84626	16.68548
Equal variances not assumed			3.200	51.595	.002	10.26587	3.20822	3.82690	16.70485

Based on the results of inferential statistical analysis, there is a significant difference in the results of speaking skills between the group of students who received the Conversational YouTube Video media treatment and the group taught using conventional methods. Descriptively statistically, the results of the Experimental Group Post-Test showed an average score of 64, 82 with a standard deviation of 11.092. This figure is superior compared to the average score of the Control Group which was recorded at 54,56 with a standard deviation of 12,620. To verify the significance of this difference, the Independent Sample t Test was used. The decision-making criteria were based on a comparison of the Significance value (Sig. 2-tailed) with a significance level α of 0, 05. From the analysis carried out, the Sig. value. The 2-tailed obtained is 0, 002. Thus, because the Significance value of 0, 002 is substantially smaller than 0.05 ($\rho < \alpha$), the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted. These

results definitively indicate that there is a significant influence of the use of Conversational YouTube Video media on students' speaking skills.

In conclusion, Conversational YouTube Video media is proven to have a positive and significant effect on improving students' speaking skills at MAN 1 Solok. This significant influence was observed in students' speaking skills in the Experimental Group compared to the group taught conventionally.

B. Discussion

The results of the research analysis show a significant difference in speaking skills between the group of students taught using Conversational YouTube Video media and the group taught conventionally. Descriptive statistical data supports this finding, where the average value of the Experimental Group's Post-Test reached 64, 82, far exceeding the average of the Control Group which was only 54,56. Verification through the Independent Sample *t* Test produced a Significance value (Sig. 2-tailed) of 0.002. Because the 0, 002 value is smaller than the 0, 05 significance level ($0, 002 < 0, 05$), the Alternative Hypothesis (H_a) is accepted, which clearly indicates that the use of Conversational YouTube Video media provides a positive contribution and has a significant influence on improving students' speaking skills at MAN 1 Solok.

This significant effect was manifested in an increase in average scores across all aspects of speaking ability evaluated, including grammar, vocabulary, fluency, and comprehension. Students who received video conversation instruction demonstrated superior speaking ability compared to students who

received only conventional instruction. The significant effects on each component of speaking ability are further described below.

1. Accent (Pronunciation)

Pronunciation is an essential component of speaking skills. This component refers to an individual's articulation and production of words during communication, which plays a crucial role in conveying meaning and helping listeners understand the message (Ariyanti, 2022). Based on the data obtained from this study, findings regarding pronunciation showed a different pattern from the overall results. The average post-test score for the experimental group (using conversational YouTube videos) was recorded at 2.21, while the average score for the control group (using conventional methods) was slightly higher, at 2.26.

2. Grammar

Grammar is a fundamental aspect of speaking ability because it includes the rules on how words are changed and combined to produce accurate and meaningful sentences. Good grammar mastery is very important to ensure the accuracy of the message (accuracy) delivered. Based on the analysis of the Post-Test scores, the Experimental Group showed an average score on the grammar component of 20.57, while the Control Group recorded an average score of 18.07. There is a clear positive difference of 2.50 points in favor of the Experimental Group.

3. Vocabulary

Vocabulary is a key element in speaking ability, defined as the set of words known and used by a person to communicate ideas effectively. The

richness of vocabulary directly affects the variety of expressions and the quality of communication. Based on the results of the Post-Test analysis, Vocabulary is the component that showed the most significant improvement among the five aspects assessed. The average score of the Experimental Group (which used Conversational YouTube Video media) reached 16.57, far exceeding the average score of the Control Group which was only 12.59. This average difference of 3.98 is a strong indication of the effectiveness of the media used.

4. Fluency

Fluency is defined as the speaker's ability to speak smoothly, easily, and quickly, maintaining the flow of communication without disruptive pauses, excessive repetition, or difficulty in formulating ideas. Fluency reflects cognitive and motor efficiency in language use. Based on Post-Test data, the average fluency score of the Experimental Group was 7.71, which was slightly higher than the Control Group which obtained an average of 7.11. This average increase of +0.60 points, although positive and in line with the hypothesis, was the smallest increase among the other speaking skill components that showed superiority.

5. Comprehension

Comprehension is defined as the speaker's ability to accurately process and interpret information received from the interlocutor, allowing for appropriate and relevant responses. This aspect is an important indicator that two-way communication has been successful. Based on the Post-Test score analysis, the Experimental Group showed an average comprehension score of 18.11, significantly higher than the Control Group which only obtained 14.74. This

positive difference of 3.37 makes it the second highest increase among all components, after Vocabulary.

The findings are supported and expands previous research by Lizeth Gonzales Cabanas and Patricia Nunez Mercado (2024) with research title Using YouTube Videos to Improve Students' Speaking Skills: EFL Teachers' Perceptions, it can be concluded that the use of authentic videos from YouTube has positive results in improving students' speaking skills in English. The results of the study indicate that YouTube videos not only function as a means of entertainment, but also as a source of material rich in cultural context and natural language usage, which supports the improvement of skills in the aspects of pronunciation, vocabulary, and grammatical structure. Educators see that this platform can minimize student anxiety levels and increase student motivation, thanks to the content displayed being more interesting and related to everyday life. Apart from the challenges in determining materials that are appropriate to students' ability levels and the constraints of facilities and infrastructure, this study states that YouTube plays a very effective role in creating an interesting learning environment and increasing student confidence in communication.

Rai Ayu Wilena Dewi and her colleagues (2025) in an article entitled "The Effectiveness of YouTube Video to Improve English Speaking Skills of Eighth Grade Students at SMP Negeri 19 Palu" showed effectiveness through a quasi-experimental study that the use of YouTube videos was significantly more effective than conventional approaches in optimizing students' speaking skills. This study confirmed that the coherence of YouTube video content had a

significant contribution to students' fluency and comprehension, as indicated by the average score of the experimental group which was statistically higher than the control group. This finding confirms the view that the use of YouTube-based audiovisual media not only attracts students' attention but also serves as a valid tool for achieving measurable improvements in speaking competence at the secondary school level.

Febry Siswanto and colleagues (2023) in their article entitled "Designing Transactional Conversation Videos as Supplementary Materials to Support Teaching English Speaking Skills" underscore the urgency of developing specific audiovisual materials to support oral proficiency. The study demonstrated that the implementation of transactional dialogue videos structured based on the ADDIE (Analysis, Design, Development) model was effective in accommodating students' practical communication needs. The results of this development demonstrate that the videos function not only as a means of entertainment but also as crucial supplementary materials to provide accurate language models, increase confidence in conducting structured conversations, and facilitate interactive independent learning for students.

Overall, this study confirms that the use of conversational videos is significantly effective in improving students' speaking skills, as evidenced by the positive results of the post-test hypothesis test. Although when conducting the treatment four times, the average score was recorded higher than when conducting the post-test. This can be seen in table 4.5 where the mean obtained was an average of 64.82 compared to the fourth treatment which obtained the highest

average score of 69.64. However, the post-test was designed to test speaking skills comprehensively and generally (global skills) with broader topics or topics that have never been practiced directly, which requires students to generalize their knowledge. Therefore, the decrease in scores from treatment to post-test reflects students' challenges in transferring knowledge (transfer of learning) from a specific context to a broader context, even though statistically the treatment still succeeded in significantly improving their initial abilities.



BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the data analysis presented in the previous chapter, it was concluded that students' speaking ability showed a significant influence after the application of Conversational Video compared to conventional teaching. The use of Conversational Video in improving students' speaking had a significant impact, especially on the aspects of Grammar (18.07), comprehension (18.11), vocabulary (16.57), fluency (7.71), and pronunciation (2.21). The real impact of Conversational Video on students' speaking ability in asking for and giving information in class X MAN 1 Solok was clearly seen from the comparison of the average (mean) post-test scores. The experimental class using this technique recorded a higher average (64.82) compared to the control class using the Conversational Video method (54.56). Furthermore, statistical data from the independent sample t-test showed a significance value (sig. value 2-tailed) $p = 0.002$, which is smaller than the specified significance level ($\alpha = 0.05$). This finding statistically accepts the research hypothesis, which confirms that there is a significant positive influence of the use of Conversational Video on students' speaking abilities.

B. Suggestion

The results of this study significantly demonstrate that the use of Conversational Videos makes a positive and significant contribution to improving

students' speaking skills. Based on these crucial findings, the researchers have formulated several recommendations for relevant parties:

First, English teachers are strongly encouraged to adopt and regularly implement Conversational Video Media in speaking sessions. This approach has proven effective in improving all elements of speaking skills, from pronunciation, grammar, vocabulary, fluency, to comprehension, while making the learning experience more engaging and enjoyable. Teachers are also advised to carefully select teaching materials and methods appropriate to the students' competency levels.

Second, it is important for students to understand that, while Conversational Video and discussion are powerful methods, they are not the only solution; there are many other meaningful learning techniques that can be explored to continuously overcome difficulties and improve speaking skills.

Third, it is hoped that the findings regarding the effectiveness of Conversational Video Media can serve as a valuable reference and strong validity for future researchers aiming to conduct more in-depth and comprehensive studies in the future.

