

**UTILIZING YOUTUBE THROUGH SMALL FOCUS GROUP
DISCUSSION (SFGD) TO IMPROVE STUDENTS' SPEAKING SKILL
AT SMP NURIS JEMBER**

THESIS

Submitted to the State Islamic University of Kiai Haji Achmad Shiddiq
In Partial Fulfillment of the Requirement to Obtain
A Bachelor's Degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program



By:

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UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

**ENGLISH EDUCATION PROGRAM
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DECEMBER 2022**

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Fulfillment of the Requirement for the bachelor's degree of Sarjana
Pendidikan (S.Pd)
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English Education Program

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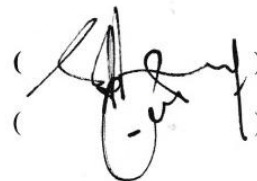
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MOTTO

الَّذِينَ قَالَ لَهُمُ النَّاسُ إِنَّ النَّاسَ قَدَّ جَمَعُوا لَكُمْ فَآخَشَوْهُمْ فَرَادَهُمْ إِيمَانًا وَقَالُوا

حَسْبُنَا اللَّهُ وَنِعْمَ الْوَكِيلُ ﴿١٧٢﴾

“Those to whom hypocrites said, “Indeed, the people have gathered against you, so fear them.” But it [merely] increased them in faith, and they said, “Sufficient for us is Allah, and [He is] the best Disposer of affairs.”¹



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¹ Syaikh Abdullah bin Abdul Aziz ar-Rajihi, *The Noble Qur'an* (Bandung: Institut Quantum Akhyar, 2013), 72

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Mukhtar and Siti Istiqomah who always pray for me, unlimited thanks for give me motivation, love, and always support me to finish my undergraduate thesis.
2. My beloved sister, Luthfiana Fitri Zulfatul Istiqomah, S.Pd and Annisa Tsaqibatul Jannah, S. Kep, Ns
3. My classmates (Ineffable)

I want to express my gratitude to all of my TBI 3 "Ineffable Class" friends since they have earned so much more than just words can express. I can never express my gratitude enough for all the experiences, friendships, and connections we made while attending this university.



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The researcher is aware that this thesis would not finish without any help and support from others during the process of writing. The researcher would like to express her gratitude and appreciation to the honorable people who gave their help, encouragement, and countless contributions to the researcher in the process of the study. Therefore in this occasion, there researcher would like to say thank to:

1. Prof. Dr. Babun Soeharto, S.E., MM. as the Rector of State Islamic University of Kiai Haji Achmad Shiddiq
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10. The students of VIII F of SMP Nuris Jember who helped the writer during the research
11. Last but not least, whose names cannot be mentioned for their contribution and motivation during the writer finishing this thesis which has challenges and difficulties in doing the thesis.

The researcher realizes that this undergraduate thesis still might have some weaknesses and is still far from being perfect. Therefore, it is expected of the readers to give the criticism, comment, and suggestions that can make this thesis to be better. Hopefully this thesis can be useful for the readers' future researchers.

J E M B E R Jember, December 1st 2022

Shinta Fatati Nur Diana
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ABSTRACT

Shinta Fatati Nur Diana, 2022: *Utilizing YouTube Through Small Focus Group Discussion (SFGD) to Improve Students' Speaking Skill At SMP Nuris Jember*

Key Word: Speaking Skill, YouTube, Small Focus Group Discussion (SFGD)

After conducting a preliminary study to find out the problems in the teaching learning and students' speaking skill at SMP Nuris Jember. The researcher finds there are some problems dealing with the teaching learning and students' speaking skill. Firstly, the student's speaking skill is also still low and lacks vocabulary. Secondly, the teacher applied a conventional method and it was not attractive. Third, the teacher did not use some interesting media to support and facilitate students to speak. The researcher proposed YouTube as an appropriate instructional media and Small Focus Group Discussion (SFGD) as a technique. It is chosen because it is suitable with the technique and the aspects that were being improved.

Based on the problems above, the research question formulated in this study is "How can the speaking skill of eighth-graders' F of SMP Nuris Jember in the academic year 2021/2022 be improved through the utilize of YouTube and Small Focus Group Discussion (SFGD)?" This research was Classroom Action Research (CAR) adopted from Kemmis and Mc Taggart which consists of four steps namely planning, acting, observing, and reflecting. The classroom action research design in this research was collaborative classroom action research. The participants of this research were the Eight-graders' F of SMP Nuris Jember in the academic year 2021/ 2022. This research was conducted in two cycles of 6 meetings. The researcher used observation, students' reflection and students' speaking performance to collect the data.

The result showed that the total number of students who passed the KKM was 26 students or 83,87% while the mean score was 81,93. On the other hand, the total number of students who could not pass the KKM was only 5 students or 16,13% as the percentage score. The criteria of success in this research were if the students reached the minimum score (70) or were equal to or higher than 60% of the total students in this research. The data presented that utilize YouTube Through Small Focus Group Discussion (SFGD) can improve students' speaking skills in vocabulary, pronunciation, grammar, and fluency. Additionally, utilizing YouTube Through Small Focus Group Discussion (SFGD) can increase students' activeness and enthusiasm in the classroom.

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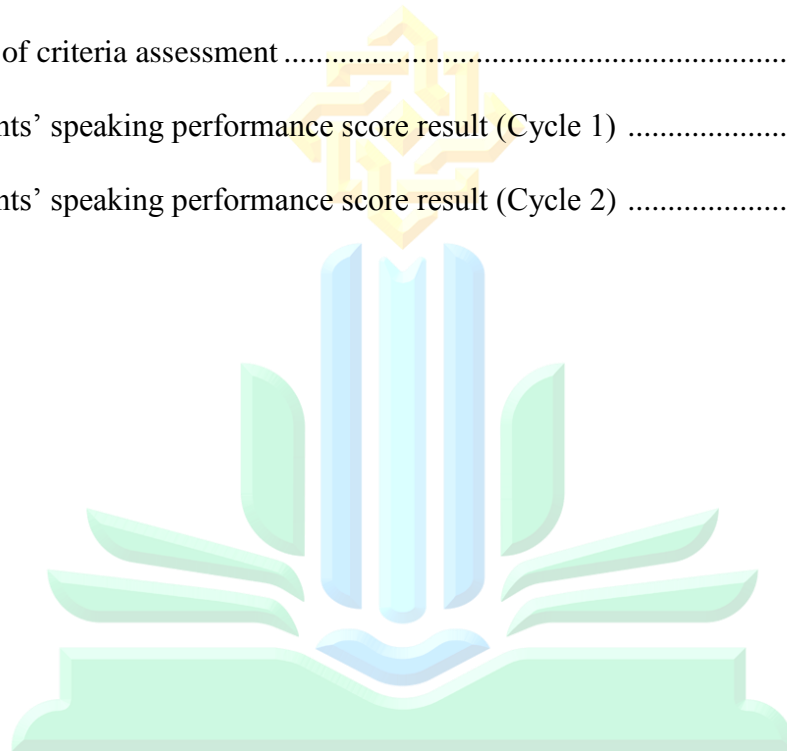
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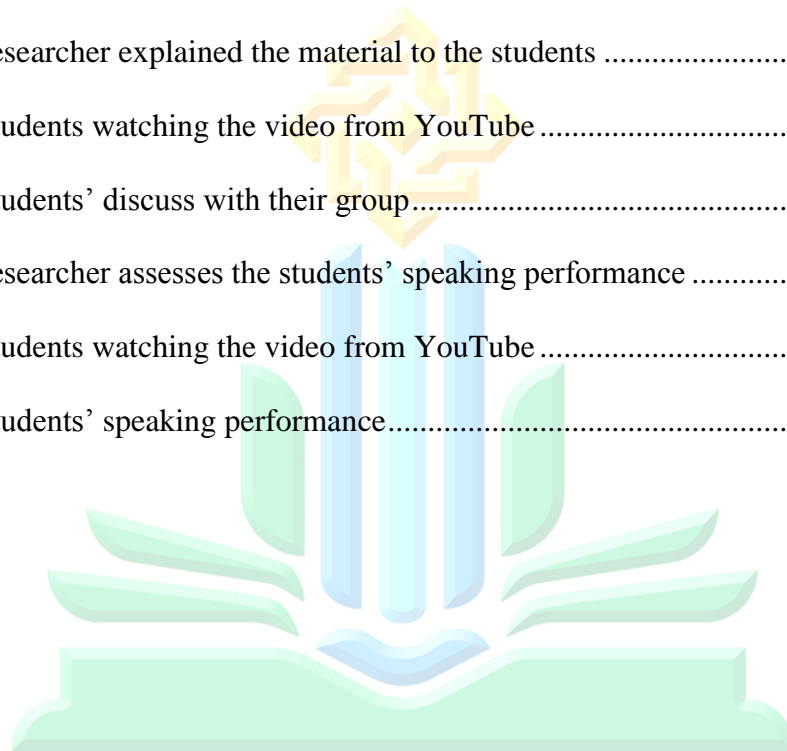
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CHAPTER I

INTRODUCTION

A. Background of Research

In the fast developing 21st century various innovative technologies are being introduced to teach speaking skill in the classrooms. Technological tools have been regarded as ways of helping students improve language skills such as speaking skill. In the classroom, improving the speaking abilities of students has always been a concern. Internet, podcasts, video conferencing, videos and speech recognition software are considered the best tools for teaching speaking skill.² Thus, the use of technology in education can makes the students more comfortable and reduce boredom in learning media that only comes from books. The delivery of learning materials through technology looks more varied and modern. Technology also helps teachers in delivering material more easily.

Constantly emerging new technologies that challenge the field of education while at the same time present exciting opportunities. Strategic use of new educational technologies can enhance learning and teaching. However, to be effective, new educational technologies need to be supported by innovative pedagogical approaches which in turn enable collaboration, communication and mobility. Such emerging educational technologies include virtual worlds, wireless technology and the spiraling use of mobile devices³.

²Maryam Bahadorfar and Reza Omidvar, Technology in Teaching Speaking Skill, *Acme International Journal of Multidisciplinary Research*, Vol. 2 No. 4 (2014): 9

³Reggie Kwan. Robert Fox. F T Chan and Philip Tsang, *Enhancing Learning Through Technology* (Singapore: World Scientific Publishing Co. Pte. Ltd., 2008), 1

Utilizing technology in teaching and learning process is a fundamental practice in teaching EFL, which is available and accessible. Technology has become an additional tool for the teaching process one of them in teaching speaking. In addition, the resource like technology equips the teachers with various tools to help students develop a better comprehension of the material and increase students' speaking skill.

Speaking is viewed as one of the English abilities that must be learned by the students at school. Speaking aims to communicate with other people to share information, knowledge or to share their feelings, opinion, thoughts, emotions and in which they have time to plan, edit and correct what they produce. Our personality, our image, our knowledge of the world and our ability to express our thoughts are reflected in our speaking performance. Therefore, to be able to speak properly, correctly, and fluently, it takes a lot of practice so that what is being conveyed can be understood by the other person.

Hinkel states teaching learners to speak another language means helping them develop specific sets of interactional and communication skills, because spoken communication takes place in real time. Scoot and Ytberg suggest that speaking is an ability that most determines a teacher in teaching a language. It can be interpreted as the way a teacher teaches whether students can improve their abilities in language, especially speaking skills. This also relates to learning activities inside and outside of the classroom. Nunan defines the success of mastery of language can be measured in terms of the

ability to have conversations with the target language. ⁴Therefore, techniques, media, the role of the teacher, situations and conditions are needed that are able to support students to achieve the target language.

To be able to speak well, students must learn other sub-skills of speaking's skill such as pronunciation, grammar, and vocabulary. According to Harris there are five necessary components in speaking skill which students need to master to be able to speak well, namely, pronunciation, grammar, fluency, vocabulary and comprehension⁵. To make the students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. On the other hand, students will be enthusiastic if the teacher gives them suitable topics, tasks and media. Students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. Frequently, there is a worry about speaking badly and therefore losing face in front of their classmates.⁶ Furthermore the media needed to help students practice speaking well and fluently. The teacher is also expected to be able to help students to build confidence in speaking, so there is no reason to be afraid of making mistakes when students are asked to speak in front of their classmates.

⁴Yuli Nurmala Sari, YouTube as a Learning Media to Improve the Student's Speaking Ability in 21st Century, *Journal of English Language Teaching and Linguistics (JELTL)*, Vol. 4 No. 2 (2019): 4

⁵David P. Harris. *Testing English as a second language*. (New York: McGraw-Hill Book Company, 1969)

⁶Jeremy Harmer, *The Practice of English Language Teaching*. (Edinburg: Pearson Education Limited, 2007), 343-345

In this technology era, learning media is not only limited by textbooks and whiteboards, technological advances are very fast making everything easy and more interesting. It depends on how creative the teacher is in utilizing these opportunities especially in this modern era. There is a social media that can be accessed and employed by people to support language learning, that is YouTube. YouTube is a website which lets users watch, upload or share videos online. Generally, a considerable amount of content can be found in YouTube, such as people talking about their interest, news, education, life, procedure in creating something, and others. Godwin-Jones defines YouTube as a popular video sharing website where users can upload, view, and share video clips. Videos can be rated, and the average rating and the number of times a video has been watched are both displayed. YouTube has become an enormously popular form of web 2.0 New Media. A recent article in Wired cites an average of 65,000 uploads and 100 million videos viewed per day on YouTube).⁷ YouTube is a technology that contains a lot of content in the form of videos. One of the contents is about education that can help for language learning, especially speaking. YouTube is also an application that is easily accessible by users using the internet where users can upload, view, and share videos which they like. YouTube was chosen because this site gives many contributions in the teaching and learning process. It provides a huge amount of video content that is exploitable for classroom teaching.

⁷ Reggie Kwan, Robert Fox, F T Chan and Philip Tsang, *Enhancing Learning Through Technology* (Singapore: World Scientific Publishing Co. Pte. Ltd., 2008), 36-37

Using technology to support the learning process such as YouTube is one of the innovations that teachers can do in teaching speaking. The use of videos makes students not only learn how to do proper pronunciation, intonation, but also can increase students' enthusiasm in learning English because learning does not only focus on textbooks which often make students feel bored because of monotonous teaching methods. By using videos that come from native speakers, students will find it easier to practice the words that will be spoken directly. Euiz, Nazzala, Danang and Nurmala⁸ states by using YouTube, students have a chance to observe how native speakers speak from the video. Students can also practice the mimicry, expression, intonation, and vocabulary, accurately with enjoyment and feeling confident in performing.

Even though extensive study on the use of YouTube as an instructional media in teaching speaking has been discuss, as the study by Maurifatul Hasanah⁹ In a thesis entitled “Watching English Native Speakers’ Youtube Channel to Improve the Students’ Pronunciation Ability at Second Year of SMP Plus Miftahul Ulum Kalisat.”, Sinta Prasetia Trias Sari¹⁰ in a thesis entitled “The use of videos to improve the students’ skill at class VII B of

⁸ Euis Meinawati, Nazzala Aulia Rahmah, Danang Dwi Harmoko, Nurmala Dewi, “Increasing English Speaking Skill Through YouTube”, *POLYGLOT*, Vol. 16. No. 1 (2020), 3 DOI: [dx.doi.org/10.19166/pji.v16i1.1954](https://doi.org/10.19166/pji.v16i1.1954)

⁹ Hasanah, M., & Wahono, S. S. (2022). Watching English Native Speakers’ Youtube Channel to Improve Students’ Pronunciation Ability. *Journal of Language Intelligence and Culture*, 4(1), 15-32.