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APPENDICES

Appendix 1

Modul Ajar (Experiment Class)

A. Informasi Umum

Institusi	MAN 1 Solok
Mata Pelajaran	Bahasa Inggris
Kelas/Fase/Semester	X (Sepuluh) E/1
Alokasi Waktu	3 x 45 menit (3 JP) 1 x Pertemuan
Domain Konten (skill focus)	Speaking
Materi	Asking and Giving Opinion
Profil Pelajar Pancasila	Beriman, Bertakwa, Kepada Tuhan YME, Berakhlak Mulia Kreatif bernalar Kritis, dan Gotong royong
Model Pembelajaran	Project Based Learning
Teknik	Pair work
Media	Conversational Youtube Video
Tools	English Book, Dictionary Source: https://youtu.be/_76wWvygJI?si=eZV-DaFPQOiUyf-

	Y https://youtu.be/SOUjZqKMOSc?si=66P1YTB8MSqn h8CZ https://youtu.be/clmRXbSfzsc?si=q8AZNkBs-aqGR8z5 https://youtu.be/t5nIs-vMFz8?si=A5NMkIA7OWIW2e1x
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A. Kompetensi Inti

Capaian Pembelajaran

Menyimak-Berbicara	Pada akhir fase E, peserta didik mampu: Peserta didik memiliki kemampuan untuk: Memahami makna dan menyampaikan gagasan secara lisan dalam berbagai teks lisan dan multimodal, baik dalam bentuk interaksi transaksional maupun fungsional yang berkaitan dengan kehidupan sehari-hari di lingkungan personal, sosial, dan akademik.
Membaca – Memirsa	Peserta didik memiliki kemampuan untuk; Memahami makna, fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai teks tulis dan multimodal dalam bentuk interaksi transaksional dan fungsional yang berkaitan dengan kehidupan sehari-hari di lingkungan personal, sosial, dan akademik.
Menulis-	Peserta didik memiliki kemampuan untuk:

Mempresentasikan	Mengungkapkan gagasan, pikiran, perasaan, dan informasi secara tertulis dan lisan dalam bentuk presentasi formal dan informal yang berkaitan dengan kehidupan personal, sosial, dan akademik, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang sesuai.
Materi	
Asking and giving opinion ✓ Definition: Asking and Giving Opinion refers to expressions used in English to ask for someone's opinion and to express one's own opinion about a topic, idea, or issue. ✓ Expressing of asking - What do you think about it? - How do you feel about it? - What is your opinion on this? - What would you say? ✓ Expressing of Opinion - In my opinion - I believe that - I think - In my opinion - I feel that - As far I'm concerned ✓ Social Function The social function of <i>asking and giving opinion</i> is to maintain social interaction by exchanging thoughts, ideas, or viewpoints in a	

respectful and meaningful way.

✓ **Generic Structure**

1. Issue: stating the issue to be discussed
2. Argument pro: presenting points in support of the issue
3. Argument Cons: Presenting points that disagree with the supporting points.
4. Conclusion / Recommendation: Stating the writer's recommendation or conclusion.

Langkah Langkah Kegiatan Pembelajaran

Kegiatan (Pertemuan 1)	Deskripsi Kegiatan	Alokasi Waktu
Opening		
	1. Greeting 2. Praying 3. Reading alqur'an 4. The teacher check student's attendance	10 Menit
Main Teaching		
Pre-Teaching	1. Guru memberikan beberapa pertanyaan kepada siswa, a. Noodles are better than Meatball b. Social media is bad for students c. Studying English is fun	10 Menit

	2. Setiap guru memberikan pertanyaan siswa menunjukkan sikap: - If students agree: stand up - If students disagree: stay seated 3. Guru menuliskan kata kunci dipapan tulis,dan memberikan ungkapan yang digunakan dalam memberikan pendapat. 4. Guru menjelaskan materi yang akan dibahas tentang Asking and giving opinion berdasarkan pertanyaan yang diberikan sebelumnya (pengertian,expressing of asking and expressing of giving opinion).	
Whilst Teaching	1. Preparation - Guru menayangkan conversational video yang memuat ekspresi asking and giving opinion. - Guru memberikan instruksi kepada siswa untuk mengisi lembar kerja. - Ekspresi apa yang digunakan? - Topic apa yang dibicarakan? - Intonasi serta respon yang digunakan lawan bicara? - Guru memancing siswa dengan pertanyaan - What expression did you hear in the video? - How did the speaker ask for an	60 Menit

	opinion? 2. Pairing - Guru membagi siswa secara berpasangan. - Siswa secara berkelompok mendiskusikan ekspresi yang digunakan . - Siswa menuliskan ungkapan asking and giving opinion yang mereka temukan dalam video. 3. Task Activity - Guru meminta siswa untuk menyusun dialog sederhana minimal 6 baris, yang berisikan ekspresi asking and giving opinion about food. - Siswa menuliskan dialog mereka di lembar jawaban yang disediakan oleh guru. 4. Feedback - Guru meminta siswa untuk menampilkan dialog di depan kelas. - Guru meminta siswa untuk memberikan komentar/feedback.	
Post Teaching	- Guru memberikan refleksi pada akhir pembelajaran. - Guru menegaskan kembali fungsi sosial serta ekspresi yang digunakan dalam asking and giving opinion.	10 Menit

Closing	1. The teacher closes the lesson 2. The teacher and students say <i>Alhamdulillahirabbilamin</i>	
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Kegiatan (Peremuan II)	Deskripsi Kegiatan	Alokasi Waktu
Opening		
	1. Greeting 2. Praying 3. Reading alqur'an 4. The teacher check student's attendance	10 Menit
Main Teaching		
Pre-Teaching	1. Guru menyapa siswa dan mengulas kembali pelajaran sebelumnya. 2. Guru menanyakan film favorit mereka. a. Do you use social media? b. What social media do you use? 3. Guru menjelaskan bahwa hari ini mereka akan berdialog tentang asking and giving about social media.	10 Menit
Whilst Teaching	1. Preparation a. Guru menayangkan dialog asking and giving opinion about social media selama 1-2 menit.	60 menit

	b. Guru meminta siswa untuk mencatat ekspresi yang digunakan dalam dialog. c. Guru menjelaskan isi dari video dialog yang ditayangkan. 2. Pairing a. Guru meminta siswa bekerja secara berpasangan untuk mengidentifikasi ekspresi asking and giving opinion dari video yang sudah ditayangkan. b. Guru meminta siswa untuk mengelompokkan ungkapan asking,giving,agreeing,disagreeing. 3. Task Activity a. Guru meminta siswa menyusun dan dialog 6-10 baris menggunakan ekspresi asking and giving opinion. b. Guru memberikan lembar kerja siswa dan menuliskan dialog pada lembaran jawaban yang telah diberikan. c. Guru berkeliling,memberikan bantuan dan mengamati kemampuan siswa. 4. Feedback a. Guru meminta siswa untuk menampilkan dialog di depan kelas secara bergantian. b. Guru memberikan feedback positif kepada siswa. c. Guru juga menyampaikan kesalahan umum (misalnya grammar and pronunciation).	
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Post Teaching	a. Guru mengajak siswa untuk merefleksikan pembelajaran hari ini. 1. What did you learn today? 2. What expressions did you use when giving your opinion? 3. How did you feel talking with your partner? b. Guru memberikan siswa tugas dirumah dengan menuliskan opini singkat (5-7 sentences) about a movie you like or dislike.	10 Menit
Closing	1. The teacher closes the lesson 2. The teacher and students say <i>Alhamdulillahirabbilamin</i>	

Kegiatan (Peretemuan III)	Deskripsi Kegiatan	Alokasi Waktu
Opening		
1. Greeting 2. Praying 3. Reading alqur'an 4. The teacher check student's attendance		10 Menit
Main Teaching		

Pre-Teaching	1. Guru menyapa siswa dan mengulas kembali pelajaran sebelumnya. 2. Guru bersama siswa melakukan kegiatan singkat. a. Stand up if you like English! b. Clap your hands if you think math is difficult. 3. Guru memberikan pertanyaan kepada siswa. a. What is your favorite subject at school? b. is there any subject you don't like? 4. Guru menjelaskan bahwa hari ini mereka akan berdialog tentang asking and giving about Favorite subject.	10 Menit
Whilst Teaching	1. Preparation a. Guru menayangkan dialog asking and giving opinion about Favorite Subject selama 1-2 menit. b. Guru memberikan lembar kerja kepada siswa. c. Guru menuliskan dan menjelaskan isi dari video dialog yang ditayangkan. 2. Pairing a. Guru meminta siswa bekerja secara berpasangan untuk mengidentifikasi ekspresi asking and giving opinion dari video yang sudah ditayangkan. b. Guru memastikan semua pasangan	60 menit

	siap dan memahami instruksi yang diberikan guru. 3. Task Activity - Guru meminta siswa menyusun dan dialog 6-10 tentang pendapat mereka terhadap pelajaran sekolah yang mereka sukai dan yang tidak mereka sukai menggunakan ekspresi asking and giving opinion. - Guru memberikan lembar kerja siswa dan menuliskan dialog pada lembaran jawaban yang telah diberikan. - Guru berkeliling, memberikan bantuan dan mengamati kemampuan siswa. 4. Feedback - Guru meminta siswa untuk menampilkan dialog di depan kelas secara bergantian. - Guru memberikan feedback positif kepada siswa. - Guru juga menyampaikan kesalahan umum (misalnya grammar and pronunciation).	
Post Teaching	a. Guru mengajak siswa untuk merefleksikan pembelajaran hari ini. - What did you learn today? - What expressions did you use when giving your opinion? - How did you feel talking	10 Menit

	with your partner? b. Guru memberikan siswa tugas di rumah dengan menuliskan opini singkat (5-7 sentences) about a favorite subject.	
Closing	1. The teacher closes the lesson 2. The teacher and students say <i>Alhamdulillahirabbilamin</i>	

Kegiatan (Pertemuan IV)	Deskripsi Kegiatan	Alokasi Waktu
Opening		
	1. Greeting 2. Praying 3. Reading alqur'an 4. The teacher check student's attendance	10 Menit
Main Teaching		
Pre-Teaching	1. Guru menyapa siswa dan mengulas kembali pelajaran sebelumnya. 2. Guru bersama siswa melakukan kegiatan singkat. a. Let's play a quick game! If you think someone is kind, say 'yes' and clap your hands. If not, Just Smile. 3. Guru memberikan pertanyaan kepada	10 Menit

	siswa. - Who is your favorite person at school? - What do you think about him/her? - Guru menjelaskan bahwa hari ini mereka akan berdialog tentang asking and giving about Favorite subject. - Guru menjelaskan dan menuliskan ekspresi yang akan digunakan.	
Whilst Teaching	Preparation - Guru menayangkan dialog asking and giving opinion about Favorite Subject selama 1-2 menit. - Guru memberikan lembar kerja kepada siswa. - Guru menuliskan dan menjelaskan isi dari video dialog yang ditayangkan. Pairing - Guru meminta siswa bekerja secara berpasangan untuk mengidentifikasi ekspresi asking and giving opinion dari video yang sudah ditayangkan. - Guru memastikan semua pasangan siap dan memahami instruksi yang diberikan guru. Task Activity - Guru meminta siswa menyusun dan dialog 6-10 tentang pendapat mereka tentang orang yang mereka kenal atau tokoh public (teman,guru,selebriti,atau tokoh	60 menit

	inspiratif) menggunakan ekspresi asking and giving opinion. b. Guru memberikan lembar kerja siswa dan menuliskan dialog pada lembaran jawaban yang telah diberikan. c. Guru berkeliling, memberikan bantuan dan mengamati kemampuan siswa. 4. Feedback a. Guru meminta siswa untuk menampilkan dialog di depan kelas secara bergantian. b. Guru memberikan feedback positif kepada siswa. c. Guru juga menyampaikan kesalahan umum (misalnya grammar and pronunciation).	
Post Teaching	1. Guru mengajak siswa untuk merefleksikan pembelajaran hari ini. 2. Guru memberikan siswa tugas di rumah dengan menuliskan opini singkat (5-7 sentences) about a Person.	10 Menit
Closing	1. The teacher closes the lesson 2. The teacher and students say <i>Alhamdulillahirabbilalamin</i>	

C. The Scoring

- Cognitive

Indikator Penilaian speaking by Hughes

	1	2	3	4	5	6	(A)
Accent							
Grammar							
Vocabulary							
Fluency							
comprehension							
Total							

No	Name	Aspect					
		Pronunciation (Accent)	Grammar	Vocabulary	Fluency	Comprehension	Score
1							
2							
3							
4							

Koto Baru, Oktober 2025

English Teacher


Aprina Rosa, S.Pd

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Appendix 2**Modul Ajar**

(Control Class)

A. Informasi Umum

Institusi	MAN 1 Solok
Mata Pelajaran	Bahasa Inggris
Kelas/Fase/Semester	X (Sepuluh)
Alokasi Waktu	2 x 45 menit (2 JP) 4 x Pertemuan
Domain Konten (skill focus)	Speaking
Materi	Asking and Giving Opinion
Profil Pelajar Pancasila	Beriman, Bertakwa, Kepada Tuhan YME, Berakhlak Mulia Kreatif bernalar Kritis, dan Gotong royong
Model Pembelajaran	Guided Activity Based Learning
Teknik	Conventional Method
Media	Task, Dialogue Practice, PPT
Tools	English Book, Dictionary

B. Kompetensi Inti

Capaian Pembelajaran

Menyimak-Berbicara	Pada akhir fase E, peserta didik mampu: Peserta didik memiliki kemampuan untuk: Memahami makna dan menyampaikan gagasan secara lisan dalam berbagai teks lisan dan multimodal, baik dalam bentuk interaksi transaksional maupun fungsional yang berkaitan dengan kehidupan sehari-hari di lingkungan personal, sosial, dan akademik.
Membaca – Memirsa	Peserta didik memiliki kemampuan untuk; Memahami makna, fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai teks tulis dan multimodal dalam bentuk interaksi transaksional

	dan fungsional yang berkaitan dengan kehidupan sehari-hari di lingkungan personal, sosial, dan akademik.
Menulis-Mempresentasikan	Peserta didik memiliki kemampuan untuk: Mengungkapkan gagasan, pikiran, perasaan, dan informasi secara tertulis dan lisan dalam bentuk presentasi formal dan informal yang berkaitan dengan kehidupan personal, sosial, dan akademik, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang sesuai.
Materi	
Asking and giving opinion ✓ Definition: Asking and Giving Opinion refers to expressions used in English to ask for someone's opinion and to express one's own opinion about a topic, idea, or issue. ✓ Expressing of asking - What do you think about it? - How do you feel about it? - What is your opinion on this? - What would you say? ✓ Expressing of Opinion - In my opinion - I believe that - I think - In my opinion - I feel that - As far I'm concerned	

✓ **Social Function**

The **social function** of *asking and giving opinion* is to **maintain social interaction** by exchanging thoughts, ideas, or viewpoints in a respectful and meaningful way.

✓ **Generic Structure**

5. Issue: stating the issue to be discussed
6. Argument pro: presenting points in support of the issue
7. Argument Cons: Presenting points that disagree with the supporting points.
8. Conclusion / Recommendation: Stating the writer's recommendation or conclusion.

Langkah Langkah Kegiatan Pembelajaran

Kegiatan (Pertemuan 1)	Deskripsi Kegiatan	Alokasi Waktu
Opening		
	5. Greeting 6. Praying 7. Reading alqur'an 8. The teacher check student's attendance	10 Menit
Main Teaching		
Pre-Teaching	5. Guru memberikan beberapa pertanyaan kepada siswa, a. Noodles are better than Meatball b. Social media is bad for students	10 Menit

	c. Studying English is fun 6. Setiap guru memberikan pertanyaan siswa menunjukkan sikap: a. If students agree: stand up b. If students disagree: stay seated 7. Guru menuliskan kata kunci dipapan tulis,dan memberikan ungkapan yang digunakan dalam memberikan pendapat. 8. Guru menjelaskan materi yang akan dibahas tentang Asking and giving opinion berdasarkan pertanyaan yang diberikan sebelumnya (pengertian,expressing of asking and expressing of giving opinion).	
Whilst Teaching	1. Observation a. Guru menjelaskan materi yang akan dibahas tentang Asking and giving opinion berdasarkan pertanyaan yang diberikan sebelumnya (pengertian, expressing of asking and expressing of giving opinion). b. Guru memberikan contoh dialog asking and giving opinion about food. c. Guru meminta siswa untuk membaca dialog dan menandai ekspresi asking and giving opinion. 2. Questioning	60 Menit

	a. Guru memberikan pertanyaan kepada siswa. 1. Do you like eating at the school canteen? 2. What is your favorite food? 3. Exploring a. Guru meminta siswa untuk membuat ungkapan sendiri. b. Siswa diminta untuk memilih 3 jenis makanan favorite mereka. c. Siswa diminta untuk membuat 3 kalimat setiap jenis makanan favorite 1 asking opinion dan giving opinion. 4. Associating a. Guru membagikan lembar kerja berupa dialogue. 5. Siswa diminta untuk memahami isi dari dialogue yang diberikan. 6. Communicating a. Siswa dipasangkan dan diminta membuat dialog pendek 8-10 baris dengan topic asking and giving about food. b. Siswa diminta untuk menampilkan dialog di depan kelas.	
Post Teaching	1. Guru memberikan refleksi pada akhir pembelajaran. 2. Guru menegaskan kembali fungsi sosial serta ekspresi yang digunakan dalam asking and giving opinion.	10 Menit

Closing	1. The teacher closes the lesson 2. The teacher and students say <i>Alhamdulillahirabbilalamin</i>	
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Kegiatan (Peretemuan II)	Deskripsi Kegiatan	Alokasi Waktu
Opening		
1. Greeting 2. Praying 3. Reading alqur'an 4. The teacher check student's attendance		10 Menit
Main Teaching		
Pre-Teaching	1. Guru menyapa siswa dan mengulas kembali pelajaran sebelumnya. 2. Guru menanyakan social media mereka. a. Do you have social media? b. What social media do you use? 3. Guru menjelaskan bahwa hari ini mereka akan berdialog tentang asking and giving about social media. 4. Guru memberikan pertanyaan pemantik kepada siswa. 5. Guru menjelaskan dan menuliskan ekspresi yang digunakan.	10 Menit
Whilst Teaching	1. Observation a. Guru membagikan dialog asking and giving opinion about social media. b. Guru meminta siswa untuk mencatat ekspresi yang digunakan dalam dialog.	60 menit

	c. Guru memberikan pertanyaan kepada siswa. 1. who gave the opinion”? 2. which expressions did they use?” 2. Questioning a. Guru menyebutkan social media, siswa diminta untuk menyampaikan pendapat tentang film tersebut 3. Exploring a. Guru meminta siswa untuk memilih social media yang mereka sukai dan tidak mereka sukai. b. Guru meminta siswa untuk memberikan ekspresi 1 asking and 2 giving. 4. Associating a. Guru memberikan lembar kerja berupa dialogue. b. Siswa diminta untuk memahami isi dari dialogue. 5. Communicating a. Guru meminta siswa untuk membuat dialog berisikan 8-10 kalimat dengan topik asking and giving opinion about film. b. Siswa diminta untuk menampilkan dialog yang telah mereka buat di depan kelas secara bergantian.	
Post Teaching	1. Guru mengajak siswa untuk merefleksikan pembelajaran hari ini. a. What did you learn today? b. What expressions did you use when	10 Menit

	giving your opinion? 2. Guru memberikan siswa tugas dirumah dengan menuliskan opini singkat (8-10 sentences) about on your favorite movie.	
Closing	1. The teacher closes the lesson 2. The teacher and students say <i>Alhamdulillahirabbilalamin</i>	

Kegiatan (Peretemuan III)	Deskripsi Kegiatan	Alokasi Waktu
Opening		
5. Greeting 6. Praying 7. Reading alqur'an 8. The teacher check student's attendance		10 Menit
Main Teaching		
Pre-Teaching	4. Guru menyapa siswa dan mengulas kembali pelajaran sebelumnya. 5. Guru bersama siswa melakukan kegiatan singkat. a. Stand up if you like English! b. Clap your hands if you think math is difficult. 6. Guru memberikan pertanyaan kepada siswa. 1. What is your favorite subject at school?"	10 Menit