¹⁰ Sinta Prasetia Trias Sari, Thesis: ““The use of videos to improve the students’ skill at class VII B of SMPN 2 Patuk in the academic year 2014/2015” (Yogyakarta: UNY, 2015)

SMPN 2 Patuk in the academic year 2014/2015”, Deva Septi Marlina ¹¹in a thesis entitled “Using video to improve 10th grade students’ speaking skill at state senior high school 10 Kota Jambi”, Euis Meinawati, Nazzala Aulia Rahmah, Danang Dwi Harmoko, and Nurmala Dewi¹²in a journal entitled “Increasing English Speaking Skill Through YouTube and Melodi dael, Sela Adi Astarini, Hendra Husnussalam¹³ in a journal entitled “Improving Speaking Skill Using Group Discussion”, it is rarely discuss how the small focus group discussion (SFGD)is employ as strategy or activity in using of that kind of videos as recommended by Reid et al. Reid et al recommend using small groups of four for everyday classroom interaction. Groups of four are small enough for students to listen, and they encourage all members to contribute. ¹⁴

Dornyei and Murph suggest that 'a group conscious teaching style involves an increasing encouragement of and reliance on the group's own resources and the active facilitation of autonomous learning that is in accordance with the maturity level of the group'.¹⁵ Discussions challenge students to use reasoning, critical thinking and problem-solving skills; they also involve students in generating possible solutions, giving explanations and opinions and making decisions. Students gain practice in expressing their

¹¹Deva Septi Marlina, Thesis: Using video to improve 10th grade students’ speaking skill at state senior high school ¹⁰ Kota Jambi (Jambi: UIN Sulthan Thaha Syaifuddin, 2021), 59

¹² Euis Meinawati, Nazzala Aulia Rahmah, Danang Dwi Harmoko, and Nurmala Dewi, “Increasing English Speaking Skill Through YouTube”, *POLYGLOT*, Vol. 16 No. 1 (2020):1 DOI: [dx.doi.org/10.19166/pji.v16i1.1954](https://doi.org/10.19166/pji.v16i1.1954)

¹³ Melodi dael, Sela Adi Astarini, Hendra Husnussalam, Improving Speaking Skill Using Group Discussion, 466

¹⁴ Department of Education, Speaking and Listening Resource Book. (Australia: First Step, 2013), 56

¹⁵ Jeremy Harmer, The practice of English language teaching, 107

ideas clearly and logically, and in learning to listen and respond to different points of view.¹⁶ Some of the advantages of group discussions are that students can train themselves to express their ideas, train reasoning, critical thinking as well as problem solving skills. Students also learn to look for solutions from different points of view from each member of the group, so students will learn to understand and listen to one another. Group discussions are also expected to help students explain the material that the teacher has conveyed to friends who do not understand the material that has been taught using their own language and understanding.

According to Orlich et al. as quoted by Melodi, Sela and Hendra there are 3 reasons why we can use small group discussion in improving speaking skill. First, discussion is used to increase teacher student interaction and students' verbal interaction in the classroom. Second, discussion is used to promote meaningful personal interaction and learning. The learning may be of contents, skill, attitudes or processes. Third, it is used to help students adopt a more responsible and independent mode of learning.¹⁷ Thus, small focus group discussion has a positive reason to be used as a technique in teaching speaking.

As the competency level mentioned, the Competency Level is a competency achievement criterion that is generic requirements that must be met by students at every level of education in order to achieve Graduate Competency Standards. As written in "Salinan lampiran peraturan menteri

¹⁶ Department of Education, 46

¹⁷ Melodi dael, Sela Adi Astarini, and Hendra Husnussalam, Improving Speaking Skill Using Group Discussion, 466

pendidikan dan kebudayaan nomor 21 tahun 2016 tentang standar isi pendidikan dasar dan menengah”, mentions that one of the levels of competence that needs to be achieved in English lessons, especially speaking skills is *“Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, orang lain, dan objek yang konkrit dan imajinatif, yang terdekat dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan masyarakat serta terkait dengan mata pelajaran lain dan dunia kerja.”*¹⁸ From those states above, speaking skill has become one of four English’s skill that should be taught and mastered, because it is important for the students to be able to communicate with other people globally.

Based on the preliminary study when the researcher conducted the teaching practice (PPL) in SMP Nuris Jember, it has been revealed that there were some problems in the teaching and learning of speaking. The researcher finds there are some problems dealing with the speaking skill of eighth grade students. Firstly, the student’s speaking skill is also still low and lacks vocabulary, they only can speak two or three sentences, they totally get stuck and speak using their mother tongue (Javanese or Madurese) and second language (Indonesia). Students had difficulties producing and pronouncing words. Secondly, the teacher applied a conventional method and it was not attractive. Students only read the conversation or reading activity from the textbook then perform it in front of the class. The condition makes the students bored. Third, the teacher did not use some interesting media to

¹⁸ Menteri Pendidikan dan Kebudayaan, Salinan lampiran peraturan menteri pendidikan dan kebudayaan nomor 21 tahun 2016 tentang standar isi pendidikan dasar dan menengah. (2016), 162

support and facilitate students to speak. The effect is the students were unmotivated to speak in the learning process.

The situation of the class described above becomes a problem that should be solve by teachers because they are involved directly in the teaching learning process and they are determinant factors who control the students' success in learning. The teacher should require a good learning environment that can make students motivated and support them to study English and also make them feel interested, motivated and comfortable. The motivation for learning the language could be enhanced by the teacher to create a good media, conducive situations, creative activities, in which students would be actively engaged in the learning process.

Several studies have shown the good result of utilizing YouTube through small focus group discussion (SFGD) to improve students' speaking skills. The first study is conducted by Maurifatul Hasanah¹⁹ In a thesis entitled "Watching English Native Speakers' Youtube Channel to Improve the Students' Pronunciation Ability at Second Year of SMP Plus Miftahul Ulum Kalisat", the research was classified as a classroom action research CAR). The result of the posttest in cycle one is 57,5%, which means that the students' pronunciation ability is very poor. The result of the posttest in cycle two is 87% which means that the students' pronunciation ability is very good. It shows that the students' average score is increased and achieved the minimum standard with students' average score of reading aloud test equal to or greater

¹⁹ Maurifatul Hasanah, Thesis: Watching English Native Speakers' Youtube Channel to Improve the Students' Pronunciation Ability at Second Year of SMP Plus Miftahul Ulum Kalisat, (Jember: UIN KH Achmad Siddiq, 2021), 66

than 70%. It could be concluded that watching English native speakers' YouTube channel is effective to improve the students' pronunciation ability.

The second research is conducted by Sinta Prasetia Trias Sari²⁰ in a thesis entitled "The use of videos to improve the students' skill at class VII B of SMPN 2 Patuk in the academic year 2014/2015", she conducted Classroom Action Research (CAR), the results of this research showed that using videos in the teaching and learning of speaking was proved to improve the students' speaking skills in five aspects: vocabulary, pronunciation, grammar, fluency, and comprehension. The students were more enthusiastic in learning to speak. They could be actively involved in the speaking learning process.

The third research is conducted by Deva Septi Marlina²¹ in a thesis entitled "Using video to improve 10th grade students' speaking skill at state senior high school 10 Kota Jambi", she conducted quasi-experimental study and the result of the study there was any significant effect and widespread difference of college students' speaking skill between college students who had been taught through using video and students who have been taught by way of the usage of book at SMAN 10 Kota Jambi.

The fourth research is conducted by Euis Meinawati, Nazzala Aulia Rahmah, Danang Dwi Harmoko, and Nurmala Dewi²² in a journal entitled "Increasing English Speaking Skill Through YouTube". This research used

²⁰ Sinta Prasetia Trias Sari, Thesis: The use of videos to improve the students' skill at class VII B of SMPN 2 Patuk in the academic year 2014/2015, (Yogyakarta: UNY, 2015)

²¹ Deva Septi Marlina, Thesis: "Using video to improve 10th grade students' speaking skill at state senior high school 10 Kota Jambi" (Jambi: UIN Sulthan Thaha Syaifuddin, 2021), 59

²² Euis Meinawati, Nazzala Aulia Rahmah, Danang Dwi Harmoko, and Nurmala Dewi, "Increasing English Speaking Skill Through YouTube", *POLYGLOT*, Vol. 16 No. 1 (2020):1 DOI: [dx.doi.org/10.19166/pji.v16i1.1954](https://doi.org/10.19166/pji.v16i1.1954)

the qualitative descriptive method as the method of research. The result of using YouTube was very effective because it allowed students to speak with more confidence and expression. They also did not have to worry about the phrases they used when speaking because they were able to see how foreigners speak English properly and correctly.

The fifth research is conducted by Melodi dael, Sela Adi Astarini, Hendra Husnussalam²³ in a journal entitled “Improving Speaking Skill Using Group Discussion”. This research was conducted by using classroom action research methods. In conducting data, the researcher used observation and interview. The result of the study showed the students’ score in cycle 1 on the pre-test was 57,33, and on the post-test in cycle 2 it was improved to be 66,67, in the cycle 3 and on post-test it was 70,06. Based on these results, it can be concluded that small group discussion improve the students’ speaking ability. This research used qualitative research.

From the previous research above, utilizing YouTube as media and small focus group discussion (SFGD) as teaching technique has positive results. However, researchers want to use YouTube as a media and Small Focus Group Discussion (SFGD) as a technique to improve students' speaking where in previous studies it was mentioned that only using YouTube or using small focus group discussions, without collaborating with these media and techniques.,

²³ Melodi dael, Sela Adi Astarini, Hendra Husnussalam, “Improving Speaking Skill Using Group Discussion”, 466

Based on the result of previous studies, it seemed that YouTube was an appropriate media to be an alternative solution to improve students' speaking skills. YouTube can be utilized as media to improve students' speaking skills at Eight-graders' A of SMP Nuris Jember who face difficulties dealing with speaking in the preliminary mentioned above. In this study, the writer utilized YouTube as media in teaching through small focus group discussion (SFGD). The researcher proposed research entitled "Utilizing YouTube Through Small Focus Group Discussion (SFGD) to Improve Students' Speaking Skill at SMP Nuris Jember".

B. Research Question

Based on the background study above the researcher formulates the research question as "How can the speaking skill of eighth-graders' F of SMP Nuris Jember in the academic year 2021/2022 be improved through the utilize of YouTube and Small Focus Group Discussion (SFGD)?"

C. The Scope of The Research

This study focuses on the process of utilizing YouTube through small focus group discussion (SFGD) in teaching speaking and improving students' speaking skill in terms of vocabulary, pronunciation, grammar, fluency at SMP Nuris Jember.

D. The Objective of The Study

Based on the above research questions, the objectives of this research is to describe how the utilizing of "YouTube" through small focus group discussion (SFGD) improve students' speaking skill at SMP Nuris Jember.

The researcher wants to find out whether or not an improvement of students' speaking skill by eighth grade students of SMP Nuris Jember by utilizing "YouTube" through small focus group discussion (SFGD).

E. The Significance of The Study

The result of the research is fully expected to give some theoretical and practical knowledge for the following parties;

1. Theoretical Significance

This research provides beneficial and referential in giving general knowledge and contribution for teaching and learning in English specifically in speaking skill. The knowledge is expected to contribute to progress and process in improving the students' speaking skills. One of good instructional media for teaching speaking in the classroom that teachers can use is a video from "YouTube". The result of this research is expected to be beneficial for teachers in teaching, reader and become the reference for the next researcher.

2. Practical Significance

a. Significance for students

The result of this research is expected to become useful in the teaching and learning process, especially helping the students to solve their problems in speaking. Utilizing "YouTube" through small focus group discussion (SFGD) expected to improve students' speaking skill also encourages students to express their ideas, emotion or feeling orally.

b. Significance for Teacher

The result of this research expects to become a reference, resolution and can provide contribution for the teacher to apply this media in teaching, speaking and learning process. So that learning resources do not only come from textbooks.

c. Significance for future researcher

This Research will offer some contributions and can be used as reference to other researchers who are interested in conducting a study with similar topics, themes or purposes.

F. Definition of Key Terms**1. Definition of Speaking**

The speaking meant in this study is that students are able to communicate with the aim of being able to express ideas, feelings, opinions or emotions with other people or classmates.

2. Definition of Small Focus Group Discussion (SFGD)

Small Focus Group Discussion (SFGD) can simply be defined as a discussion that is carried out systematically and directed on a particular issue or problem. Through SFGD students are expected to have the ability to overcome the problems they find in the discussion process, this also aims to make it easier for students to learn to understand the material together..

3. Definition of YouTube

YouTube is a platform which provides a kind of information. YouTube is also a website which lets users watch, download, upload or share videos online. In this study, the researcher downloaded the video according to the material to be taught. Besides that, the students can download videos that is equip by subtitle either english or indonesia.



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CHAPTER II

RELATED LITERATURE REVIEW

A. Previous Research

There are some previous findings and researches which have a relation with this research, they are:

1. Maufiratul Hasanah ²⁴: in a article entitled “*Watching English Native Speakers’ Youtube Channel to Improve the Students’ Pronunciation Ability at Second Year of SMP Plus Miftahul Ulum Kalisat*”. The research proved that watching English native speakers’ Youtube can improve students’ speaking pronunciation ability. The research was conducted Miftahul Ulum Kalisat. In this research, the researcher conducted a Classroom Action Research to improve the students’ pronunciation ability. It needed two cycles (four meetings). There are planning, acting, observing and reflecting in the cycle. Based on the researchers’ interview with the english teacher, the students speaking is frequently unintelligible. The teacher also said that the students could not pronounce words clearly, accurately, and fluently since they rarely practice and even never learn from native speakers. The result of the research is that the students’ average score is increased and achieved the minimum standard with students’ average score of reading aloud test equal to or greater than 70%.

²⁴ Maufiratul Hasanah and Suparwoto S.W. Watching English Native Speakers’ Youtube Channel to Improve Students’ Pronunciation Ability. *Journal of Language Intelligence and Culture*, (Jember: UIN khas Jember, 2022), 4(1), 66

2. Sinta Prasetia Trias Sari ²⁵in a thesis entitled “*The use of videos to improve the students’ skill at class VII B of SMPN 2 Patuk in the academic year 2014/2015*”. This research claimed that the use of video techniques can improve students’ speaking skill. The research was conducted at SMPN 2 Patuk in the academic year 2014/2015. In this research, the researcher conducted classroom action research (CAR). This action was conducted in two cycles. Each cycle consisted of three meetings. Based on the researchers’ preliminary study there was some problem dealing with students’ speaking skill and teaching learning process. Students have difficulties producing words, utterances and lack self-confidence. While in the teaching-learning process, the teacher only uses the textbook as the learning’s sources. The results of this research showed that using videos in the teaching and learning of speaking was proven to improve the students’ speaking skills in five aspects: vocabulary, pronunciation, grammar, fluency, and comprehension. The students were more enthusiastic in learning to speak. They could be actively involved in the speaking learning process.

3. Deva Septi Marlina ²⁶in a thesis entitled “*Using video to improve 10th grade students’ speaking skill at state senior high school 10 Kota Jambi*”.