	2. Is there any subject you don't like? 7. Guru menjelaskan bahwa hari ini mereka akan berdialog tentang asking and giving about Favorite subject.	
Whilst Teaching	5. Observation a. Guru menempelkan 4 poster mata pelajaran di papan tulis. b. Siswa melakukan Gallery Walk. Melihat dan memahami poster pada papan tulis c. Guru memberikan lembar kerja kepada siswa. d. Guru menuliskan 2 opini yang mereka setuju dan 2 opini yang tidak mereka setuju. 6. Questening a. Guru memancing siswa dengan pertanyaan: 1. What do you think about English? 2. What do you think about Math? b. Guru meminta siswa untuk memberikan pendapat pada pertanyaan yang diajukan guru. 3. Exploring a. Guru meminta siswa untuk memilih mata pelajaran yang mereka sukai dan tidak mereka sukai. b. Guru meminta siswa untuk memberikan ekspresi 1 asking and giving.	60 menit

	4. Associating a. Guru memberikan lembaran berupa dialogue. b. Guru meminta siswa untuk memahami isi dari dialogue tersebut. 5. Communicating a. Guru meminta siswa untuk memilih satu mata pelajaran yang mereka sukai dan tidak mereka sukai. b. Guru meminta siswa untuk membuat dialog 8-10 kalimat menggunakan expressing asking and giving opinion. c. Siswa diminta untuk menampilkan dialog secara berpasangan di depan kelas. d. Siswa diminta untuk memberikan pendapat pada pasangan yang tampil. e. Guru memberikan umpan balik dan mencatat hal yang perlu ditingkatkan dalam speaking.	
Post Teaching	a. Guru mengajak siswa untuk merefleksikan pembelajaran hari ini. 1. What did you learn today? 2. What expressions did you use when giving your opinion? b. Guru meminta siswa menuliskan kesimpulan dan opini mereka tentang pelajaran di kertas kecil.	10 Menit
Closing	1. The teacher closes the lesson	

	2. The teacher and students say <i>Alhamdulillahirabbilamin</i>	
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Kegiatan (Pertemuan IV)	Deskripsi Kegiatan	Alokasi Waktu
Opening		
5. Greeting 6. Praying 7. Reading alqur'an 8. The teacher check student's attendance		10 Menit
Main Teaching		
Pre-Teaching	6. Guru menyapa siswa dan mengulas kembali pelajaran sebelumnya. 7. Guru bersama siswa melakukan kegiatan singkat. Let's play a quick game! If you think someone is kind, say 'yes' and clap your hands. If not, Just Smile. 8. Guru memberikan pertanyaan kepada siswa. "Who is your favorite person at school?" "What do you think about him/her?" 9. Guru menjelaskan bahwa hari ini mereka akan berdialog tentang asking and giving about Favorite subject. 10. Guru menjelaskan dan menuliskan ekspresi yang akan digunakan.	10 Menit
Whilst	1. Observation	60 menit

Teaching	a. Guru menunjukkan gambar atau kartu berisi nama nama orang (guru,tokoh pahlawan,artis.) b. Siswa mengamati dan membaca opini singkat dibawah gambar. c. Siswa mencatat ekspresi yang digunakan dalam deskripsi tersebut. 2. Questioning a. Guru memancing siswa dengan pertanyaan. 1. What do you think about your friends? 2. What do you like about being friends with him/her? b. Siswa diminta diajak saling bertanya dengan teman sebangku menggunakan ekspresi yang dipelajari. 3. Exploring d. Siswa memilih 1 orang atau tokoh publik yang mereka kenal atau mereka sukai. e. Guru meminta siswa untuk menuliskan 1 kalimat asking opinion,dan 2 kalimat giving opinion. 4. Assosiating a. Guru memberikan lembar berupa dialogue. b. Siswa diminta untuk memahami isi dari dialogue tersebut 5. Communicating	
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	a. Guru meminta siswa untuk membuat dialog berisikan 8-10 kalimat tentang asking and giving opinion about people b. Guru meminta siswa untuk menampilkan dialog mereka di depan kelas. c. Siswa diminta untuk mendengarkan dan mencatat informasi penting.	
Post Teaching	1. Guru mengajak siswa untuk merefleksikan pembelajaran hari ini. a. What did you learn today? b. What expressions did you use when giving your opinion? 2. Guru memberikan siswa tugas dirumah dengan menuliskan opini singkat (5-7 sentences) about a Person.	10 Menit
Closing	1. The teacher closes the lesson 2. The teacher and students say <i>Alhamdulillahirabbilalamin</i>	

D. The Scoring

- Cognitive

Indikator Penilaian speaking by Hughes

	1	2	3	4	5	6	(A)
Accent							_____
Grammar							_____
Vocabulary							_____
Fluency							_____
comprehension							_____
Total							_____

No	Name	Aspect					
		Pronunciation (Accent)	Grammar	Vocabulary	Fluency	Comprehension	Score
1							
2							
3							
4							

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Appendix 3

Instrument of Study Post-test

Topic : Asking and Giving Opinion

Material Topic: 1. Asking and Giving Opinion about Food

2. Asking and Giving Opinion about social media

3. Asking and Giving Opinion about School Subject

4. Asking and Giving Opinion about People

Jenis Tes : Speaking Test

Durasi : 2 – 3 menit

Model : Pair Work

Instruction:

1. Roll the dice to get your topic
2. Discuss the topic with your partner in a short dialogue (8-10 lines)
3. Use at least three expressions of asking and giving opinion
4. Speak clearly and naturally.

Topic Post Test:

1. Favorite Food
2. Social Media
3. School Subject
4. A famous person
5. A classmate/teacher
6. Free choice

Appendix 4 The Scoring of Students' Speaking Test: Experiment Class

NO	NAMA SISWA	COMPONENT OF SPEAKING					SCORE
		P	G	V	F	C	
1	AFISA FAWZIYAH ADRIL	2	30	20	8	15	75
2	AGNIYATUN HANISYA	2	18	12	6	15	53
3	AIZZA AHLANA FAUZIA	3	18	12	10	23	66
4	ALLYA DILL ADHA	2	18	16	8	23	67
5	AMALATUL QUR'ANI	2	24	20	6	8	60
6	AMEGA SALSABILA	2	18	12	6	6	44
7	AYRIN SAPUTRI	2	18	16	8	19	63
8	BIMA CAHYA DININGRAT	2	24	20	6	19	69
9	BRAINLY AL FATHAN	2	18	16	6	23	61
10	CAHAYA FITRI	2	18	20	6	12	58
11	CHACA OKTAVIA	2	24	20	8	19	73
12	DINDA OKTRI RAMADHANI	2	24	20	6	19	71
13	FAIQ FADHUL AZIZ	2	12	12	6	15	47
14	GHAYS ALKHAIRI	3	30	20	10	23	86
15	HILMA AULIA	2	24	20	8	23	77
16	INTAN PERMATA SARI	2	18	16	8	23	63
17	IZZA ANANDA	3	18	16	10	23	70
18	KHANZA AZDKANISA	2	18	12	8	12	52
19	NADHIRA AMALIA	3	24	20	10	23	80
20	NADHIRAH ZALITA	2	18	16	8	15	59
21	NAJAHUSTSANI KHAIR	2	12	16	8	19	57
22	NIA RAMADHANI	2	18	12	8	8	48
23	NURUL FAUZIAH	3	30	20	10	23	86
24	OLVIANDA MAYRETA	3	24	16	10	23	76
25	RAHMATUL HUSNA	2	18	20	6	19	65
26	RAUDHATUL MARDIAH	2	18	16	8	19	63
27	RIRIN MIFTAHUL HAYATI	2	24	16	6	23	71
28	SYAUQIA INAYAH YUVEN	2	18	12	8	15	55

Appendix 5: The scoring of Student's Speaking Test: Control Class

NO	NAMA SISWA	COMPONENT OF SPEAKING					SCORE
		P	G	V	F	C	
1	ALMIRA NABILA	2	18	16	6	19	61
2	ARIYA ISKANDAR KELVIANSYAH	2	12	8	6	12	40
3	AULIA PRIANTI	2	24	16	4	23	69
4	AURA FATHARANI	3	26	16	8	15	68
5	CELSILLA SEBRIMA	2	12	8	4	15	41
6	DAFFA APRIANO	2	18	12	10	12	54
7	DAFFA WENFINDRA	3	24	16	12	23	78
8	DRISKA PUTRA	2	18	8	8	8	44
9	FADILAH MUHAMMAD DANI	2	12	8	6	15	43
10	FEBRIANTO HERMAN	2	18	12	6	4	44
11	GIFARI ZAKA WALI	2	18	12	6	19	48
12	HAIKAL AZMI	2	12	8	4	12	38
13	HANAFI YAHYA	2	18	12	6	15	53
14	MEY CELSA ANANDA PUTRI	3	24	16	10	19	72
15	MEY CELSI ANANDA PUTRI	2	18	16	6	8	42
16	MUHAMMAD SHENDY RIZALDI	2	18	12	6	4	42
17	NADIL FAUZI	2	18	12	6	15	53
18	NAJWA INAYAH ARRASY	3	18	12	10	15	58
19	NASYAMA FALILLAH	3	12	12	10	19	56
20	NUR ASIA FADHILAH	2	18	16	6	19	61
21	RAINA ATHAYA	2	18	8	6	19	54
22	RILMA YUHENDRA	2	12	12	6	4	36
23	RISMAL GANI	2	18	12	6	19	57
24	TASRIL MULYADI	3	12	8	8	15	54
25	USMAN ALI	2	24	16	6	4	52
26	ZILDATUL HUSNA	2	24	20	8	23	77
27	ZIVANA AULIA FERROZA	3	24	16	12	23	78

Appendix 6 Transcript Post-test

POST-TEST TRANSCRIPT IN THE EXPERIMENT CLASS

1. Amalatul Qur'ani

Mala: Hey. What's new on social media

Fisa :just scrolling through Instagram. You?