The purpose of this research was to determine whether the use of videos has the effect for the speaking skill of 10th grade students at State Senior

²⁵ Sinta Prasetia Trias Sari, The use of videos to improve the students’ skill at class VII B of SMPN 2 Patuk in the academic year 2014/201514

²⁶ Deva Septi Marlina, Thesis: “Using video to improve 10th grade students’ speaking skill at state senior high school 10 Kota Jambi” (Jambi: UIN Sulthan Thaha Syaifuddin, 2021)

High School 10 Jambi City or not and whether of using video there the significant differences to the students" speaking skill at State Senior High School 10 Kota Jambi. The researchers used quantitative methods with quasi-experimental design. The sample is divided into experimental and control group classes. The sample of this research was taken by purposive sampling, which is 15 students in each class. The researcher found some factors which obstruct students' speaking, that is lack vocabulary and motivation. But not only that, the manner of teaching and classroom activities are also a limiting factor. The findings indicated there was a significance between the experimental and control group scores. It means video had a significant effect on their speaking skill.

4. Euis Meinawati, Nazzala Aulia Rahmah, Danang Dwi Harmoko, and Nurmala Dewi²⁷ in a journal entitled "*Increasing English Speaking Skill Through YouTube*". The purpose of this study was to find out if the ability to speak English effectively by 10th graders at SMA IT Rahmaniya was improved by using YouTube. This paper focused on implementing YouTube as a method for teaching speaking that is different, interesting, and fun, while creating a classroom atmosphere that is comfortable and increases students' enthusiasm for learning. This research used the qualitative descriptive method as the method of research. The result of using YouTube was very effective because it allowed students to speak with more confidence and expression. They also did not have to worry

²⁷ Euis Meinawati, Nazzala Aulia Rahmah, Danang Dwi Harmoko, and Nurmala Dewi, "Increasing English Speaking Skill Through YouTube", [DOI: dx.doi.org/10.19166/pji.v16i1.1954](https://doi.org/10.19166/pji.v16i1.1954)

about the phrases they used when speaking because they were able to see how foreigners speak English properly and correctly.

5. The fifth research is conducted by Melodi dael, Sela Adi Astarini, Hendra Husnussalam²⁸ in a journal entitled "*Improving Speaking Skill Using Group Discussion*". This journal aimed to : (1) describe how small group discussion can be implemented to improving the students speaking ability. (2) To find out whether there is improvement of students' speaking ability through small group discussion. This research was conducted by using classroom action research method, and small-group discussion as a technique with 35 students of the ninth grade participating in this research. Classroom action research consists of 4 cycles, they are : planning, acting, observing and reflecting. In conducting data, the researcher used observation and interview. The result shows that small-group discussion improves students' speaking ability. It helps them to speak up, express themselves and participate actively in the class. So, it is fun for the students' because they can share their opinion and work together to solve the problem. The students' can improve their skills while working in a team, as a team will be having people with different skills and abilities. It helps the students to improve their communication skill.

²⁸ Melodi dael, Sela Adi Astarini, Hendra Husnussalam, "Improving Speaking Skill Using Group Discussion", 466

Table 2.1
Similarities and Differences of Previous Research

No	Research Title	Similarities	Differences
1.	Thesis by Maufiratul Hasanah “Watching English Native Speakers’ Youtube Channel to Improve the Students’ Pronunciation Ability at Second Year of SMP Plus Miftahul Ulum Kalisat”	1. Both researchers analyze the use of video 2. Both researchers use Classroom Action Research	Previous research focuses on pronunciation ability, while this research focus on speaking ability
2.	Thesis by Sinta Praselia Trias Sari “The use of videos to improve the students’ skill at class VII B of SMPN 2 Patuk in the academic year 2014/2015”	1. Both researchers analyze the use of video in teaching speaking skill 2. Both researchers used classroom action research (CAR)	Previous research doesn’t used group as teaching method while this research use small focus group discussion (SFGD)
3.	Thesis by Deva Septi Marlina “Using video to improve 10 th grade students’ speaking skill at state senior high school 10 Kota Jambi”	Both researchers analyze the use of video in teaching speaking skill	1. Previous research conducted quantitative (quasi-experimental study) while this research conducted classroom action research (CAR) 2. Previous research doesn’t used group as teaching method while this research use small focus group discussion (SFGD)
4.	Journal by Euis Meinawati, Nazzala Aulia Rahmah, Danang Dwi Harmoko, and Nurmala Dewi “Increasing English Speaking Skill Through YouTube”.	Both researchers analyze the use of Youtube in improving speaking skill	1. Previous research conducted qualitative descriptive methods. While this research conducted classroom action research (CAR) 2. Previous research doesn’t used group as teaching method while this research use small focus group discussion (SFGD)
5.	Journal by Melodi dael, Sela Adi Astarini, Hendra Husnussalam “Improving Speaking Skill Using Group Discussion”.	1. Both researchers analyze the use of Group Discussion technique in improving speaking skill 2. Both researchers used classroom action research (CAR)	Previous research doesn’t used YouTube. While this research uses YouTube as teaching media.

Source: The data processing from previous research

Research on the use of YouTube has been extensive to discuss. In the same find, previous studies related to small focus group discussion (SFGD) in teaching speaking has been discussed extensively. However, it is rarely connected to the use of YouTube and as instructional media in teaching speaking skill and small focus group discussion (SFGD). For this reason, this study is extended to utilize YouTube through small focus group discussion (SFGD) to improve students' speaking skill.

In this study the use of YouTube which displays a video conversation with several characters in it and a video containing an explanation of the material is a teaching material in teaching speaking. Students are asked to identify the contents of the video such as who are the characters in the video, what happens in the video, where the incident takes place, what topics are in the video, what each character is talking about and what is the essence of what has been said or explained by the speaker in the video. It's also combined by the activities that involve students actively through Small Focus Group Discussion (SFGD).

Based on previous research above, all of the researchers had their own ways to analyze their subject and conduct the research. Hence the differences between the previous research and this research are the research methodology, research design, subject, the time and the place. This research will analyze the influence of YouTube through small focus group discussion (SFGD) to improve students' speaking skill at SMP Nuris Jember.

B. Theoretical Framework

1. Speaking

a. Definition of speaking

According to Brown speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.²⁹ Melodi, Sela and Hendra defines Speaking is fundamental to human communication because speaking is a direct way to communicate to each other. Expressing feelings in spoken language and directly communicating with others.³⁰ Parupalli States that speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language.³¹ Students need to learn communication skills in order to fulfill their ambitions, desires, and goals. In this modern world, communication skills play a vital role and one must have mastery over these skills to get success in their respective fields.

Scout and Ytberg suggest that speaking is an ability that most determines a teacher in teaching a language. It can be interpreted as the

²⁹ H Douglas Brown, *Language Assessment Principles and Classroom Practice* (California: Longman, 2003), 140

³⁰ Melodi dael, Sela Adi Astarini, Hendra Husnussalam, "Improving Speaking Skill Through Group Discussion", 467.

³¹ Parupalli Srinivas Rao, "The Importance of Speaking Skills in English Classrooms", *Alford Council of International English & Literature Journal(ACIELJ)*, Vol.2 No.2 (2019): 2.

way a teacher teaches whether students can improve their abilities in language, especially speaking skills. This also relates to learning activities inside and outside of the classroom. Nunan states that the success of mastery of language can be measured in terms of the ability to have conversations with the target language.³² According to Harris as quoted by Rahmi, Sofyan and Asnawi state there are five necessary components in speaking skill which students need to master to be able to speak well, namely, pronunciation, grammar, fluency, vocabulary and comprehension.³³

Based on some definitions above, the researcher can conclude that speaking skill is always related to communication. Speaking occupies an important position in foreign language learning and daily life because speaking is a way to communicate and also share information on the field being occupied. Speaking helps someone to achieve the goals they want. Speaking also facilitates communication between students and teachers in the learning process. Speaking is a skill that can be observed directly by listening. To be able to master speaking well, a student must understand the correct pronunciation, grammar, vocabulary, fluency and understand what they are saying.

³²Yuli Nurmala Sari, "YouTube as a Learning Media to Improve the Student's Speaking Ability in 21st Century", *Journal of English Language Teaching and Linguistics (JELTL)*, Vol. 4 No. 2 (2019): 4

³³Rahmi Akmal Hussin, "The Use of Youtube Media Through Group Discussion In Teaching Speaking", *English Education Journal (EEJ)* (2020): 2

b. Basic types of speaking

Brown states, there are five categories for the type of oral production that students are expected to do in class.³⁴

1) Imitative

Imitative is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. The criterion in this performance may include phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language.

2) Intensive

Intensive is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture).

Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion.

3) Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

³⁴H Douglas Brown, *language assessment principles and classroom practices*, 141-142

4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.

5) Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

c. Speaking aspect

According to Harris, generally, there are five aspect in the speech process. Those elements must be considered by teachers and learners in pedagogy in speaking. They are:³⁵

1) Pronunciation

Pronunciation means how to pronounce a word in English or the way in which a word is pronounced. Pronunciation is often a challenge for students because to be able to do a good

³⁵ David P. Harris, *Teaching English as a Second Language*, (New York: MC GrawHill Company Ltd, 1974), 81

pronunciation, they have to learn from the native speaker's way of speaking.

2) Vocabulary

To be able to communicate well, a person needs to master the list of words that will be used to convey ideas, opinions, feelings or emotions in communicating. Vocabulary can be said to be the core or key to communicating with others in written or spoken form.

3) Grammar

Grammar is the way how to arrange words in a sentence, what tense to be used, and how to use appropriate utterances. Proper grammar is needed so that there is no misunderstanding when someone conveys thoughts or ideas in communication.

4) Fluency

Fluency is the way to produce words in clear pronunciation without too many pauses or cause barriers or without too much hesitation and a breakdown in communication, so that a hearer can catch the right meaning.

5) Comprehension

Comprehension is the student's process of getting and understanding what they are hearing from what others are saying.

In speaking activities students are expected to understand what the speaker said.

2. Teaching and Learning English Media

Criticos as cited in Hikmah defined media as an instrument to transform information from a resource to receiver.³⁶ While learning media can be defined as media that used in teaching and learning process. Media in teaching and learning process could be defined as graphic and photographic, electronic tools that used to record, process, and reconstruct the visual and verbal information.

Based on Hikmah, there are three media's types in the teaching and learning process as follows.³⁷

a. Visual Media

1) Pictures

Pictures in teaching and learning media can be used to teach and increase the students' vocabulary, speaking and writing.

2) Board

Board is used to write down certain points of the teachers' explanation and the lesson.

3) Textbook

Textbook in teaching and learning process is as an individual learning tool, teachers' handbook to teach in the class, a tool that

³⁶ Durratul Hikmah, "Media For Language Teaching and Learning in Digital Era", IJOEEL 01, no. 02 (December 2019), 36

³⁷ Durratul Hikmah, "Media For Language Teaching and Learning in Digital Era", (December 2019), 38-41

can support the students in choosing the relevant learning methods, and a tool that can increase or improve the teacher ability and skills in organizing the lesson materials.

4) Newspaper and Magazines

Newspapers and magazines contain actual and warm reading materials and the interesting recent data. The students also can learn how to write interesting articles, can enrich vocabulary and improve critical reading and discussion skills.

5) Comics

With comics, the students can learn and have new vocabularies and phrases that are used daily conversations and find the elements of the story and characterization. (

6) Literary works

Studying literature can motivate students, learn about many backgrounds of cultural and acquisition in language, increase the students' participation in language learning and interpretive ability, and of course educate students overall.

7) Computer

Computer in learning language can be used as a processor of words where the students can read and type or write a text especially material that designed for English.

8) Augmented reality media

Augmented reality is used to improve visualize abstract forms for understanding or structuring an object model. It enables the students to increase the vocabulary and comprehension reading.

b. Audio Media

1) Tape recorder

Tape recorder is used for play many textbook tapes, people speaking and singing's tapes. The students can use it to record their own speaking as practice and checking their pronunciation, intonation, accent, etc.

2) Radio

Radio is suitable for teaching language and music since it can make the students focus on the words, sentences, or music.

3) Compact Disk (CD)

Teacher can use CD in the class since it is simple and practical, has clear sound, the capability is good, and the maintenance is also easy. It can be used in listening activity.

c. Audio Visual Media

1) Film

The students are usually more interested and enthusiastic with visually presented reality as like film. Films can be developed using materials made by teachers.

2) Television

Television programs are important to help language learners' ability such as vocabulary, pronunciation and accents.

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3) YouTube

YouTube is one of social media that can be employed and accessed by people to facilitate their language learning. The YouTube creators in this whole world can talking about their opinions, education, life, news, and others.³³ In language learning, the students can access the native speakers' YouTube as

media in learning. They can learn how to pronounce certain words or produce sounds, how to speak like native, improve their vocabulary, and others. Bastos & Ramos in their result of research as cited in Sari asserted that the students are more interested in the teaching and learning process that use video consisting sound, animation, and graphic. It is more interesting than worksheets, textbooks, slides, and others.³⁴ In addition, YouTube can change the way of educational system works by stimulating participation

of students. The teacher can find many professional videos especially that relates to English created by the experts or native speakers. It can facilitate the process of learning by reducing students' cognitive loads. In YouTube, the media is chosen intelligently and learning a language can be fun, more effective and easy.³⁵

Godwin-Jones stated that YouTube is a popular video sharing website where users can upload, view, and share video clips. Videos can be rated, and the average rating and the number of times a video has been watched are both displayed. YouTube has become an enormously popular form of web 2.0 New Media. A recent article in Wired cites an average of 65,000 uploads and 100 million videos viewed per day on YouTube.

Reggie, Robert, F T Chan and Philip stated that YouTube is increasingly being used by educators as a pedagogic resource for everything from newsworthy events from around the world to videos used to teach students within an ESL (English as a Second Language) course. From instructional videos to an online space to share student authored New Media. ³⁸Bethany, Lisa, Jillian and Heather stated that YouTube provides a diverse base for students to learn from, is culturally relevant, and is easily accessed. Thus, media as a support tool provides greater opportunities for learning

³⁸Reggie Kwan. Robert Fox. F T Chan and Philip Tsang, 36

as students remain engaged and have a greater diversity in explanations.³⁹

Euiz, Nazzala, Danang and Nurmala state YouTube, with hundreds of millions of videos from contributors across the globe, the streaming video site makes it easier than ever to learn English. Using YouTube as a multimedia has been familiar for people nowadays; students can effectively learn speaking. By using YouTube, students have a chance to observe how native speakers speak from the video. Students can also practice the mimicry, expression, intonation, and vocabulary, accurately with enjoyment and feeling confident in performing.⁴⁰

From the explanation above, it can be concluded that YouTube is a website where users can view, upload and share the videos contained therein. YouTube is a learning medium for teachers to help students understand the material more easily.

Youtube is very helpful in learning English because with an audio-visual format, it is easier for students to learn intonation, pronunciation and expression to know the correct way of speaking. YouTube can be identified as media using audio visual as the instrumentation around the students that can convey messages that motivated and help the students to learn.