Mala:some here, i love seeing friends posts

Fisa :Yeah. It's great way to stay connected

2. Afisa fauziyah

Afisa:hai, whats your favorite food?

Mala:pizza! How about you?

Afisa: i love sushi, especially salmon sashimi.

Mala: that sounds great! I'm a fan of pepperoni pizza

Afisa: yum! We should order some sometimes.

3. Allya dill adha

Allya: Hello, nabila

Nabila: hey, allya

Allya: how are you today?

Nabila: i'm good

Allya: i want to ask

Nabila: what your favorite school subject

Allya: i like language english. What do you like

Nabila: i like math. What do you like math?

Allya: i don't like, because very difficult, why do you like math?

Nabila: haha... i like math because someone

Allya: wow. Cool,cool

Allya: thank you

4. Chaca Oktavia

Dinda: Hi chaca

Chaca: Hi,dinda

Dinda: How are you?

Chaca: I'm good

Dinda: chaca, what do you favorite subject at school?

Chaca: I really like math. How about you

Dinda: I don't like math, because it's so difficult

Chaca: then, what lesson do you like?

Dinda: I like physics lesson, because they are fun

Chaca: Yes, I agree with you

Dinda : okay thank you chaca.

5. **Ririn Miftahul**

Ririn: hi naya, how are you?

Naya : hi ririn, I'm fine, how about you?

Ririn: i good, do you agree faiq is very cool?

Naya : yes, of course faiq is very cool, because he is very calmly

Ririn: I agree with your opinion

Naya : Yes

Ririn : Thankyou

6. **Ghays Alkahiri A.**

Ghays: Good morning how are you?

Olvi: Good morning, I'm good

Ghays; What do you think about naya?

Oliv : Naya? I think she is friendly and humble

Ghays: Personally I think she is scary because in this class she is always pout.

Oliv : Really. Even though she often jokes

Ghays: Maybe different personality.

7. **Bima cahaya diningrat**

Bima: Hi, fatan what do you think about classmate ghays?

Fatan: i think ghays is very friendly and smart student

Bima: really? I agree, he always helps others with their homework

Fatan: yes, he's also very polite and never late to class

Bima: in my opinion, he's one of the best students in our class

Fatan: i think so too, everyone likes him because he's kind and humble

8. Nadhirah Zalita

Nadhirah: hi good morning diah

Diah: hi good morning

Nadhirah: how are you today?

Diah: i am fine, and you?

Nadhirah: i am great, diah do you like math?

Diah: yes i really, because i like calculation and count, how about you?

Nadhirah: wow, i think math is very difficult, i like study physics because in physics not too many formulas.

Diah: i don't like physics because in physics too much material

Nadhirah: okay, please teach me math i will also teach you physics

Diah: okay, thank you

Nadhirah: your welcome

9. Intan permata sari

Intan: hai aydin, how are you today?

Aydin: hai intan. I am fine and you?

Intan: i am great. What is your opinion about spicy food?

Aydin: i think spicy food is very tasty, but not healthy for our stomach

Intan: yeah, i agree with your opinion, then what is your favorite food?

Aydin: i prefer sweet food

Intan: oh okay, thanks for your opinion.

Aydin: yes, you're welcome

Intan: baybay aydin, see you

Aydin: see you too

10. Ayrin saputri

Ayrin: hello

Intan: hai

Ayrin: how are you today?

Intan: i am good

Ayrin: hmm, what is your opinion about instagram?

Intan: i think instagram very helpful and can make more friends

Ayrin: thats true, instagram verry helpful and thank your opinion

Intan: your welcome

11. Izza ananda

Izza : hello, good morning najah

Najah: hai, morning too

Izza : how are you

Najah: i'm good

Izza : what's your favorite food?

Najah: hmm, i like nudle, how about you?

Izza : i like extra spicy fried rice, do you like it top?

Najah: yes, i like it, but i don't like the extra spicy one. I like the original taste

Izza : wow, the original taste is delicious, but the extra spicy taste is even better

Najah: is that true, next tine i will try it too.

12. Aizza ahlana

Aizza: Good morning nurul

Nurul: morning aizza

Aizza: how are you?

Nurul: i'm good

Aizza: do you have use tiktok nurul?

Nurul: yes i do. What do you think about tiktok

Aizza: I think tiktok is very good because can get information and can buy meal

Nurul: I agree with you in my feel tiktok can get a some money

Aizza: that's true.

13. Olviandaa Mayreta

Olvia: hi Ghays, how was your english test yesterday?

Ghays: hi olvia, it was bit challenging. How about you?

Olvia: i felt the same

Ghays: By the way,did your finish the homework form Ms. Rosa?

Olvia:Not yet, how about you?

Ghays: Same, would you like to do with me?

Olvia: of course, let's do it

Ghays: okei olvia.

14. Brainy al fathan

Bima: hai brainy, wat's you about favorite subject at school

Brainy: hai bima, i really like english, how about you?

Bima: I prefere biology, what do you think about biology

Brainy: hmm, i think biology is difficult

Bima: I agree it make us asting logicaliy.

15. Amega salsabila

Cahya: what does mom look like?

Mega: she's tall,with long black hair and a warm smile. She's very kind and humoris

Cahya: That sound lovely. What about your dad?

Mega: he's bit tall than my mom, with a strong build and a gentle voice. He's very supportive and always ancourages me do my best.

16. Raudhatul Mardiah

Diah : Good morning nadhirah

Nadhirah: hi, good morning

Diah : how are you today

Nadhirah: im good, thayou and you?

Diah: im very good. Nadhirah what do you think about izza?

Nadhirah:i think she is very kind,cute,beatiful and smart. How about you?

Diah: im agree with you, but i think izza a little short. Because that seen cute.

Nadhirah: yes, i think so to

Diah: thank you nadhirah about your opinion

Nadhirah: your welcome

17. Najahustsani khair

Naja : hai dinda, what do you think about chemistry subject?

Dinda: hai naja, i think it's really fun becace i love studying molecules

Naja : oh yeah, for me the melecule is verry difficult

Dinda: so, what subject do you like?

Naja : i like biology becuae i like studying animal and plants cells

Dinda: oh, we are very different, because i like to count while you like to memorize

Naja : yes, you are right

18. Faiq Fadhal

Faiq : hai brainy, what's your favorite subject at school?

Brainy: hai faiq, i really like english how about you?

Faiq : i prefer biologi, what do you think about biologi

Brainy: hmmm, i think biologi is difficult

Faiq : i agree it with you.

19. Hilma Aulia

Ririn: hi hilma, how are you today?

Hilma: i am fine, thank you, how about you?

Ririn: i think i want to post someone's emberassing photo on my social media

Hilma: i am sorry i disagree with that

Ririn: why? Tell me what your opinion!

Hilma: i think that counts as cyberbullying

Ririn: why do you think like that?

Hilma: because that includes spreading shame and making the person
emberrsed

Ririn: oh my god, what you said is right i feel guilty

Hilma: don't that again next time

Ririn: thank you for reminding me

Hilma: we should remind each other.

20. Nurul fauziah

Nurul: hello aizza

Aizza: hello, nurul

Nurul: how are you?

Aizza: im good, how are you today?

Nurul: im good

Aizza: can i ask you something

Nurul: sure

Aizza: what is your opinion about youtube

Nurul: hmm, in my opinion, youtube is great app because it can towatching
video or my film anything

Aizza: i agree with you, in my opinion youtube can helps to study anything
what wee need

Nurul: thats true, but youtube can waste our time

Aizza: yeah, i see your point

21. Agniyatun hanisya

Nia : hi nisa, what do you think about miss rossa

Nisa : i think she is very smart, discipline and very fashion nable, responsible

Nia : yes, i agree with you nisa. I think she is very kind because she always
shere food on fridays

Nisa : yes, she is very kind

22.Nia ramadhani

Nisa : hallo nia

Nia : hallo nisa,why

Nisa : hm, what do you think about mathematics learning

Nia : hm, i think mathematics learning is very difficult, what about you?

Nia : yes, i agree with you nia, i like studying civics

Nisa : yes, i also like studying civics, i think learning civics is very fun

Nia : yes, i agree with you, learning civics is very easy to understand

Nisa : yes, i agree with you nisa

Nia : okay nia

23. Cahaya fitri

Mega: whats your classmate like?

Caya: he's really smart and friendly, he always help others with their homework

Mega: that sound grear, whats he look like

Caya: he's tall and has short black hair. He's always smiling and look approachable.

24.Khanza azdkanisa

Khanza: hallo syauqia

Syauqia: hallo khanza

Khanza: how are you?

Syauqia: i'm fine

Khanza: do you think social media is useful?

Syauqia: yes, it is. I can stay connected with friends and family

Khanza: is social media a good way to get news

Syauqia: not always. Some sources can be unreliable

Khanza: do you spend a lot of time on social media?

Syauqia: yes, i do but i try to limit it.

25. Rahmatu Husna

Husna: good morning chaca

Chaca: Morning too

Husna: chaca, what do you like japanese food

Chaca: Yeah. I like yakitori. Bicause yakitori is slightly sweet and savory

Husna: really? In my opinion yakitori has a distinct aroma, but i don't really like it.

Chaca: that's what makes it loved by many people. What kind of food do you like?

Husna: i like japanese food to

Chaca: what's your favorite food?

Husna: i like ramen. Bicause ramen is very savory

Chaca: i agree with you.

26.Nadhira amalia

Aulia: hai nadhira, what do you think about my mother

Nadhira: personally, your mother very good

Aulia: i agree with you, cause my mom reall good

Nadhira: yes and your mom very friendly to me

Aulia: wow, thanks for your opinion about my mom

27. Syauqia

Syauqia: izza, what do you think about kirana

Izza : i think she so angry person

Syauqia: hmm, i don't think so, because is very good to me

Izza : oh yeah, yesterday i saw she shouting at the clasmate

Syauqia: it's not angry but it's just a joke

Izza :oh okay

28. Dinda oktri ramadani

Chaca: good morning dida

Dinda: good morning chaca! How are you today?

Chaca: i'm fine, thank you. What about you?

Dinda: i'm great, thanks. So what are we going to talk about today?

Chaca: today, we are going to talk about social media

Dinda: oh that's interesting! Everyone uses social media now a days

Chaca: yes. That's true. Social media helps people to communicate easily.

Dinda: but it also has some negative effects right?

Chaca: yes. I like addiction and spreading fake news

Dinda: i agree. We should use social media wisely

Chaca: exactly! Let's discuss more about it in our lesson today.

POST TEST TRANSCRIPT IN THE CONTROL CLASS

1. Zivana aulia feroza

Zivana: hello aulia

Aulia: hy,zivana

Zivana: how are you today?

Aulia: i'm fine, and you?

Zivana: i'm really good. What do you think about our friend, lara?

Aulia: i think she is kind,friendly, and she also likes to greet and smile at everyone

Zivana: i agree with you because i think she is not picky about friends, she is friends with everyone.

Aulia: did you know? She also helped me with my schoolwork

Zivana: really, she is really our good friend

2. Daffa wenfindra

Usman: what do you think about ronaldo

Daffa: i think he's amazing he stanted his career as a singer and now he's a successful actor

Usman: i agree with you, he always plays his roles verry naturaly

Daffa: right. I also like hisattitude he's humble and smart

Usman: that's true in my opinion he's great role model for young people

Daffa: totaly. I wish i could meet him someday

Usman: thank you, about your opinion

Daffa: yes, no problem

3. Almira Nabila

Faizah: Good morning nabila

Nabila: good morning

Faizah: how are you today?

Nabila: alhamdulillah fine

Faizah: who is your favorite artist?

Nabila: i really like natasya wilona

Faizah: why do you like her?

Nabila: because she is kind, beatiful and still youg, she has arredy become a
career woman

Faizah: that's right, but don't copy her way of dressing, okeyyyy?

Nabila: okeyyy

4. Najwa Inayah

Najwa: haii, inayah

Inayah: haii najwa

Najwa: do you like famous people?

Inayah: yes, here i sure

Najwa: really? Who is he?

Inayah: he is a member of the lightning family

Najwa: what makes you like that family?

Inayah: many one of them is a family that is beatiful, rich, understands religion,
is humble an so on

Najwa: yes, i agree with that too

Inayah: how about you, do you also have a famous person?

Najwa: yes, my famous person is the propet muhammad saw until now

Inayah: masyaallah, i totally agree

5. Tasril Mulyadi

Tasril: what do you think about messi?

Daffa:he is good playing fottball

Tasril: why you like messi?

Daffa: because abofe ability skill

Tasril: the strengths of mesi

Daffa: because she is very ability

6. Rania Athaya

Rania: hallo nabila, do you like jennie?

Nabila: of course. I really admire him

Rania: why, do you like him so much

Nabila: because he is very cool and his appearance is always amazing

Rania: what do you think about jennie

Nabila: he is someone who has a unique style and always looks amazing, he deserves to be an idol

Rania: yes, i totally agree with you

7. Aura Fatharani

Aura: hai celsa. What do you think about zilda?

Celsa: i think zilda is very nice

Aura: i totally agree with you. I feel she is very kind because she always share her notes

Celsa: that's true. But don't you little bit quite in the class

Aura: no i disagree with you. Because she is quite around people she isn't close to and she is warm and friendly with people she is familiar with

Celsa: i just learned that. Thanks for telling me, now i understand more about zilda.

Aura: anytime

8. Usman Ali

Usman: hi shendy. What do you think about viva?

Shendy: in my opinion she is very beatiful

Usman: i agree with you. How do you feel about to help other

Shendy: because she is good person

Usman: that's true. She is always share her notes

Shendy: exactly

9. Ariya iskandar

Ariya: hi nadil. What do you think about faris

Nadil: i think he is good person

Ariya: i agree with you. How do you feel about her way of helping others

Nadil: i feel he is help full and little bit quite

Ariya: that's true, i believe he just feels she sometimes

Nadil: exactly. But he still greay friend for us

10. Febrianto herman

Febrianto: hai imal, what do you think about putra

Imal : in my opinion he is lazy

Febrianto: i agree with you he is very lazy

Imal : but he always shere her notes

Febrianto: yes, and he is very kind

Imal : yes, exactly, but he is still great friend for us

11. Aulia Prianti

Aulia: hi zilda, what is your favorite school subjeck

Zilda: I like math in my opinion math is interesting

Aulia: Really? I think math is difficult

Zilda: Why do you think so?

Aulia: because there are to many numbers and formulas

Zilda: i see. But for me, solving problem in math is fun

Aulia: well, i prefer english

Zilda: why do you like english?

Aulia: because it helps me speak with may people around the world

Zilda: that's a good point, both subjects are important

12. Zildatul husna

Zilda: hi maya, have you ever tried british fried chicken

Intan: oh yes, i tried it last week

Zilda: how was it? I'm curios about its teste. Chicken was crispy on the outside and juicy inside

Intan: really? I thought it would be different from our local fried chicken

Zilda: yes the spices were a bit different, perkaps more savory, i also think dipping souce wa unique

Intan: sounds interesting, i think i'll give it a try soon

Zilda: you definitely should! I believe you'll like it

13. Nadil Fauzi

Rismal: hi nadil, what is your fevorit school subjeck

Nadil: i like math, in my opinion. Math is internal

Rismal: really? I think math is difficult

Nadil: Why do you think so?

Rismal: because thre are to much many numbers and formulas

14. Mey celsa ananda putri

Celsa: hai, what's your favorite subject in school

Cece: hm. I think it's science. I love learning about the universe and how thing work. How about you?

Celsa: i'm more into literature enjoy reading boooks and analzing the stories

Cece: that's cool! Im not really good at reading, but i like doing experiments in science class

Celsa: yeah, experiments are fun! Maybe we can study together sometime

Cece: sound like a plan!

Celsa: ok fine.

15. M Shendy R

Shendy: hi, arya how are you today?

Arya: i'm good thanks! How about you?

Shendy: i'm fine too. Are you ready for the english test?

Arya: not really. Forget to study last night

Shendy: oh no! Don't worry, we can review together before class

Arya: thanks, youre a great classmate

16. Chelsilla sepbrima

Cika : hi pren

Cece: hi to pren

Cika : how are you pren?

Cece: i am fine and how are you too

Cika : i am fine,em i want to ask what is your favorite at school?

Cece: em.. my favorite subjecy in school is sbk and ppkn, and i want to ask what is your favorite at school?

Cika : my favorite subject in y school is matematika

Cece: that is it?

Cika : yes, that's all because i think matematika is really fun

Cece: cool, even when i study matematika i get slepy

Cika : haha.. you this

Cece: hehe

17. Nasyama Falillah

Nasyama: hello, how are you today

Zivana: haii, i'm fine and you?

Nasyama: i'm good. Do you have social media

Zivana: yes i have social media

Nasyama: what do get on social media?

Zivana: i got various information

Nasyama: What information did you get?

Zivana: i get information about news that is circulating and i think that social media is very helpful for finding our information

Nasyama: alright, social media is very helpful for finding our information.

18. Nur asia Fadhilah

Asia : what do you think about social media

Nasya: In my opinion, social media is very useful to share information quickly

Asia : i agree, but sometimes it can be dangerous if people use it responsibly

Nasya: that's true. I believe we must be careful and wise in why social media

19. Fadilah Muhammad

Fadil: halo aril

Aril : halo fadil

Fadil: how are you

Aril : i'm good

Fadil: aril do use tiktok

Aril : yes i do. What do you think about tiktok?

Fadil: i think tiktok is interesting because we can make video jedag jedug

Aril : yes i think so, tiktok helps to see new words

Fadil: that's true, but using tiktok too much wastes our time

Aril : yes, i see your point.

20. Driska Putra

Putra: what do you think about tiktok?

Hanafi: in my opinion tiktok to upload my edited video

Putra: why do you like tiktok?

Hanafi: because tiktok to upload my edited video

Putra: that's true, end tiktok can help new friend and information

21. Hanafi yahya

Hanafi: what do you think about instagram?

Zaka: in my opinion instagram is interesting

Hanafi: why do you like instagram?

Zaka: because we can send photo and get new friends

Hanafi: That's true. Instagram can get information

Zaka: i agree whit you

22. Mey celsi ananada putri

Celsi: hai aura

Aura: hai celsi

Celsi: how are you?

Aura: i'm fine, how about you?

Celsi: i'm fine to

Aura: how much time do you spend on social media every day?

Celsi: hmm. Problybly around 2-3 hours, i use it to stay connected with friend and family, how about you?

Aura: i spend a bit more, maybe 4-5 hours. I love scrolling trough instagram and watching videos

Celsi: yeah, it's easy to get lost in social media. Do you think it's good or bad for us?

Aura: absolutely, maybe we should set some limits for ourselves

Celsi: that's great idea. I', agree with you

Aura: oke fine thank you

Celsi: oke thankyou to

23. Daffa apriano

Daffa: hey, aprian do you use social media a lot?

Aprian: yeah, i do. I speed around two hours a day on instagram and tiktok

Daffa: wow that's quite a lot! What do you think usually do there?

Aprian: mostly watching funny videos and chatting with friends, how about you?

Daffa: i prefer using twitter, i like reading news and opinions there

Aprian: twitter? Isn't it a bit toxic sometimes?