³⁹Bethany K.B. Fleck, Lisa M. Beckmana, Jillian L. Sternsa, and Heather D. Hussey, "YouTube in the Classroom: Helpful Tips and Student Perceptions", *The Journal of Effective Teaching (JET)*, Vol. 14 No.3 (2014): 25

⁴⁰ Euiz Meinawati, Nazzala Aulia Rahmah, Danang Dwi Harmoko, Nurmala Dewi, "Increasing English Speaking Skill Through YouTube", 3 DOI: [dx.doi.org/10.19166/pji.v16i1.1954](https://doi.org/10.19166/pji.v16i1.1954)

Jon Watkins and Michael Wilkins states YouTube is an ideal vehicle to teach World Englishes and expose students to a variety of English dialects. Short videos in various dialects are easy to access, and the variety of content and cultures is enjoyable to students. Whole film study can be rewarding for a dedicated class, but short clips allow for the largest variety of accents and situations to be experienced. With YouTube, students and teachers could thoroughly examine any of these scenes with a deep focus on speech cadence, tonal shifts, grammatical nuance, conversational roles, or almost any other topic currently being examined in class.⁴¹

Aysegul, Basak and Burak mentioned the results on teacher candidates' views on the use of YouTube as an educational material as follow:

- a) Lesson videos on Youtube are a repetition for a student who doesn't understand the lesson in the classroom and offers an opportunity for the students to understand a topic students doesn't understand
- b) YouTube is more useful to use in subjects and courses that contain more images. it may be more useful to explain the subject with map display

⁴¹Jon Watkins and Michael Wilkins, "Using YouTube in the EFL Classroom", *Language Education in Asia*, Vol. 2 No. 1 (2011), 114

c) A great advantage in terms of repetition. The students can repeat the lesson that a learner does not understand through Youtube⁴²

Euiz, Nazzala, Danang and Nurmala say that by using YouTube, students have a chance to observe how native speakers speak from the video. Students can also practice the mimicry, expression, intonation, and vocabulary, accurately with enjoyment and feeling confident in performing.⁴³

Based on some advantages above, the researcher can conclude that among the advantages of YouTube as a tool or media to help and support the student learning process is that by using audio visuals, students are easier to follow the English accent of native speakers well. They will also learn proper grammar, conversation and pronunciation through videos presented by the teacher. In addition, the material on YouTube can be played from

time to time if there are students who do not understand. Learning to use YouTube media will also make students enjoy the learning process more.

⁴² Nacak, A., Bağlama, B., & Demir, B., "Teacher Candidate Views on the Use of YouTube for Educational Purposes", *Online Journal of Communication and MediaTechnologies*, Vol. 10 No. 2 (2020), DOI: <https://doi.org/10.29333/ojcm/7827>

⁴³ Euis Meinawati, Nazzala Aulia Rahmah, Danang Dwi Harmoko, Nurmala Dewi, 3

3. Small Focus Group Discussion (SFGD)

a. Definition of Small Focus Group Discussion (SFGD)

Small group oral interaction has been widely promoted over the last 30 years, typically within a more general communicative approach to language teaching. Yet, Naughton says not all communication among learners can be said to facilitate linguistic development because learning depends on the specific interaction patterns that arise in any given situation.⁴⁴ According to Gloria and Katherine, a group of at least three but few enough members for each to perceive all others as individuals, share some identity or common purpose, and share standards for governing their activities as members.⁴⁵

Marvin Shaw's: a group consists of "persons who are interacting with one another in such a manner that each person influences and is influenced by each other person." Shaw argued that, of all the characteristics of groups, none were more important than interaction and mutual influence. Small group discussion refers to a small group of people talking with each other in order to achieve some interdependent goal, such as increased understanding, coordination of activity, or a solution to a shared problem.⁴⁶

⁴⁴Diane Naughton, "Cooperative Strategy Training and Oral Interaction: Enhancing Small Group Communication in the Language Classroom", *The Modern Language Journal*, Vol. 90 No.2 (2006), 170

⁴⁵Gloria J. Galanes and Khaterine Adams, *Effective Group Discussion Theory and Practice* (14th Ed; New York: he McGraw-Hill Companies, 2013), 7-8

⁴⁶Gloria J. Galanes and Khaterine Adams., 9

Ahmed and Salem defines that small group discussion is the method which consists of two or more persons in a small group to exchange thoughts orally to achieve a result in teamwork, and they can take more responsibility for their own learning, developing social and leadership skills and participating in an alternative educational approach. Therefore, this method is better used in the learning process.⁴⁷ Krueger states that Focus group are typically composed of 5 to 8 people, but the size can range from as few as 4 to as many as 12. The group must be small enough for everyone to have opportunity to share insights and yet large enough people to provide diversity of perception.⁴⁸ Through Small Focus Group Discussion (SFGD) learning model, students are invited to have critical thinking skills, creative and innovative in preparing presentations and discussions in a group. The implementation of systematic and focused discussions on one particular focus of the problem can build good communication skills and skills that require collaboration and high confidence so that the process of implementing the small focus group discussion can run smoothly.

Based on some definitions about small focus group discussion (SFGD) the researcher can take the conclusion that small focus group

⁴⁷ Ahmed Sanoussi Himeda Al Jawad and Salem Hamed Abosnan, "The Impact of Using Small Group Discussion Technique on Enhancing Students' Performance in Speaking Skill: A Case Study of Benghazi University", *International Journal of Linguistics, Literature and Translation (IJLT)*, Vol. 3 No. 7 (2020), p. 191 [DOI: 10.32996/ijlt.2020.3.7.21](https://doi.org/10.32996/ijlt.2020.3.7.21)

⁴⁸ Richard A. Krueger and Mary Anne Casey, "Focus Groups: A Practical Guide for Applied Research", 5th ed. (USA: SAGE Publications, 2015), 11

discussion (SFGD) is a group of two or more people in whom they interact and influence each other to achieve a common goal, such as increasing understanding. Group members, they exchange ideas to get results by working together. Group members have responsibility for their learning process. In the group members will learn to develop skills and social interaction.

b. The purpose of Small Focus Group Discussion (SFGD)

Small groups occur in educational contexts for a variety of purposes. Common learning groups, often called study groups form, so that members can understand a subject better by pooling their knowledge, perceptions, and beliefs. A group discussing for the purpose of learning about and understanding a subject more completely.

Small-group strategy instruction for English Language Learners can look like a complicated process. It involves knowing how to teach speaking comprehension strategies, recognizing stages of language proficiency in a variety of students, and finding the most effective ways to deliver the instruction. Once classroom management is in place, small-group instruction provides an ideal setting for students learning English.⁴⁹

From the purpose of small focus group discussion above, it can be conclude that the purpose is formed so that members can understand

⁴⁹ Juli Kendal and Outey Khuon, *Making Sense Small Group Comprehension Lessons for English Language Learners* (Portland: Stenhouse Publishers, 2005), 4.

a subject better by bringing together their knowledge, perceptions, and beliefs. By studying in groups, it is hoped that students can share their understanding in a language that is easier to understand among these students.

c. The advantages of Small Focus Group Discussion (SFGD)

There are many advantages of group discussion in the English language classroom. Here are the ones from Brumfit:

1) Group work generates interactive language

A large-number of students in class have some difficulties when they speak. Moreover, traditionally, when the teacher controls the class by lecturing, explaining and drilling, it makes students likely to have less time to interact and discuss by using the target language. Group work provides the students time to speak up more in the large-number of class.

2) Group work offers an embracing affective climate

Mostly, the students are comfortable discussing in groups, they can express their ideas. Though there will be arguments among students, it will push them to speak more to preserve their opinions. It will also motivate passive students to speak up.

3) Group work promotes learner responsibility and autonomy

Some students need to be encouraged and being part of a group work will force them to at least contribute discussing in group. It will build students' responsibility of taking part in groups.

4) Group work is a step toward individualizing instruction

Every student has a different capability in English skill. Some of them may be prominent in reading, or listening, or speaking, or writing. That is the opportunity for the teacher to scan and combine the students with different skills altogether and adjust the assignment for each group.

Based on some advantages above, it can be concluded that small focus group discussions provide opportunities for students to talk and discuss not just listen. students can express their opinions and motivate passive students to dare to speak through the group. build students' responsibility to take on roles and students can learn from friends who have more English skills in their fields.

The present study, the researcher will combine YouTube as a media and small focus group discussion (SFGD) as a teaching technique. Each group will consist of 4-6 people. By using YouTube, students have a chance to observe how native speakers speak from the video. Students can also practice the mimicry, expression, intonation, and vocabulary, accurately with enjoyment and feeling confident in performing. With the discussion group, students are expected to be able to exchange ideas about the material, understanding and content of Youtube videos presented by the teacher through speaking context.

After watching the video presented by the teacher, students will discuss with their groups about the contents of the YouTube video through

Small focus group discussion (SFGD). Small focus group discussion (SFGD) also has a goal to achieve a result in teamwork, and they can take more responsibility for their own learning, when they have finished the discussing what they watched, they will present the results of their discussion in front of their classmate.



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CHAPTER III

RESEARCH METHOD

A. Research Method

This research will employ a classroom action research (CAR). The researcher selected classroom action research design because the problem to be solved comes from the practice of learning in the classroom as an effort to improve learning and improve students' abilities. Hopkins states that ' Action research combines a substantive act with a research procedure; it is action disciplined by enquiry, a personal attempt at understanding while engaged in a process of improvement and reform.⁵⁰

Kemmis & Mc Taggart states that action research is a form of self-reflective enquiry undertaken by participant (teacher, student or principals, for example) in social (including educational) situations in order to improve the rationality and justice of (1) their own social or educational practice, (2) their understanding of these practices, and (3) the situations (and institutional) in which the practice are carried out.⁵¹ It means that classroom action research is research that aims to bring about positive changes in the social context including educational context and also to improve understanding and improve the situation or institutions in which the practice is carried out. There are four stages in Kemmis & Mc Taggart action research design that is planning, acting, observing and reflecting.

⁵⁰ David Hopkins, *A Teacher's Guide to Classroom Research*, 3rd edn, (Buckingham: Open University Press, 2002), 42

⁵¹ McNiff, *Action Research: Principles and Practices* (New York: Routledge-Taylor & Francis Group, 1991), 2.

This research focused on improving students' speaking skills at SMP Nuris Jember by utilizing YouTube through Small Focus Group Discussion (SFGD). This research was implemented in the form of Classroom action research. It was conducted with the English teacher and the eighth grade students of SMP Nuris Jember.

B. Research Setting

The subject of this study is the students of SMP Nuris Jember. This research will be conducted on students of SMP Nuris Jember in academic year 2022/2023. SMP Nuris Jember is located at Jl.Pangandaran No 48 Antirogo Summersari Jember. The researcher chooses this junior high school because the second year still faces difficulties dealing with speaking. Besides, SMP Nuris Jember doesn't use YouTube as an instructional media and small focus group discussion (SFGD) as a technique teaching. Based on the preliminary study there were problems in the teaching and learning process, the students easily get bored during the lesson and require learning support media not only textbooks. Therefore, the researcher decided to utilize YouTube' as the instructional media and small focus group discussion (SFGD) as a teaching technique to improve their speaking skills.

C. Subject of the research

The subject of this research is second year students of SMP Nuris Jember which consists of 31 females in academic year 2021-2022. The research involved the English teacher as the collaborator and the students at Class VIII of SMP Nuris Jember as the participants.

D. Research Design

Action research, in the school setting, is a systematic approach to improve teaching practices. The researcher chooses Classroom Action Research by Kemmis & McTaggart model. The Kemmis & McTaggart model was chosen because the Kemmis & McTaggart model makes a unified component of acting (action) and observing (observation). Kemmis and McTaggart's model consists of four stages namely planning, action, observation, and reflection, all of which constitute a cycle. The results of the observations are reflected to determine the next activity. The cycle is carried out continuously until the researcher is satisfied, the problem is resolved and the learning result is maximum. Kemmis and McTaggart developed by adding a re-planning step (replanning). This step is carried out with the aim of revising various weaknesses in the implementation again in the next cycle⁵².

The scheme or model of classroom action research is as follow:⁵³

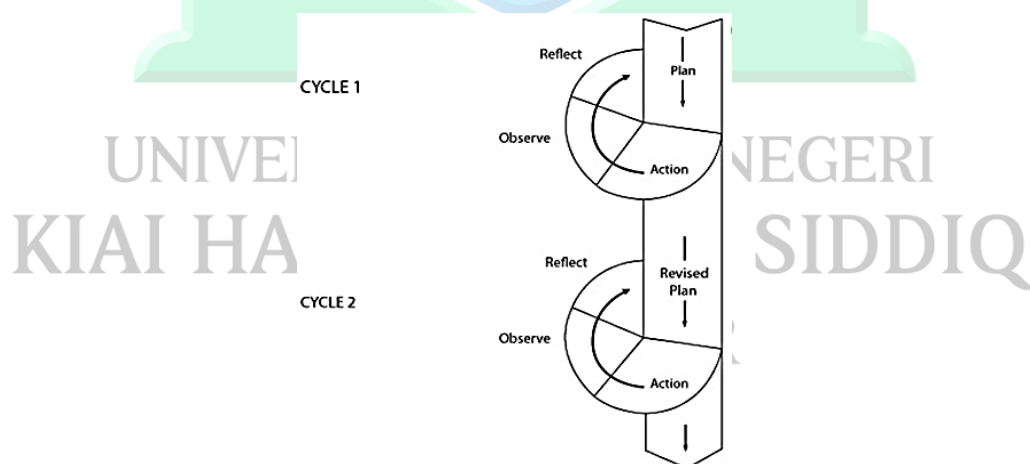


Figure 3.1
Kemmis & McTaggart Action Research Design
(Kemmis and Mc Taggart, 2014)

⁵²Kemmis S dan R. Mc Taggart., *The Action Research Planner* (Victoria: Deakin University, 1988), 19

⁵³Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: PT Rineka Cipta, 2010), 16.

This figure describes that the researcher and collaborators had identified a problem, formulated a possible solution, implemented the action, and reflected on the outcome of the action. There were two cycles in the research in order to find the convincing result.