Daffa: it can be, but i just follow positive accounts,

24. Rilma Yuhendra

Rilma: hi usman, what do you think about hendra

Usman: personally, i think she is very smart

Rilma: i agree with you. How do you feel about her way of helping others

Usman: i feel she is very kind because she always share her notes

Rilma:that's true, but don't you think he is a little bi quite in the class

Usman: yes, i do. I believe he just feel shy sometimes

Rilma: exactly, but he still a great friend for us.

25. Ghifari Zaka waly

Hanafi: what do you think about instagra

Zaka: in my opinion instagram is interesting

Hanafi: why do you like instagram?

Zaka: because we can send photo and get new friend

Hanafi: that's true. Instagram can get informasi

Zaka: i agree with you.

26. Haikal Azmi

Haikal: hi haikal, what is your fovorite school subjeek

Rilma: i like math, in my opinion math is internal

Haikal: really? I think math is different

Rilma: why do you think so

Haikal: because there are too many numbers on formulas

27. Rismal

Rismal: hi fadil. What is your opinion about school subject?

Fadil: i like math. In my opinion. English language

Rismal: really? i think english language is difficult

Fadil: why do you think so?

Rismal: because it helps to speak with many people

Fadil: oh, i see

Rismal: well, i prefer english

Fadil: why do you like english?

Rismal: because it helps me speak with many people around the world

Fadil: that's good point. Both subjects are important

Appendix 7 Indicator Assessment Hughes (2003)

Testing oral ability

Proficiency Descriptions

Accent

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
3. "Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.
5. No conspicuous mispronunciations, but would not be taken for a native speaker.
6. Native pronunciation, with no trace of "foreign accent."

Grammar

1. Grammar almost entirely inaccurate except in stock phrases.
2. Constant errors showing control of very few major patterns and frequently preventing communication.
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure.
6. No more than two errors during the interview.

Vocabulary

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.).
3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

Testing for language teachers

Fluency

1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very slow and uneven except for short or routine sentences.
3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
5. Speech is effortless and smooth, but perceptively non-native in speed and evenness.
6. Speech on all professional and general topics as effortless and smooth as a native speaker's.

Comprehension

1. Understands too little for the simplest type of conversation.
2. Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5. Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

WEIGHTING TABLE

	1	2	3	4	5	6	(A)
Accent	0	1	2	2	3	4	_____
Grammar	6	12	18	24	30	36	_____
Vocabulary	4	8	12	16	20	24	_____
Fluency	2	4	6	8	10	12	_____
Comprehension	4	8	12	15	19	23	_____
	Total						_____

Note the relative weightings for the various components.

Appendix 8 Distribution Data

Descriptive Statistics								
	N	Range	Min	Max	Sum	Mean	Std. Deviation	Variance
Posttest Experiment	28	42	44	86	1848	66.00	10.267	105.407
Post Test Control	27	47	36	83	1538	56.96	11.068	122.499
Valid N (listwise)	27							

Appendix 9 Normality test

Test of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Kelas		Statistic	df	Sig.	Statistic	Df	Sig.
Speaking Score	Post Test Experiment	.065	28	.200*	.985	28	.942
	Post Test Control	.132	27	.200*	.933	27	.084

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Appendix 10 Homogeneity test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Speaking Skill	Based on Mean	.345	1	53	.560
	Based on Median	.274	1	53	.603
	Based on Median and with adjusted df	.274	1	51.614	.603
	Based on trimmed mean	.307	1	53	.582

Appendix 11 Independent Sample test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Speaking Score	Class Experiment	28	64.8214	11.09239	2.09626
	Class Control	27	54.5556	12.61968	2.42866

Independent Sample Test

Speaking Score	Levene's test for equality of variance					T-test for equality of means		95% Confidence Interval of the Difference	
	F	Sig	T	Df	Sig(2-tailed)	Mean difference	Std. Error difference	Lower	Upper
Equal variances assumed	.345	.560	3.207	53	.002	10.26587	3.20061	3.84626	16.68548
Equal variances not assumed			3.200	51.595	.002	10.26587	3.20822	3.82690	16.70485

Appendix 12 SK Pembimbing



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI IMAM BONJOL PADANG
FAKULTAS TARBIYAH DAN KEGURUAN
 Alamat: Jl. Prof. Mahmud Yunus Lb. Lintah Padang
 Website : //www.uinib.ac.id E-mail: admin@tarbiyah@uinib.ac.id

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN IMAM BONJOL PADANG
 Nomor : B.2146/Un.13/FTK.AK/PP.00.9/2/2025

Tentang:

PENGANGKATAN DOSEN PEMBIMBING SKRIPSI MAHASISWA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN IMAM BONJOL PADANG

Mengingat :

- bahwa untuk kelancaran kegiatan akademik mahasiswa Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Imam Bonjol Padang Tahun 2021 dipandang perlu menetapkan Dosen Pembimbing Skripsi mahasiswa dengan Surat Keputusan Dekan.
- bahwa Saudara-saudara yang namanya tersebut pada surat keputusan ini, dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing I dan II skripsi mahasiswa Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Imam Bonjol Padang sebagaimana tercantum dalam surat keputusan.

Menimbang :

- Undang-Undang RI Nomor: 12 Tahun 2012 tentang Pendidikan Tinggi;
- Peraturan Pemerintah RI Nomor: 60 Tahun 1999 tentang Pendidikan Tinggi;
- Peraturan Pemerintah RI Nomor: 13 Tahun 2015 tentang Standar Nasional Pendidikan;
- Peraturan Pemerintah RI Nomor: 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- Keputusan Menteri Agama RI Nomor: 211 Tahun 2011 tentang Pengembangan Standar Nasional Pendidikan Agama Islam;
- Peraturan Presiden RI Nomor: 35 Tahun 2017 tentang Universitas Islam Negeri Imam Bonjol Padang;
- Peraturan Menteri Agama RI Nomor: 37 Tahun 2019 tentang Perubahan Peraturan Menteri Agama RI No. 19 Tahun 2017 tentang Organisasi dan Tata Kerja UIN Imam Bonjol Padang;
- Peraturan Menteri Agama RI Nomor: 28 Tahun 2017 tentang Statuta Universitas Islam Negeri Imam Bonjol Padang;
- Peraturan Menteri Pendidikan dan Kebudayaan RI No. 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi;
- Keputusan Menteri Agama RI Nomor: 20 Tahun 2014 tentang Penunjukan Kuasa Pengguna Anggaran di Lingkungan Kementerian Agama;
- Peraturan Menteri Keuangan RI No. 60/PMK.02/2021 tentang Standar Biaya Masukan Tahun Anggaran 2022;
- DIPA UIN Imam Bonjol Padang No. SP.DIPA-025.04.2.424050/2022 tanggal 17 November 2021.

MEMUTUSKAN

Menetapkan :

Kesatu :

Mengangkat Saudara

- Nama : Dr. Hadel, MA., M. Pd.
 NIP : 196602011992031001
 Pangkat/Gol. : Pembina Tk. I (IV/b)
 Jabatan : Lektor Kepala
 Sebagai Pembimbing I
- Nama : Haryudi Nizar, S. Ag, M. Pd.
 NIP : 196806292006041002
 Pangkat/Gol. : Penata Tk. I (III/d)
 Jabatan : Lektor
 Sebagai Pembimbing II

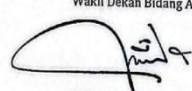
Dalam Penulisan Skripsi Mahasiswa:

Nama / NIM : Fani Latifa / 2014050043
 Prodi : Tadris Bahasa Inggris
 Judul Skripsi : *The Effect Students Speaking Skill Using Conversational Videos at MAN 1 Solok Plus Keterampilan*

Kedua : Pembimbing I dan Pembimbing II diberikan honorium menurut peraturan yang berlaku.

Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu penetapan akan diubah dan diperbaiki sebagaimana mestinya, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini.

Ditetapkan di : Padang
 Pada Tanggal : 20 Februari 2025
 a.n. Dekan
 Wakil Dekan Bidang Akademik dan Kelembagaan,


Muhammad Kosim
 NIP. 198212212005011001

Tembusan:

- Rektor UIN Imam Bonjol di Padang
- Ketua Prodi Tadris Bahasa Inggris
- Mahasiswa yang bersangkutan

Appendix 13 Surat Undangan Seminar Proposal



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI IMAM BONJOL PADANG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat: Jl. Prof. Mahmud Yunus Lb. Lintah Padang
Website : //www.uinib.ac.id E-mail: admintarbiyah@uinib.ac.id

Nomor : B.5987/Un.13/FTK.AK/PP.00.9/06/2025
Lamp : 1 (satu) rangkap
Hal : Seminar Proposal Skripsi

12 Juni 2025

Kepada Yth Bapak/Ibu,
1. Dr. Hadel, MA., M.Pd
2. Haryudi Nizar, M.Pd

Tim Seminar Proposal Skripsi Mahasiswa Program Studi S1. Tadris Bahasa Inggris
Fakultas Tarbiyah dan Keguruan UIN Imam Bonjol di Padang

Assalamu'alaikum Wr. Wb.

Bersama ini kami harapkan kesediaan Bapak/Ibu untuk dapat melaksanakan seminar
proposal skripsi mahasiswa :

Nama : **Fani Latifa**
NIM. : 2014050043
Program Studi : S1. Tadris Bahasa Inggris
Judul : *The Effect of Speaking Skill Using Conversational Video at MAN 1 Solok*
Plus Keterampilan

Hari/Tanggal : Selasa/ 17 Juni 2025
Jam : 14.30 s.d 15.30 WIB
Tempat : Ruang Tadris Bahasa Inggris

Demikian disampaikan, atas perhatian dan kesediaannya kami ucapkan terima kasih.