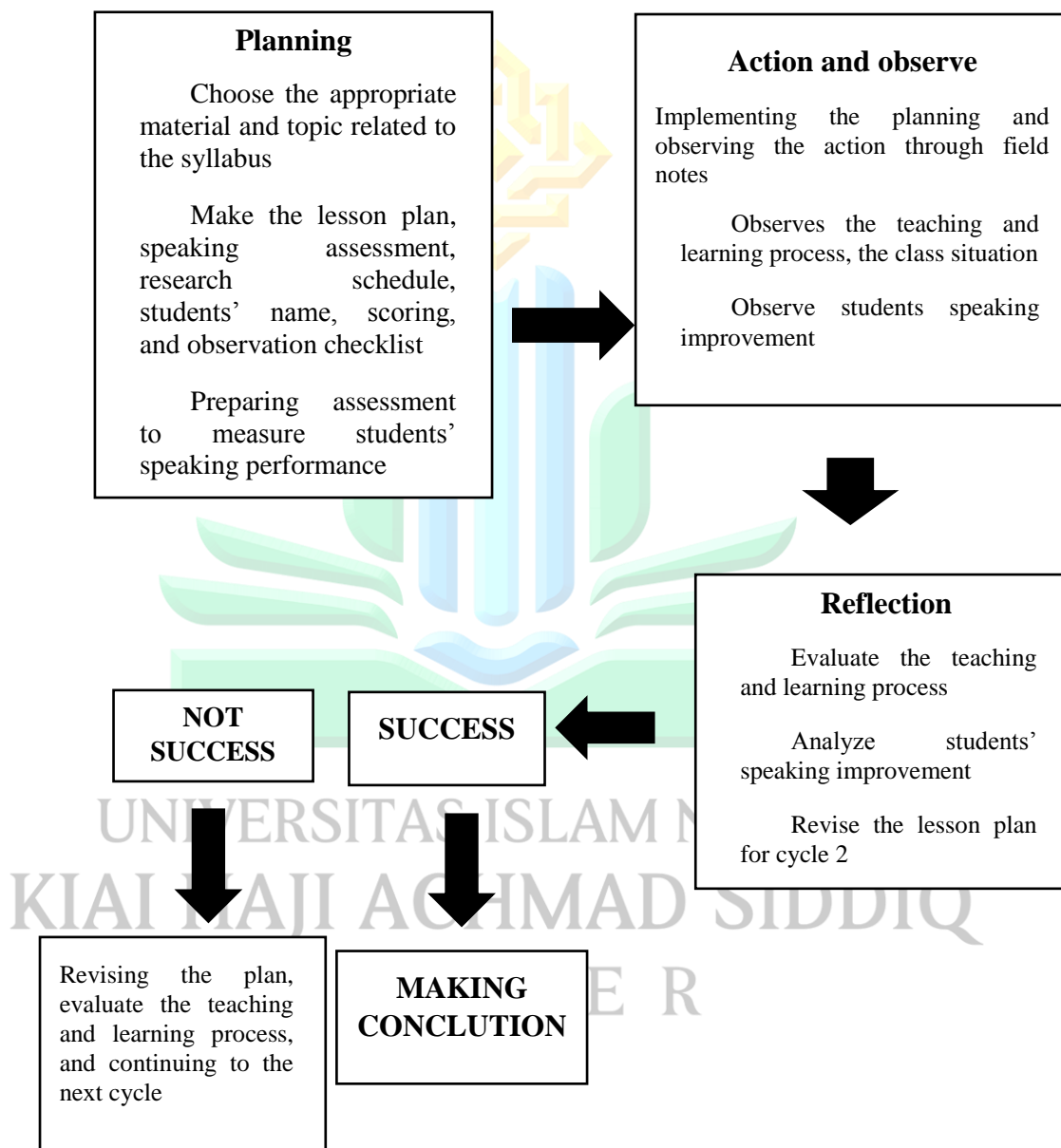


Figure 3.2
The Phrases of Classroom Action Research modified by the researcher
(Adapted from Kemmis and McTaggart Action Research Design)

E. Procedure of The Research

In this Classroom Action Research (CAR), the researcher used the CAR design from “Kemmis and McTaggart” Action Research Design. The Kemmis and McTaggart model was chosen because the Kemmis and McTaggart model has four components: planning, then unified acting (action) and observing (observation) and reflecting. In this study, the researcher conducted three meetings for each cycle. The procedures were presented as follows:

1. Planning

By having the data from the preliminary study, the researcher made some plans to determine sufficient actions to be implemented in the classroom. The researcher collaborates with an English teacher to conduct this research and also to formulate the plan. The first step is the researcher does consultation with the English teacher to choose the appropriate material and topic related to the syllabus, moreover such as lesson plan, speaking assessment, research schedule, instrument, KKM and scoring to be used in every cycle.

2. Acting

In this step, the researcher carried out the actions based on the plan before. The actions were done in two cycles. The researcher implements what has been written in the lesson plan in the classroom, while the English teacher as an observer. Before implementing the method, the researcher conducts a preliminary studies to know students' quality in speaking English. After

knowing students' quality in speaking, then the researcher starts to give the material through video from YouTube and implementing small focus group discussion (SFGD) in the teaching speaking and learning process. In the last cycle, the researcher gave a test by students' speaking performance to measure and assess students' speaking improvement utilizing YouTube through small focus group discussion (SFGD) in learning implementation.

3. Observing

While teaching process, discussing and students' speaking performance the researcher and the teacher also observe the teaching and learning process, the class situation, and students' response in the classroom. The researcher also observes students' speaking improvement during teaching and learning process in the classroom.

4. Reflecting

The reflections were done by using Gibbs' reflective cycle theory which has six stages, namely description, feelings, evaluation, analysis, conclusion and action plan.⁵⁴ The reflection in order to know the students

and the collaborator's responses to the actions that have been implemented.

In the last phase, the researcher and teacher evaluate the teaching and learning process by identifying some problems faced which should be solved immediately. The results of the reflections showed whether the actions were successful or not to improve the students' speaking skills.

The successful actions would be reapplied in the next cycle, but the

⁵⁴ Graham Gibbs, *Learning by Doing, A Guide to Teaching and Learning Methods*, (UK: Oxford Brookes University, 1998)

unsuccessful ones would be modified in the next cycle to solve the existing problems.

F. Data Collecting Techniques

The researcher will collect the data taken by observation, students' reflection and students' speaking performance. The observation and students' reflection are used to know and to get the data about the condition and description of teaching and learning activities in the classroom. While the students' speaking performance is used to know students' improvement and to assess students' speaking skill.

1. Observation

Observation is a method which is appropriate to record process activities. Direct observation is carried out with the presence of direct involvement by researchers in the process of learning carried out with teachers and students, or even a researcher as well as a teacher.⁵⁵

Observation aims to find out the influence of the usage of "YouTube" through small focus group discussion (SFGD) in improving students' speaking skill and in the teaching speaking and learning process.

2. Students' Reflection

Student reflection is the stage where students can express feelings and emotions, or students have the opportunity to convey their responses related to media, strategies or experiences during the learning process.

Students can convey directly through oral or in written form.

⁵⁵Asrori and Rusman, Classroom Action Research Pengembangan Kompetensi Guru (Banyuma., CV. Pena Persada, 2020), 62-63

3. Students' speaking performance

Assessment is used to measure student speaking skills. After the Action Research is implemented, the Collaborator and the researcher will provide a speaking performance to students to measure students' speaking skills in each cycle.

4. Document Review

Document Review can be used to complete the details of the data. In this research, the document review can be documentation during the learning process, in the form of photos or videos. Besides, the document review also includes lesson plan, observation notes, students' reflection and students' speaking performance score.

G. Research Instrument

The researcher used observation check-list, students' speaking performance and document review as the research instrument. Students' speaking performance to examine the students' speaking skill. The researcher gave an assessment after implementing action in each cycle to find out the students' improvement and progress in their speaking skill.

1. Observation Check-List

An observation checklist is a set of questions that assist an observer evaluate the performance and behavior of an individual's skills. A teacher and classroom observation checklist helps the researcher to identify skill gaps and problem areas to further improve teaching strategies, classroom settings, atmosphere at the class and student learning development.

Observation check-list used to gather the information happening in the teaching and learning process.

Table 3.1

Observation Check-list

Please give a check-list based on your observation below

School :

Class :

Cycle :

Day/date :



No	Description of Teaching	Grade			
		Bad (1)	Enough (2)	Good (3)	Very good (4)
1.	The role of teacher in teaching and learning process:				
	a. The Teacher explain the material clearly and understandable				
	b. The Teacher lead the apperception and The teacher connects the material with other relevant knowledge and is easy for students to understand				
	c. The teachers use supportive media other than books (technology, video, picture series, etc)				
	d. The interaction between teacher and students are created lively in the classroom				
	d. The teacher manages the class and learning situation in the classroom				
	e. The teacher provide opportunities for students to ask and discuss				
	f. The teacher uses a group				

	discussion so that it is easy for students to exchange understanding related to learning materials.				
	g. the teacher manage student learning activities into a discussion group				
	h. The teacher encourage students to be actively involved in discussion groups				
	i. The teacher gives the students chance to speak up, express their thought and idea				
2.	The students' participation and contribution actively during the teaching and learning process in the classroom:				
	a. readiness of students in participating in the learning process				
	b. Students pay attention to the teacher's explanation				
	c. Students answer the teacher question correctly				
	d. Students ask question to clarify understanding				
	e. Students actively have effort to practice their speaking in the classroom				
	f. Students are confidence to practice their speaking				
	g. Students' ability to work together in a discussion group				
	h. Students' ability to communicate with discussion groups				
	i. The activeness of students interacting with their teachers.				

2. Students' Speaking Performance

After the researcher implemented the action research. The researcher and the teacher make speaking practice assignments to students so that the researcher and the teacher know the students' speaking abilities when the action research has been implemented. Then the results of the practical task will be calculated based on the existing scoring rubric to determine student scores. It will be conducted after conducting each cycle to know students' speaking improvement. in each cycle.

The students test will be scored adapted oral scoring rubric by H. Douglas Brown as follows:⁵⁶

Table 3.2
Speaking scoring rubric

Rated Qualities	Behavioral statements	Score
Pronunciation	Equivalent to and fully accepted (Clear or accurate and without significant error)	5
	Errors in pronunciation are quite rare	4
	Errors never interfere with the understanding and with a few problems	3
	Accents are intelligible though often quite faulty and difficult to understand.	2
	Errors in pronunciation are frequent and it cannot be understood	1
Grammar	There is no mistakes in the structure of speaking	5
	Able to use the language accurately. Errors in grammar are quite rare.	4
	Control of grammar is good. Able to speak the language with sufficient structural accuracy	3
	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	2
	Errors in grammar are frequent and the speaker cannot be understood	1

⁵⁶H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (New York: Prentice Hall, 2003), 172-173.

Vocabulary	Speech on a level is fully accepted in all its features (Uses a variety of vocabulary) and right with the word meaning	5
	Able to speak the language with sufficient vocabulary but there is one error in word selection	4
	Uses a limited of vocabulary and there are some errors in word selection but still understandable	3
	Uses a limited of vocabulary and it is difficult to understand	2
	Uses limited and wrong vocabulary	1
Fluency	Has complete fluency in the language without hesitation.	5
	Speak fluently with little hesitation	4
	Speak frequently confused but still can be understood	3
	Speak frequently confused, there are some errors and difficult to understand	2
	Speak are so halting and really confusing	1
Total score: 20 points x 5= 100 points		

The researcher adapted 4 aspects of speaking above to focus on the linguistic aspects such as pronunciation, fluency, grammar, and vocabulary. In classifying the score, the researcher used the classify data of the students' achievement suggested by Harris.⁵⁷

Table 3.3
Table of Criteria Assessment

Criteria of mastery	Grade
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very poor

⁵⁷David P. Harris, Teaching English as a Second Language, (New York: MC GrawHill Company Ltd, 1969), 134

3. Students' Reflection

**ANGKET TANGGAPAN SISWA TERHADAP
PENGUNAAN MEDIA YOUTUBE MELALUI SMALL FOCUS
GROUP DISCUSSION (SFGD) UNTUK MENINGKATKAN
SPEAKING SKILL AT SMP NURIS JEMBER**

Nama :

Kelas/No.Absen :

Petunjuk Pengisian :

1. Jawablah pertanyaan berikut dengan sebenar-benarnya.
2. Angket ini tidak berpengaruh terhadap hasil belajar anda/
3. Baca dengan seksama petunjuk dan pernyataan dibawah ini sebelum anda mengisi.
4. Pilih salah satu jawaban yang sesuai dengan kenyataan yang anda alami, dengan cara memberi tanda (v) pada salah satu pilihan.

No.	Pernyataan	Tanggapan			
		SS	S	TS	STS
1.	Penggunaan media video yang bersumber dari YouTube memudahkan saya dalam memahami materi bahasa inggris yang diajarkan				
2.	Pembelajaran dengan teknik small focus group discussion (SFGD) atau berkelompok membuat saya lebih mudah membuat saya memahami materi pembelajaran				
3.	Penggunaan media video yang bersumber dari YouTube dengan teknik small focus group discussion (SFGD) atau berkelompok meningkatkan motivasi saya dalam belajar bahasa inggris				
4.	Pembelajaran bahasa inggris menggunakan media video yang bersumber dari YouTube dengan teknik small focus group discussion (SFGD) atau berkelompok menjadi lebih menyenangkan				
5.	Melalui media YouTube saya lebih mudah dalam belajar dan berlatih				

	speaking				
6.	Melalui media YouTube saya lebih mudah dalam belajar pelafalan kata (Pronunciation)				
7.	Saya menyukai pembelajaran bahasa inggris melalui menggunakan video YouTube				
8.	Saya menyukai pembelajaran dengan teknik small focus group discussion (SFGD) atau berkelompok				
9.	Melalui media video YouTube dengan teknik small focus group discussion (SFGD) atau berkelompok saya belajar bagaimana speaking yang baik dan benar				
10.	Penggunaan media video YouTube dengan teknik small focus group discussion (SFGD) atau berkelompok meningkatkan rasa percaya diri saya dalam belajar bahasa inggris				
11.	Penggunaan media YouTube dan Small focus group discussin (SFGD) cukup efektif untuk proses belajar dan mengajar speaking				

Keterangan:

SS : Sangat Setuju

S : Setuju

TS : Tidak setuju

STS : Sangat tidak setuju

Kriteria Penskoran:

4 : Jika tanggapan sangat setuju

3 : Jika tanggapan setuju

2 : Jika tanggapan tidak setuju

1 : Jika tanggapan sangat tidak setuju

$$\text{Presentase responden} = \frac{\sum \text{responden yang memilih}}{\sum \text{total responden}} \times 100\%$$

Bagaimana pendapatmu tentang penggunaan media youtube melalui small focus group discussion (SFGD) atau berkelompok dalam meningkatkan speaking skill siswa?

Jawab:

H. Data Analyzing Method

Suprayogo explained that data analysis is an activity in the context of studying, classifying, systematizing, interpreting and analyzing data verification of data so that a phenomenon has social, academic, and scientific value.⁵⁸ In analyzing the data related to the students' speaking performance, the researcher used analytical scoring rubric adapted from Brown.⁵⁹

The data collection found in this research is analyzed qualitatively and quantitatively. It means that all the data gathered from the observation during the teaching learning process and students' reflection after conducting utilizing "YouTube" through small focus group discussion (SFGD) are analyzed qualitatively. While the researcher also gathers the data quantitatively from assessment results of students' speaking performance in every cycle.

In completing the numerical data, the researcher collect data to get the average of students' speaking score from the data of preliminary studies before implementing Classroom Action Research and students' speaking performance result in every cycle in order to know the result of implementation utilizing "YouTube" through small focus group discussion (SFGD) in improving students' speaking skill.

⁵⁸ Asrori and Rusman, *Classroom Action Research Pengembangan Kompetensi Guru*, 85

⁵⁹ H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (New York: Prentice Hall, 2003), 172-173.

After the scores of each student are collected, then calculated the average value of the overall value of respondents using the formula:⁶⁰

$$M = \frac{\sum x}{\sum y}$$

M : Mean

$\sum x$: Total value

$\sum y$: Number of students

Then, the writer tries to get the class percentages which pass the target score of the minimal mastery level criterion (KKM). The KKM that must be attained considering the speaking subject is 70 (Seventy) which is adapted from the school agreement at SMP Nuris Jember. It is the formula:⁶¹

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

P : The class percentage

F : Total percentage score

N : Number of students

Lastly, the writer analyzes the students' speaking score from students' speaking performance to know whether students improve their speaking score or not.

⁶⁰ Adam Malik and Minan Chusni, *Pengantar Statistika Pendidikan Teori dan Aplikasi*, (Sleman: Deepublish, 2018), 86

⁶¹ Sudjana, *Metoda Statistika*, (Bandung: PT. Tarsito, 2002), 67.

I. Validity of Data

In this research, the researcher used content validity. Brown stated that if a text samples the subject matter about which conclusions are to be drawn and requires the test taker to perform the behavior being measured, it can claim content-related evidence of validity, often popularly referred to as content validity.⁶² By that, content validity is explaining about the content of the text. Therefore, the test should be suitable for the curriculum, the topic of the material, and the study's purpose.

There were several points that the researcher applied to make the test valid. Firstly, the test was designed based on the curriculum and the purpose of the study. Secondly, the researcher has to provide that clear instruction for students' speaking performance. Thirdly, the students have to practice speaking. Furthermore, the researcher needed to correct the test to the supervisor as an expert to give comments or feedback on the test made by the researcher to decide whether the test was valid or not.

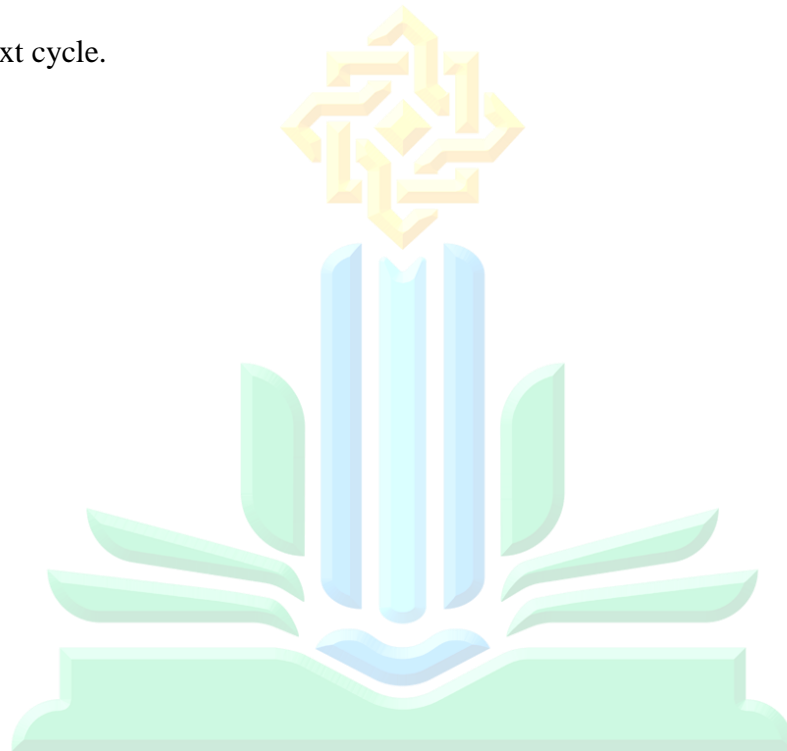
J. Criteria of success

Classroom Action Research (CAR) can be called as successful if it can reach the objective which has already been determined before. This research will be successful when 60% of students could pass the assessment score more than 70 as minimal mastery level criterion (KKM) based on the researcher and collaborator's determination. Classroom Action Research

⁶² H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (New York: Prentice Hall. 2001), 22-23

(CAR) will fail if the students cannot exceed the criteria that have been adopted from the school agreement at SMP Nuris Jember.

This Classroom Action research will be stopped if the students have already reached the criterion of success, but if the criterion of success unreachd, the researcher would like to plan alternative action to be done in the next cycle.



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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

In this chapter, the writer would like to discuss the findings of the research. The research finding was taken from the result of the observation, teaching-learning process, and document reviews related to the research. This research was done on June 18, 2022, at SMP Nuris Jember in the academic year 2021/2022. The study was conducted in two cycle which consisted of 6 meetings. The researcher implementing a classroom action research (CAR) in this research. Classroom action research consist of four stages, the are planning, acting, observing, and reflecting in each cycle.

1. Research Finding of Cycle One

a. Planning

Before implementing learning utilizing YouTube media with the small focus group discussion (SFGD), the researchers prepared planning before doing the treatment in the first cycle. It was started by conducting the preliminary study by observation. The researcher conducts a preliminary study at the same time as the researcher conducts teaching practice (*PPL*). So that researchers know what problems students get when the learning process takes place through observations that have been made.

The first step is observation. The observation was to find out the circumstances, conditions and problems that students experience

related to the process of learning English in the classroom. The result of the preliminary study was the student's speaking skill was still low and lacks vocabulary, they only could speak two or three sentences, they totally got stuck and spoke using their mother tongue (Javanese or Madurese) and second language (Indonesia). Students had difficulties producing and pronouncing words. When speaking practice, students did not pay attention to the grammar used, because students still have difficulty in the structure used for speaking.

After knowing the problems that exist in the classroom, the researcher gives an explanation to the teacher regarding the research to be carried out, such as mechanisms, media and techniques that will be implemented to solve the problem in the class. Then, the researcher consulted with the English teacher to choose the appropriate material and topic related to the syllabus, and also lesson plan, speaking assessment, research schedule, KKM and scoring to be used in every cycle. After that the English teacher gives a recommendation to choose class VIII F as subject of the research.

Next, the researcher and collaborator discussed to decide the materials and topic, the material chosen Simple past tense and Past Continuous tense in this cycle. Researchers determine the YouTube channel that will be used as learning material. The researcher will shows a video with the title "Simple Past Tense Cartoon" from "Leopold Salapan" YouTube channel and "What Did You Do" from

the "Easy English" channel for the first meeting. The second meeting, the researcher he researcher will shows a video with the title "Past Continuous Tense-Daily Conversation" from "Loan Vu" YouTube channel and "What were you doing" from "Easy English" YouTube channel. The third meeting, the researcher he researcher will shows a video from "E-Learning English" channel with the title "Past Simple Story" and "Past Simple B1 I A Love story", the second video from "Learning English by Pocket Passport" channel with the title "Travel Problems with Past Simple and Past Continuous". After determining the YouTube channel that will be used as learning material related to the simple past tense, the researcher prepares a lesson plan that will be used in cycle 1. Each cycle consists of three meetings.

b. Acting

The first cycle was conducted on Monday 23th of May 2022. Each cycle consists of three meetings. Each meeting was lasted in 2 x 30 minutes.

1) The First Meeting

The researcher start the first meeting on Monday 23th of May 2022 at 11.30 - 12.30 am. Before starting the class, the researcher prepares the media that will be used during the learning process, such as LCD, speakers, laptop, and white board. Then, the researcher started the class by greeting the students, praying together, checked the students' attendance list, and informed the

students about what they were going to learn in the class. The first meeting was running well according to the teaching procedures written in the lesson plan.

The researcher started the class by asking short questions about the Simple Past Tense to find out the students' understanding at the beginning regarding the material to be taught. The form of the question is "Anyone know what the simple past tense is?", some students answer "which shows events in the past". Then the researcher asked the second question, "Do you know the verb used in the simple past tense?". Then some students answered "verb-2". After checking the students' understanding of the simple past tense, the teacher told the students that the learning media to be used was a video sourced from YouTube. Students are very excited because in the previous English learning the teacher did not use the media.



Figure 4.1
The researcher explained the material to the students

The researcher entered the core of the lesson, which was to explain the material about the simple past tense. After explaining the material, the researcher checked the students' understanding of the simple past tense before continuing to watch a video from YouTube with the title "Simple Past Tense Cartoon" from "Leopold Salapan" and "What Did You Do" from "Easy English" YouTube channel. The video is an animated cartoon that contains a conversation that uses simple past tense. The researcher chose the video so that students could more easily understand examples and the form of the simple past tense in the sentences and also learn how to pronounce the words correctly from the native speakers.

Before the video was played, students were divided into five groups to conduct a small focus group discussion (SFGD).

Each group consists of six people. The video conversation contains

an example of simple past tense. The video that will be shown has different characters, so each group will get a different part or person to observe. After the groups were formed, the researcher

explained that each group would get a different character to observe. Each group will observe what the character said, how things are happening in the video, where is the place and how the condition in those videos. Each group gets a different character to observe so that each group can focus on paying attention to what

the character was talking about in the conversation. The researcher played the YouTube video twice and asked the students to watch, identify the form of sentences that use the simple past tense to know the change of verb 1 to verb 2 and listen carefully how the speakers pronounce the words in the conversation.

After the video played twice and students observe, then students discuss with their respective groups what the characters said they got, where the location was, how it happened and examples of simple past tense sentences in the video. Students are given 10-15 minutes to discuss with their group members before presenting the results of their discussion. Then the researcher randomly chooses which group will present first. After each group finished presenting the results of their discussion, the researcher gave the students the opportunity to ask what sentences or words they did not know the meaning of and pronunciation in the video.

Before closing the class, the researcher made conclusions about the material and content of the video that had been shown.

a) Reflecting in Action

At the first meeting, when the researcher entered the class, there were some students who looked less enthusiastic because of the change of teachers. However, some students also seemed excited to follow the lesson because they knew the learning media that would be used using the "YouTube" video.

Even though the researcher had taught in this class on teaching training (*PPL*), the researcher still felt nervous when she was going to teach in the first meeting in cycle 1.

One of the obstacles encountered by the researchers was waiting for another teacher to change the use of the LCD, so that the lesson hours were slightly cut off. In addition, researchers must also order an LCD and connect it to a laptop and speakers so that the video displayed can be seen clearly, the image and sound can be heard by all students in the class.

At this first meeting, when practicing speaking by conveying the results of the discussion through presentations, many students had low vocabulary so that when presenting the results of their discussion they still used Indonesian. Grammar and pronunciation also have many errors in pronunciation. At the time of speaking, most of the students only said one to two

sentences from what they caught from the video that was playing, while the class conditions are quite conducive, students pay close attention.

2) The Second Meeting

The researcher started the second meeting on Monday 30th of May 2022 at 11.30 - 12.30 am. Before starting the class, the researcher prepares the media that will be used during the learning process, such as LCD, speakers, laptop, and white board.

Then, the researcher started the class by greeting the students, praying together, checked the students' attendance list, and informed the students about what they were going to learn in the class.

The researcher started the class by asking short questions about the Simple Past Tense to find out the students' understanding at the beginning regarding the material to be taught. The question is "Anyone knows what the past continuous is?", some students answer "sentences that use verb-ing". After checking the students' understanding of past continuous tense, the teacher told the students again that the learning media to be used was a video sourced from YouTube.

The researcher entered the core of the lesson, which was to explain the material about past continuous tense. The material provided is based on the textbook "*Bright An English Course For*

Junior High School Students". After explaining the material, the researcher checked the students' understanding of the past continuous tense before continuing to watch a video from YouTube with the title "Past Continuous Tense Daily Conversation" belongs to "Loan Vu" and "What Did You Do?" belongs to "Easy English" YouTube channel. The researcher asked whether they had understood the past continuous tense or not, so that when they watched the video, they could understand

the examples and structure of the past continuous tense.



Figure 4.2
The students watched the video from youtube

The video is an animated cartoon that contains a conversation that uses past continuous tense. The researcher chose the video so that students could more easily understand examples, the structure and learn how to pronounce the words correctly from the native speakers, as Euiz, Nazzala, Danang and Nurmala statements that students can practice the mimicry, expression, intonation, and vocabulary, accurately with enjoyment and feeling confident in performing.⁶³

Shaw argued that, of all the characteristics of groups, none were more important than interaction and mutual influence.⁶⁴ Before the video was played, students were divided into five groups to conduct a small focus group discussion (SFGD) to make an interaction and mutual influence in the learning and

⁶³ Euis Meinawati, Nazzala Aulia Rahmah, Danang Dwi Harmoko, Nurmala Dewi, 3

⁶⁴ Gloria J. Galanes and Khaterine Adams., 9

discussion process. Each group consists of six people. The video conversation contains an example of simple past tense. The video that will be shown has different characters, so each group will get a different part or person to observe. After the groups were formed, the researcher explained about the mechanism of the discussion they will have. Each group will get a different part or person to observe. After they gathered with their respective groups, the researcher divided each group with the characters or people they got. The video will play twice. After that, they had to discuss with their group what the characters were talking about, what happened in the video, what the situation was, and where the location was in the video. The time for discussion is 10-15 minutes before presenting the results of their discussion.



Figure 4.3
The students were discussed with their group

During the discussion, not all students can participate in expressing their opinions or ideas. There are active and passive

students. Researchers go around to monitor and help students or groups who have difficulty discussing. Discussion time is over. The researcher randomly selects which group will present first. Each group presented the results of their discussion. They explained the results of the discussion which contained the video that was shown. After all groups have finished their presentations. Researchers make conclusions about the content of the video that has been shown and the material taught on that day.

a) Reflecting in Action

At the second meeting when the researcher entered the class, half of the students looked enthusiastic to follow the lesson. This is because students want to immediately watch YouTube videos that will be played. But some of the other students already looked lethargic, sleepy and tired. This is because the hours of English lessons on Mondays are at the last

hour. So that some students are not enthusiastic and do not focus on attending class. Then the researchers woke up some of the sleeping students.

After the sleeping students woke up, the researcher made sure in advance whether all the students were ready to take the lesson. Although the researcher was a little nervous at this second meeting. When the equipment for playing the video was ready and complete, the researcher began to explain the

subject matter as in the previous meeting and continued by dividing the students into several groups to discuss.

When the video is playing, students seem calm while listening to the video. However, when discussing with their respective groups, there were some children who were just silent and did not contribute to expressing their opinions or understandings about the videos that had been shown. So that in one group only a few students are active while the other students are passive. To overcome this, the researcher went around each group to help and find out what made the students not eager to discuss.

The speaking condition of the students at the second meeting was better than the first meeting, even though it was only one to two sentences and a mix of Indonesian and English, but the students' vocabulary had increased. At first they only mentioned one vocabulary at the first meeting, at the second meeting they were able to mention two to three vocabulary words. For pronunciation, grammar and fluency, the second meeting was better than the first meeting although there were still some errors.

3) The Third Meeting

The third meeting was conducted on Thursday 6th of June 2022 at 08.00 – 09.00 am. The third meeting is the day to measure

students' speaking skills or students' speaking performance. This assessment is to determine the extent of their ability after the first and second meetings using YouTube as a learning media and small focus group discussions (SFGD) as a learning technique. In this meeting the researcher played video from “E-Learning English channel with the title Past Simple Story” and “Past Simple B1 I A Love story”, the second video from “Learning English by Pocket Passport channel with the title Travel Problems with Past Simple and Past Continuous”.

Before starting the lesson, the researcher opened the class by checking the students' attendance and telling them what they were going to do that day. The researcher tried to invite students to recall the material about the simple past tense and past continuous tense. Before the video was played, students were divided into five groups to conduct a small focus group discussion

(SFGD) to make an interaction and mutual influence in the learning and discussion process. Each group consists of six people. The video conversation contains examples of simple past tense and past continuous tense. The video that will be shown has different characters, so each group will get a different part or person to observe. After the groups were formed, the researcher explained about the mechanism of the discussion they will have. Each group will get a different part or person to observe. After

they gathered with their respective groups, the researcher divided each group with the characters or people they got. The video will play twice. After that, they had to discuss with their group what the characters were talking about, what happened in the video, what the situation was, and where the location was in the video. The time for discussion is 10-15 minutes before presenting the results of their discussion.



Figure 4.4

The researcher was assessing the students' speaking performance

During the discussion, not all students can participate in expressing their opinions or ideas. Researchers go around to monitor and help students or groups who have difficulty discussing. Discussion time is over. The researcher randomly selects which group will present first. Each group presented the results of their discussion. They explained the results of the discussion which contained the video that was shown. Some of them feel ashamed to speak. So that at the time of pronunciation

there are still many pronunciations that are not heard clearly. Researchers give encouragement not to be afraid of making mistakes to students so that they are more brave to speak. After all groups have finished their presentations. Researchers make conclusions about the content of the video that has been shown and the material taught on that day.