Wassalam
a.n. Dekan
Ketua Program Studi S1.Tadris Bahasa Inggris


Hidayat Al Azmi, M.Pd
NIP. 198010272009121003

Catatan:

1. Pakaian Laki-laki: Kemeja putih lengan panjang, dan Celana panjang warna putih
2. Pakaian perempuan: Baju kurung dan mudhawarah warna putih, dan rok batik melereng

Appendix 14 Berita Acara Seminar Proposal



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI IMAM BONJOL PADANG
FAKULTAS TARBIYAH DAN KEGURUAN
Alamat: Jl. Prof. Mahmud Yunus Lb. Lintah Padang
Website : //www.uinib.ac.id E-mail: admintarbiyah@uinib.ac.id

BERITA ACARA SEMINAR PROPOSAL SKRIPSI

Tim seminar Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Imam Bonjol Padang, telah melaksanakan Seminar Proposal Skripsi mahasiswa:

Nama : **Fani Latifa**
NIM. : 2014050043
Program Studi : S1. Tadris Bahasa Inggris
Judul : *The Effect of Speaking Skill Using Conversational Video at MAN 1 Solok Plus Keterampilan*

Hari/Tanggal : Selasa/ 17 Juni 2025
Jam : 14.30 s.d 15.30 WIB
Tempat : Ruang Tadr Bahasa Inggris

Demikian disampaikan, atas perhatian dan kesediaanya kami ucapkan terima kasih.

Catatan perbaikan:

1. *What technique will you use in control class?*
2. *You do not state the problem*
3. *Change the formulation of the problem*
4. *Write the reasoning your research*
5. *Paraphrase the thesis in chapter 1*

T.Tangan Mahasiswa	NO	Anggota Seminar	Jabatan	Tanda Tangan	Ket
<i>Fani Latifa</i>	1	Dr. Hadeli, MA., M.Pd	TIM Seminar/ Ketua	<i>1.</i>	
	2	Haryudi Nizar, M.Pd	TIM Seminar/ Sekretaris	<i>2.</i>	

Padang, 17 Juni 2025
Ketua Program Studi Tadris Bahasa Inggris

Hidayat Al Azmi
Hidayat Al Azmi, M.Pd
NIP. 198010272009121003

Appendix 15 Surat Izin Penelitian UIN



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI IMAM BONJOL PADANG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat: Jl. Prof. Mahmud Yunus Lb. Lintah Padang
Website : //www.uinib.ac.id E-mail: admintarbiyah@uinib.ac.id

Nomor : B.8172 /Un.13/FTK.AK/TL.00.9/08/2025

Padang, 11 Agustus 2025

Lamp. : 1 rangkap proposal

Hal : **Mohon Izin Penelitian**

Kepada Yth;
Kepala Kantor Kementerian Agama Kabupaten Solok
di
Solok

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka pengumpulan data untuk penyusunan skripsi mahasiswa Fakultas Tarbiyah dan Keguruan UIN Imam Bonjol Padang, kami mohon kiranya Bapak/Ibu berkenan memberi izin melakukan penelitian kepada Saudara:

Nama : **Fani Latifa**
NIM : 2014050043
Fakultas : Tarbiyah dan Keguruan
Prodi : Tadris Bahasa Inggris
Judul Skripsi : *The Effect of Using Conversational Youtube Video Towards Student's Speaking Skill at MAN 1 Solok*
Lokasi Penelitian : MAN 1 Solok
Waktu Penelitian : Agustus s.d Oktober 2025

Demikianlah disampaikan, atas bantuan dan kerja samanya terlebih dahulu diartikan terima kasih.

Wassalam,
a.n. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Muhammad Kosim
NIP. 198212212005011001

Tembusan:

1. Rektor UIN Imam Bonjol di Padang
2. Kepala MAN 1 Solok
2. Mahasiswa yang bersangkutan

Appendix 16 Surat Izin Penelitian Kementrian Agama Solok



KEMENTERIAN AGAMA REPUBLIK INDONESIA KANTOR KEMENTERIAN AGAMA KABUPATEN SOLOK

Jln. Raya Koto Baru Solok ■/Fax (0755) 20046
Email : kabsolok@kemenag.go.id

SURAT IZIN

Nomor : B. 1561 /Kk.03.2-b/PP.00/08/2025

Berdasarkan surat Wakil Dekan Universitas UIN Imam Bonjol Padang, Fakultas Tarbiyah dan Keguruan Nomor : B.8172/Un.13/FTK.Ak.TL.00.9/08/2025, tanggal 11 Agustus 2025 tentang permohonan izin penelitian, maka dengan ini Kepala Kantor Kementerian Agama Kabupaten Solok memberikan *izin* kepada :

Nama : Fani Latifa
NIM : 2014050043
Judul Izin Penelitian : *The Effect Of Using Conversational Youtube Vidio
Towards Student's Speaking Skill at MAN 1 Solok*

Untuk melakukan penelitian pada MAN 1 Solok mulai bulan Agustus s/d Oktober 2025.
Demikian surat izin ini diberikan, untuk dapat dipergunakan seperlunya.

Koto Baru, 22 Agustus 2025



Tembusan
Yth. Ka. Kanwil Kementerian Agama Prop. Sumatera Barat, Padang
Kepala MAN 1 Solok, Koto Baru

Appendix 17 Surat Balasan Penelitian dari MAN 1 Solok



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KABUPATEN SOLOK
MADRASAH ALIYAH NEGERI (MAN) 1 SOLOK PLUS KETERAMPILAN
 Jl. Guguk Panjang No. 35 Koto Baru Solok 27362
 Telp. (0755) 7707558
 website : mankotobarusolok.sch.id e-mail : man2kotobarusolok@yahoo.com

Akreditasi A

SURAT KETERANGAN SELESAI PENELITIAN
 Nomor : 365 /Ma.03.2.1/KS.02/10/2025

Sehubungan dengan surat dari Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan, Hal : Mohon Izin Penelitian a.n Fani Latifa Nomor : B.8172/Un.13/FTK.AK/TL.00.9/08/2025 tanggal 11 Agustus 2025, Kepala MAN 1 Solok Plus Keterampilan dengan ini menerangkan bahwa mahasiswa dibawah ini :

Nama	: Fani Latifa
NIM	: 2014050043
Prodi	: S1 Tadris Bahasa Inggris

Telah selesai melakukan Penelitian di MAN 1 Solok Plus Keterampilan Jln. Guguk Panjang No. 35 Koto Baru Kec. Kubung Kab. Solok terhitung mulai Agustus s.d Oktober 2025 untuk memperoleh data dalam rangka Penulisan skripsi yang berjudul *"The Effect Of Using Conversational Youtube Video Towards Student's Speaking Skill at MAN 1 Solok"*.

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

Koto Baru, 29 Oktober 2025
Kepala,



Appendix 18 Documentation

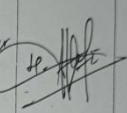
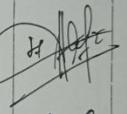
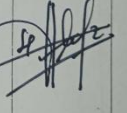
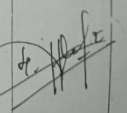
Experiment Class

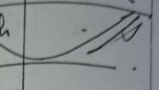
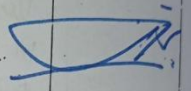


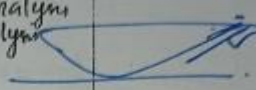
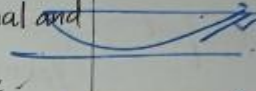
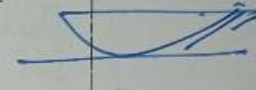
Control Class

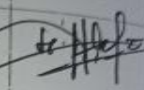
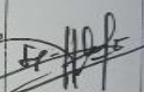


Appendix 19 Buku Bimbingan

No	Hari/ Tanggal	Materi Bimbingan	Tanda Tangan
	13 Maret 2025	1. What technique will you use in experiment class? 2. Paraphrase theory in chapter III! 3. Use simple present tense in chapter III! 4. Edit spelling and grammar.	
	22 April 2025	1. Show your preliminary research data.	
	22 Mei 2025	1. Change technique pair work.	
	03/07/2025	1. Rewrite your research question 2. Rewrite the purpose of your research 3. Find the main theory of your research 4. Check spelling and grammar 5. Agreement of speaking related to Hughes theory.	

Tanggal	Komentar Pembimbing	Tanda tangan
Kamis/03/09/25	1. Perbaiki judul. 2. Perbaiki rumusan masalah 3. Score rubrik 4. Perbaiki hipotesis 5. Change paired t-test to independent test	
Senin/03/03/25	Acc for doing research.	

Tanggal	Komentar Pembimbing	Tanda tangan
1/12/2015	Rewrite Requirement analysis be pre. Requisite analysis check grammar.	
6/12/2015		
22/12/2015	- Add Journal nasional and International Write list table figure	
31/12/2015	Acc thesis	

Tanggal	Komentar Pembimbing	Tanda tangan
13/NOV/2015	- Parafrase theory - add discussion content.	
20/NOV/2015	- Write abstract. - Write Approval page.	
16/Des/2015	- Write acknowledgment - Parafrase and check journal - Add Jurnal Internasional and nasional. - Rewrite finding content, be technique pair work technique.	
29/12/2015	- Add Journal nasional and International - Write acknowledgment - Write CV	

BIODATA PENULIS

NAMA/NIM	: Fani Latifa/2014050054
Fakultas/Jurusan	: Tarbiyah/Tadris Bahasa Inggris
Tempat/tanggal lahir	: Batu Banyak/ 08 Maret 2001
Negeri Asal	: Kabupaten Solok
Judul Skripsi	: The Effect of Conversational YouTube Videos Towards Students' Speaking Skill AT MAN 1 Solok.
Pendidikan	: SDN 17 Batu Banyak SMP 04 Lembang Jaya SMAN 1 Lembang Jaya UIN Imam Bonjol Padang
Orang Tua	: Ayah – Syaidul latif Ibu – Yulides
Jumlah Bersaudara	: 3
Anak ke-	: 3
Motto	: My magic is never giving up