Table 4.1
Students' Speaking Performance Score Result
in third meeting (Cycle 1)

Students' Name	Speaking Aspect				Score	Pased
	Voc	Pron	Gram	Fluent		
AM	3	3	3	3	60	X
AR	2	2	1	2	35	X
ANNS	2	1	1	2	30	X
AZN	3	2	2	2	45	X
BNA	4	4	3	3	70	√
BMS	2	2	1	2	35	X
CR	3	2	1	2	40	X
EZA	3	2	1	2	40	X
FVB	3	2	1	2	40	X
FSI	3	3	2	2	50	X
HS	3	3	1	2	45	X
IMS	2	2	1	2	35	X
KKF	2	1	1	2	30	X
SAF	3	2	2	2	45	X
NM	3	2	2	2	45	X
NHN	2	2	2	2	40	X
NDA	2	2	2	2	40	X
PMD	2	2	1	1	30	X
QR	2	1	1	1	25	X
RS	3	3	2	2	50	X
RS	3	2	2	2	45	X
SAP	2	2	1	1	30	X
SAK	2	2	2	2	40	X
WKY	4	2	2	2	50	X
YNF	2	2	1	1	30	X
ZNS	2	2	2	2	40	X
ZNA	3	3	2	2	50	X
SI	2	2	2	2	40	X

HDY	3	3	2	2	50	X
MW	4	4	4	4	80	√
ABA	2	2	1	1	30	X
The total score					1.315	

- The average of students' mean score

$$M = \frac{\sum x}{\sum y}$$

$$M = \frac{1.315}{31}$$

$$M = 42,41$$

M = The average score

$\sum x$ = Total score

= number of students

- The percentage of students who passed the KKM:

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

$$P = \frac{2}{31} \times 100 \%$$

P = The class percentage

F = Total percentage score

N = Number of students

$$P = 6,45\%$$

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J E M B E R

The total number of students who passed the KKM was 1 student or 6,45% while the mean score was 42,41. On the other hand, the total number of students who could not pass the KKM was 30 students or 93,55% as the percentage score. The speaking score not reached the criteria of success in this research and the research needed cycle 2 to solve the problem and make the

research successful.

c. Observing

The researcher made observations by discussing with the collaborator about the condition of the students, the learning atmosphere and the results of the students' speaking performance while in class in cycle 1. The researcher also used the result of reflection in action and students' speaking performance score to observe the students' improvement in speaking.

d. Reflecting

The reflections were done by using Gibbs' reflective cycle theory which has six stages, namely description, feelings, evaluation, analysis, conclusion and action plan

1) Description

At the first meeting the class situation was conducive. The researcher entered the class by greeting and inviting students to pray before the lesson began. The students were welcomed when the researcher entered the class. The researcher then continued by checking the students' attendance. At the first meeting the children were not too excited to follow the lesson. The children looked tired and sleepy because it was entering the last hour. Researchers tried to small talk to students about English lessons, what material they studied last time and what difficulties they experienced when learning English.

2) Feelings

The researcher felt nervous when entered the classroom in the first meeting because meet and re-teach the same students during *PPL* (Teaching Practice). When entering the classroom at the first meeting, the researchers were more to have small talk with students to build connections and a sense of comfort before entering the core of the lesson. The researcher remembered once in the teaching practice, the researcher had a very difficult time trying to condition students when the English lesson was in the first hour. This is because the lesson time is slightly cut off due to the condition of the students who are not really ready when the researcher enters the class. Researchers also find it difficult when English lessons are in the last hour. This is because many students are not excited and feel sleepy. In addition, researchers also found it difficult to invite students to speak, because students had limited vocabulary and were embarrassed to speak.

3) Evaluation

The main reason for the problem was that the students lack confidence and always say they can't when the researcher asks students to speak and the researcher was nervous so she could not make students focus and active on the learning process. Researchers try to overcome the problem by interacting more with students, especially students who are passive during lessons. At

the next meeting, the researcher will try to add more vocabulary and emphasize pronunciation according to the YouTube video that the researcher shows so that it is easier for students to speak. Researchers also give support for students to be more confident in speaking practice

4) Analysis

In researcher's opinion about teaching practice, the researcher has the power to condition students, class and help students to improve speaking. This is probably because the use of YouTube media from native speakers helps students to learn pronunciation and increase their vocabulary. It would have been very helpful if the researcher helped the students to translate the vocab which the students did not know the meaning, students could focus on paying attention to the examples of sentences in the videos shown and also exchange ideas, opinions, knowledge, support and help each other through small focus group discussions (SFGD) which they do in every meeting.

5) Conclusion

The researcher concludes that teaching practice gives the researcher opportunity to understand the problems and obstacles that students encounter during the learning process. Researchers understand the use of technology-based learning media and learn to apply learning techniques, namely small focus group

discussion (SFGD). In addition, researchers have the opportunity to recognize the various characters of students who are different in the classroom. Based on the researcher's experience in the teaching practice program, the researcher is going to try to choose and select YouTube videos that will be used as materials and learning media so that the learning process becomes better.

6) Action Plan

Based on the researcher's conclusion, the researcher likes to create a more active atmosphere by inviting students to interact more often so that students are not shy to ask questions when they encounter problems when learning speaking. Researchers will also revise the learning steps in cycle 1. First, the preparation of researchers needs to be more selective in choosing YouTube videos that will be used as learning materials and media. Researchers also have to be careful with some words

that are difficult to understand the meaning and difficult for students to pronounce, so that students do not find it difficult.

The choice of informal language on YouTube videos that will be broadcast must also be considered so that students find it easier and enjoy during the lesson. Second, pre-teaching. What researchers need to do in pre-teaching is warmer greetings and small talk by asking students' experiences during the learning process in cycle 1. This is to find out how students respond and

experience when implementing the utilize of YouTube through small focus group discussions (SFGD) on learning English to improve students' speaking.

Third, the drilling step. Students need more time to practice pronunciation and speaking. The researcher repeats and slows down the content of the conversation in the video so that it is easier for students to learn to imitate what is said by native speakers. The overall comment on the researcher's plan is that the researcher needs to add cycle 2 to solve this problem and apply what is contained in the action plan.

2. Research Finding of Cycle Two

a. Planning

In cycle two's planning, the researcher determined the media or YouTube and material, arranged lesson plans that will be used in the first meeting, the second meeting, third meeting and would do the revision of cycle one. In the first meeting, the researcher would play two YouTube videos entitled "Short Message" belongs to "Arum Nuraeni" channel and the second video has the same title that is "Short Message" belongs to "Ryma Sofyan" channel.

Second meeting, the researcher would play two YouTube videos entitled "Grammar connect 5-Simple Future Tense" belongs to "Blueprint Digital" channel and "What Are You Going To do-Simple Future Tense" belongs to "Easy English" channel. In third meeting

the researcher would play five videos. These five videos will be material for students' speaking performance. Each group will get a different video material, namely: simple past tense, past continuous tense, short message, shall and will, and Be going to. The first YouTube video entitled "Simple Past Tense" belongs to "Anang Dwi Prasetyo" channel, second video entitled "Past continuous tense" belongs to "Noona Chan" channel, third video entitled "Short Message" belongs to "Fatimah Zulfah" channel, fourth video entitled "Shall and Will" belongs to "Joesin Translation" channel, and the last video entitled "Will vs Be Going To" belongs to "Suka-Suka" channel.

In cycle 2, researchers and collaborators determine the learning materials to be applied. The collaborators were directed to choose "Short Message" and "Will/Going To" materials considering this is the last chapter that must be completed before students take the

exam. The difference between cycle 1 and cycle 2 lies in the video subtitles being played. In cycle 1, the researcher shows videos with full English subtitles, so in the second cycle, the researchers show videos with Indonesian subtitles. This is because in cycle 1 there are still many students who have difficulty understanding the content of the video being played, so to help achieve student understanding of the content of the video being played and to help them understand the meaning of the words spoken by the speakers, researchers and

collaborators decided to use videos with accompanied by Indonesian subtitles.

The researcher also compiled a lesson plan that would be used at the first, second and third meetings. The lesson plan consists of basic competence, indicators, objectives of learning, teaching materials, teaching methods, media of teaching, and assessment procedures.

b. Acting

The first cycle was conducted on Thursday 9th of June 2022. Each cycle consists of three meetings. Each meeting was lasted in 2 x 30 minutes.

1) First Meeting

The researcher start the first meeting on Thursday 9th of June 2022 at 08.00 - 09.00 am. Before starting the class, the researcher prepares the media that will be used during the

learning process, such as LCD, speakers, laptop, and white board.

Then, the researcher started the class by greeting the students, praying together, checked the students' attendance list, and informed the students about what they were going to learn in the class.

When the researcher entered the class in cycle 2, the students asked the researcher whether the learning process would still use YouTube videos or not. The researcher says "Yes, we

will continue to utilize YouTube as a learning media". In cycle 2, the researcher uses a different type of video from the video shown in cycle 1. In cycle 1 the researcher uses a video containing conversation, in cycle 2 the researcher displays a video that contains more explanations about the material, so that students can learn to speak by inferring from the material in the video.

After the preparation is complete. The researcher started the class by asking short questions about Short Message to find out the students' understanding at the beginning regarding the material to be taught. The question is "Anyone knows what short message is?", some students answer "message to other people so that the person does or not do something". The researcher asked the students again "does anyone know what kind of short message?" some students answer "Memo, SMS, WhatsApp, and DM". The researcher entered the core of the lesson, which was to

explain the material about short message. The material provided is based on the textbook "*Bright An English Course For Junior High School Students*". After explaining the material, the researcher checked the students' understanding about short messages by providing opportunities for students to ask questions if they do not understand the material that has been presented.

Some students still did not understand the short message material, the researcher played a YouTube video to help increase

their understanding. Before the video was played, students were divided into five groups to conduct a small focus group discussion (SFGD). Each group consists of six people. After the video is played twice, it is time for students to discuss. Each group discusses the short message material that the researcher has described and each group must make conclusions regarding what they understand from the video that has been played.

Students are given 10-15 minutes to discuss with their group members before presenting the results of their discussion. Then the researcher randomly chooses which group will present first. After each group finished presenting the results of their discussion, the researcher gave the students the opportunity to ask what sentences or words they did not know the meaning of and pronunciation in the video. Before closing the class, the researcher made conclusions about the material and content of the video that had been shown.

a) Reflection in action

At this second meeting, the researcher was more confident than in the cycle. The researcher entered the class and saw that the students were enthusiastic to learn the material through YouTube videos. Students are ready to take lessons as seen from no students sleeping at that time. The researcher opened the class by greeting the students, asking

the condition of the students whether they were ready to start the lesson or not and asking what material they would learn.

When the lesson begins, the classroom conditions are conducive, students listen and pay attention to the material explained by the researcher. In the middle of the lesson, there were three students who started to lose concentration and looked sleepy. The researcher approached the three students and gave an ice breaker to help the students focus again.

After ice breaking and giving explanations of the material. The researcher played the video and divided the students into several groups to discuss. Each student gathers with his group. Students watch the video that is played according to the part they get after that they discuss what they understand from the video.

During the discussion session, students interact with other students to convey their understanding. They exchange ideas and understanding. There were one or two students who were passive, when the researcher tried to ask what made them silent, the student answered that he only understood a little of the content of the video. The researcher gives direction to passive students to listen to the opinions or understandings of other students to understand the content of the video that has been played.

Next is a presentation or speaking performance.

When students speak, fluency and grammar conditions are still the same as in the third meeting in cycle 1. However, some students increase their vocabulary and pronunciation. Even though some students didn't seem confident and took a lot of pauses in their speaking.

b) Second Meeting

The researcher started the second meeting on Monday 13th of June 2022 at 11.30 - 12.30 am. Before starting the class, the researcher prepares the media that will be used during the learning process, such as LCD, speakers, laptop, and white board. Then, the researcher started the class by greeting the students, praying together, checked the students' attendance list, and informed the students about what they were going to learn in the class.

At this meeting students will learn about "will/going to".

After the preparation is complete and students are ready to follow the lesson. The researcher started the class by telling students the material to be studied was about "will/going to".

After the preparation is complete. The researcher started the class by asking short questions about will/going to find out the students' understanding at the beginning regarding the material to be taught. The question is "Anyone knows the uses of

will/going to is?", some students answer "No, miss". Students look confused and do not understand the material they are going to learn. The researcher starts by explaining the material as it is in the textbook "*Bright An English Course For Junior High School Students*". After explaining the material, the researcher checked the students' understanding about will/going to by providing opportunities for students to ask questions if they do not understand the material that has been presented.

The researcher provides practice questions as in the textbook to determine the extent to which students understand the material and help students understand the material better. After that the researcher played a YouTube video to help increase their understanding. Before the video was played, students were divided into five groups to conduct a small focus group discussion (SFGD). Each group consists of six people.

After the video is played twice, it is time for students to discuss. Each group discusses about the content of the video and each group must make conclusions regarding what they understand from the video that has been played. The researcher would play two YouTube videos entitled "Grammar connect 5-Simple Future Tense" belongs to "Blueprint Digital" channel and "What Are You Going To do-Simple Future Tense" belongs to "Easy English" channel.



Figure 4.5
The students' watching the video from youtube

Students are given 10-15 minutes to discuss with their group members before presenting the results of their discussion. Then the researcher randomly chooses which group will present first. After each group finished presenting the results of their discussion, the researcher gave the students the opportunity to ask what sentences or words they did not know the meaning of and pronunciation in the video. Before closing the class, the researcher made conclusions about the material and content of the video that had been shown.

(1) Reflection in action

In the second meeting in cycle 2, when the researcher was about to enter the class. Students welcomed the researcher enthusiastically. Students are curious about what video will be played. The researcher make sure all students were ready to take lessons with conducive conditions before starting the lesson.

The researcher began to explain the material, the students listened with focus and attention. Researchers provide opportunities for students to ask questions if they do not understand the material that has been explained. The researcher also gave several questions to determine students' understanding. If they can answer questions about the material, it will be followed by a discussion session and watching videos.

The researcher played the video twice. Students listen and identify the contents of the video with their groups. Each group was seen exchanging ideas, opinions and understanding from the videos they captured. The students who were previously passive at the second meeting had interacted well. The researcher monitored each group and asked whether they found difficulties or not.

After the discussion was over, the researcher gave an ice breaker so that the students were more enthusiastic for speaking performance and not sleepy. Students make presentations in turn with their respective groups. The students' vocabulary was very good at this second meeting, as well as their pronunciation. Although some students still have errors in their grammar and fluency. The researcher helped by providing corrections to the students' incorrect

pronunciation and grammar.

c) Third Meeting

The third meeting was conducted on Thursday 16th of June 2022 at 08.00 - 09.00 am. Before starting the class, the researcher prepares the media that will be used during the learning process, such as LCD, speakers, laptop, and white board. Then, the researcher started the class by greeting the students, praying together, checked the students' attendance list, and informed the students about what they will do on that day.

The third meeting is the day to measure students' speaking skills or students' speaking performance. This assessment is to determine the extent of their ability after the first and second meetings utilizing YouTube as a learning media and small focus group discussions (SFGD) as a learning technique.

At this last meeting the researcher will play five different videos. The five videos contain different materials.

The material is material that has been studied previously. Students will be divided into five groups of six as usual. Representatives from each group took a draw to determine what video material they will get. After knowing the video material they got, the students gathered with their respective

groups.

The researcher played five videos. The first YouTube video entitled “Simple Past Tense” belongs to “Anang Dwi Prasetyo” channel, second video entitled “Past continuous tense” belongs to “Noona Chan” channel, third video entitled “Short Message” belongs to “Fatimah Zulfah” channel, fourth video entitled “Shall and Will” belongs to “Joesin Translation” channel, and the last video entitled “Will vs Be Going To” belongs to “Suka-Suka” channel.

The researcher tells the mechanism that students must do. After students gather with their respective groups and find out the video material they get. They should pay close attention to the video that is playing. After they finished watching the video, they had to discuss with their group about the material.

When all groups have finished discussing, the researcher will randomly draw which group will advance first. Each student must speak about what they have discussed. So they must be active when the discussion takes place.

Students are given 10-15 minutes to discuss with their group members before presenting the results of their discussion. After each group finished presenting the results of their discussion, the researcher gave the students the opportunity to ask what sentences or words they did not know

the meaning of and pronunciation in the video. In this third meeting, students are getting better at speaking, including in terms of vocabulary, pronunciation, grammar and fluency. Students are more confident when they present the results of their discussions.



Figure 4.6
The students speaking performance

The last activity was giving each student a piece of paper containing questions about utilizing YouTube through small focus group discussion (SFGD) to improve students' speaking skills. The question is also to find out how the experience of students during the learning process takes place. Students are asked to check the questions with a choice of agree or disagree according to their own experiences. This session lasts about 10 minutes. The questioning session was done and the lesson was closed by having them praying, giving them motivation and greeting.

Table 4.2
Students' Speaking Performance Score Result in third meeting (Cycle 2)

Students' Name	Speaking Aspect				Score	Pased
	Vocabulary	Pronunciation	Grammar	Fluency		
AM	5	5	5	5	100	√
AR	5	4	3	3	75	√
ANNS	4	3	3	3	65	X
AZN	4	4	4	4	80	√
BNA	5	5	5	5	100	√
BMS	5	5	4	3	85	√
CR	5	5	4	3	85	√
EZA	4	5	4	3	80	√
FVB	5	4	4	4	85	√
FSI	5	5	4	3	85	√
HS	5	4	3	3	75	√
IMS	4	4	4	4	80	√
KKF	4	3	3	3	65	X
SAF	5	4	3	3	75	√
NM	5	5	4	4	90	√
NHN	4	4	4	4	80	√
NDA	4	4	4	4	80	√
PMD	4	4	3	3	70	√
QR	4	3	3	3	65	X
RS	5	5	5	5	100	√
RS	5	4	4	4	85	√
SAP	4	4	4	3	75	√
SAK	5	5	4	4	90	√
WKY	5	5	4	4	90	√
YNF	4	3	3	3	65	X
ZNS	5	4	4	4	95	√
ZNA	4	4	4	4	80	√
SI	5	4	4	4	85	√
HDY	5	4	4	4	95	√
MW	5	5	5	5	100	√
ABA	3	3	3	3	60	X
The total score					2.540	

- The average of students' mean score

$$M = \frac{\sum x}{\sum y}$$

$$M = \frac{2.540}{31}$$

$$M = 81,93$$

M = The average score

$\sum x$ = Total score

= number of students

- The percentage of students who passed the KKM:

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

$$P = \frac{26}{31} \times 100 \%$$

$$P = 83,87 \%$$

P = The class percentage

F = Total percentage score

N = Number of students

The total number of students who passed the KKM was 26 students or 83,87% while the mean score was 81,93. On the other hand, the total number of students who could not pass the KKM was only 5 students or 16,13% as the percentage score.

The speaking score reached the criteria of success in this research and the research finished, see in chapter 3. The result of the speaking test proved that the utilizing YouTube through small focus group discussion (SFGD) had worked well to improve students' speaking skill.

(1) Reflection in action

At the last meeting, students were very enthusiastic and enthusiastic because the lessons were at 1 and 2

o'clock. Students welcomed the researcher's arrival with pleasure. When entering the classroom, students are conducive, enthusiastic and ready to follow the lesson. The researcher started by saying greetings, praying together, checking student attendance and asking students if they knew what material would be studied.

The researcher at the third meeting did not provide an explanation of the material, moreover, the researcher reviewed the lessons at the first and second meetings in cycle 2. After reviewing the students' memories of the material previously explained, the researcher divided the students into several groups as usual. The researcher also divides each group with different videos.

The third meeting in cycle 2 is the last meeting. Students' speaking is assessed based on several questions given as in each cycle. The questions are who are the characters in the video, where is the location of the video, what is the atmosphere in the video, and what happens in the video. Almost all students were able to answer and explain the contents of the video. Although sometimes students need the help of researchers to find the English language of the words to be spoken. There are some who still mix between English and Indonesian. However,

vocabulary, pronunciation, grammar and fluency have greatly improved compared to cycle 1.

c. Observing

The researcher made observations by discussing the condition of the students, the learning atmosphere and the results of the students' speaking performance while in class in cycle 2. The researcher also used field notes to observe the students' improvement in speaking and to find out the experiences and opinions of students about the application of the utilizing YouTube through small focus group discussion (SFGD) to improve students' speaking skills the researcher used a paper containing the questions answered by the students as students' reflection.

d. Reflecting

The reflections were done by using Gibbs' reflective cycle theory which has six stages, namely description, feelings, evaluation, analysis, conclusion and action plan. However, because cycle 2 was successful, the action plan in cycle 2 was not included.

1) Description

At first meeting in cycle 2 the class situation was conducive. The researcher entered the class by greeting and inviting students to pray before the lesson began. The children welcomed when the researcher entered the class. The researcher then continued by checking the students' attendance. At the first

meeting in cycle 2 the children already interested to follow the lesson. The children enthusiastic and ready to take lessons. Researchers tried to small talk to students about how they are, English lessons, what material they studied last time and what difficulties they experienced when learning English.

2) Feelings

The researcher is not nervous again when entering the class. The researchers are much more prepared to teach in cycle 2. The researchers do more small talk with students to build connections and closeness so that students are comfortable and ready to enter the core of the lesson. The researcher remembered once in the the cycle 1, the researcher had a very difficult time trying to condition students when the English lesson was in the first hour. This is because the lesson time is slightly cut off due to the condition of the students who are not really ready when the researcher enters the class. Researchers also find it difficult when English lessons are in the last hour. This is because many students are not excited and feel sleepy. In addition, researchers also found it difficult to invite students to speak, because students had limited vocabulary and were embarrassed to speak. But in cycle 2, students are more prepared and disciplined during the learning process. Some students already shown an increase in vocabulary.

3) Evaluation

The main reason for the problem was that the students felt shy to practice speaking. Researchers try to overcome the problem by interacting more with students, especially students who are passive during lessons. In cycle 2 the researcher tries to add more vocabulary and emphasize pronunciation according to the YouTube video that the researcher shows so that it is easier for students to practice speaking. Researchers also give support for students to be more confident in speaking practice. In addition, the time for English lessons is only 60 minutes. This is because schools still follow learning rules during the pandemic, so researchers and students must be disciplined in every step of the learning process.

4) Analysis

In researcher's opinion about teaching practice, the researcher has the power to condition students, class and help students to improve speaking. This is probably because the use of YouTube media from native speakers helps students to learn pronunciation and increase their vocabulary. It would have been very helpful if the researcher helped the students to translate the vocab which the students did not know the meaning, students could focus on paying attention to the examples of sentences in the videos shown and also exchange ideas, opinions, knowledge,

support and help each other through small focus group discussions (SFGD) which they do in every meeting.

5) Conclusion

The researcher concludes that teaching practice gives the researcher opportunity to understand the problems and obstacles that students encounter during the learning process. Researchers understand the use of technology-based learning media and learn to apply learning techniques, namely small focus group discussion (SFGD). In addition, researchers have the opportunity to recognize the various characters of students who are different in the classroom. Based on the researcher's experience in the teaching practice program, the researcher is going to try to choose and select YouTube videos that will be used as materials and learning media so that the learning process becomes better.

3. Students' Reflection

Students' reflection is used to find out student responses after utilizing YouTube through small focus group discussion (SFGD) was implemented. At the last meeting the researchers distributed a paper containing questions to each student to find out whether they were satisfied or not with learning English utilizing youtube media and discussion techniques during these six meetings. Through students' reflection students can express their experiences or feelings during learning utilizing youtube media with small focus group discussions

(SFGD).

Based on the results of student responses in filling out and answering the questions that have been given, most of the students were satisfied with the implementation of using YouTube through small focus group discussion (SFGD) to improve students' speaking skills. The results of students' reflection can be seen in the appendix 14. Students answered that they were helped by learning to utilize YouTube through small focus group discussion (SFGD) to improve students' speaking skills. In addition, students feel focused on participating in learning. Students also revealed that learning using illustrated videos helped them to more easily understand the material.

B. Discussion

This section presented the discussion of the research findings which are related to the theories. Improving students' speaking skills utilizing YouTube through small focus group discussion (SFGD) could improve students' speaking skills. The students' speaking performance score could be seen, which gradually improved after utilizing youtube through small focus group discussion (SFGD). The students' speaking performance score in cycle 1 showed that the students' mean score reached 42,41 and the percentage score that reached the minimum decided by the school was 6,45% which mean only two students could pass the KKM. The preliminary data proved that the students' speaking skill was low and lacked vocabulary. The students had difficulties in producing and pronouncing

words.

Based on the result of students' speaking performance after utilizing youtube through small focus group discussion (SFGD), the students' speaking performance sore improved. This was proven by improving students' speaking performance scores on students' mean scores and total students who passed the minimum score. The speaking performance score calculated that the mean score reached 81,93 with a percentage was 83,87% or 26 students passed the minimum score.

The utilizing youtube through small focus group discussion (SFGD) had a good response from the students in the classroom. The students were actively learning pronunciation by imitating what the speaker said. Besides, the students were very active when they asked to the researcher about words or vocabulary that they did not know the meaning from the video. This statement supported the research findings by Euiz, Nazzala, Danang and Nurmala⁶⁵ states by using YouTube, students have a chance to observe how native speakers speak from the video. Students can also practice the mimicry, expression, intonation, and vocabulary, accurately with enjoyment and feeling confident in performing.

The utilizing youtube through small focus group discussion (SFGD) helped students to be active in speaking because the students saw the object which they observe through the animation in the youtube video. Based on the result of students' reflection, the students responded that utilizing youtube

⁶⁵Euis Meinawati, Nazzala Aulia Rahmah, Danang Dwi Harmoko, Nurmala Dewi, "Increasing English Speaking Skill Through YouTube", 3 DOI: [dx.doi.org/10.19166/pji.v16i1.1954](https://doi.org/10.19166/pji.v16i1.1954)

through small focus group discussion (SFGD) helped students to practice their speaking with a percentage of 93,54% or 29 students.⁶⁶ Utilizing video also eased students to be active in learning speaking. These statements supported the previous study written Sinta Prasetia Trias Sari, that the students were more enthusiastic in learning to speak. They could be actively involved in the speaking learning process.⁶⁷

Concerning their ability in speaking, the students' vocabulary and pronunciation was remarkably improved. The students vocabulary of explain the video's content very well. The students learned the vocabulary through what the speaker said and the researcher provided reinforcement by repeating and translating the vocabulary in youtube videos. The utilize youtube through small focus group discussion (SFGD) enriched students' vocabulary and pronunciation and made the students easier to learn the vocabulary and pronunciation. This statement supported the research finding by Maurifatul Hasanah, that watching English native speakers' YouTube channel is effective to improve the students' pronunciation ability.⁶⁸

Youtube is very helpful in learning English because with an audio-visual format, it is easier for students to learn intonation, pronunciation and expression to know the correct way of speaking. The students' pronunciation improved because they used to practice their speaking by explaining the content of youtube such as what the speaker said, where is the place, how the

⁶⁶ Students' reflection, June 16, 2022

⁶⁷ Sinta Prasetia Trias Sari, Thesis: "The use of videos to improve the students' skill at class VII B of SMPN 2 Patuk in the academic year 2014/2015", 122

⁶⁸ Maurifatul Hasanah, "Watching English Native Speakers' Youtube Channel to Improve the Students' Pronunciation Ability at Second Year of SMP Plus Miftahul Ulum Kalisat", 8

atmosphere, and what happened in the video. The students have a chance to practice their speaking and get corrections from the researcher and from their friends in a group. Students were very enthusiastic to pronounce the vocabulary they learned and practiced it. The finding supported by Euiz, Nazzala, Danang and Nurmala⁶⁹ that the students also did not have to worry about the phrases they used when speaking because they were able to see how foreigners speak English properly and correctly.

Furthermore, utilizing youtube through small focus group discussion (SFGD) also helps students in practice speaking because in small group discussion the students talk with each other in order to achieve some interdependent goal, such as increased understanding, coordination of activity, or a solution to a shared problem.⁷⁰ It's also supported by Melodi, Sela and Hendra there are 3 reasons why we can use small group discussion in improving speaking skill. First, discussion is used to increase teacher student interaction and students' verbal interaction in the classroom. Second, discussion is used to promote meaningful personal interaction and learning. The learning may be of contents, skill, attitudes or processes. Third, it is used to help students adopt a more responsible and independent mode of learning. Moreover, that small-group discussion improve students' speaking ability because it helps the students to speak up, express themselves and participate actively in the class. So, it is fun for the students' because they can share their opinion and work together to solve the problem. The students' can

⁶⁹ Meinawati, Rahmah, Harmoko, Nurmala Dewi, "Increasing English Speaking Skill Through YouTube", 3 DOI: [dx.doi.org/10.19166/pji.v16i1.1954](https://doi.org/10.19166/pji.v16i1.1954)

⁷⁰ Gloria J. Galanes and Khaterine Adams., 9

improve their skills while working in a team, as a team will be having people with different skills and abilities. It helps the students to improve their communication skills.⁷¹

As for how the research was put into practice, they were as follows:

1. Selection of videos sourced from YouTube

The selection of videos sourced from YouTube is the main thing that researchers do before treatment is carried out. Select videos sourced from YouTube by equating the material that will become student learning material. When selecting videos to be shown to students, the researchers used criteria from Jon Watkins and Michael Wilkins where they stated that Short videos in various dialects are easy to access, and the variety of content and cultures is enjoyable to students. Researchers chose videos with a maximum duration of 6 minutes, this is because the duration of learning is only 60 minutes and videos with short durations help minimize boredom and sleepiness for students.⁷²

In addition, researchers also prioritize videos with the use of non-formal language. This is because the use of non-formal language will be more easily understood by students, because when communicating with students, researchers use non-formal language. Researchers also chose videos with native speakers that were not too fast in pronunciation. So that students can listen slowly. The selection of video content with various animations is an important thing that researchers also pay attention to, this

⁷¹ Dael, Astarini, and Husnussalam, "Improving Speaking Skill Using Group Discussion", 466

⁷² Jon Watkins and Michael Wilkins, Using YouTube in the EFL Classroom, 114

is because videos with interesting animations can help students to concentrate and be enthusiastic in the learning process.

2. Preparing Learning Media

There are several media needed for the teaching and learning process using YouTube. Among them are LCD or projectors, laptops, speakers, whiteboards, markers and textbooks as the main learning resources. Before starting the learning process, the researcher asked permission to borrow the LCD/projector to the school office to be used as the main material to support the research process. LCD/projectors are not directly attached to each class, but office facilities that can be used by teachers for the teaching and learning process. The use of LCD is very helpful for students to watch and see the subtitles on the video. This also makes it easier for students sitting in the back position to view the video that is displayed in front of the class. Installation of the LCD/Projector takes longer because there are several cables that must be installed, this makes the time for some lessons cut off.

Researchers also need speakers as loudspeakers that help students listen to what is said by native speakers. The use of speakers cannot be missed because students will find it difficult to hear clearly the sound of the video shown. However, there was a problem where at the fourth meeting the school experienced a power outage so that the learning process was disrupted, especially when the video was playing. However, this problem can be overcome because the electricity is off for only five

minutes and returns to normal. Other media needed by researchers include textbooks as the main source of material, whiteboards and markers used by researchers to explain the material.

3. Material explanation

The explanation of the material by the researcher was carried out when the condition of the students and the class were ready. The researcher teaches the material as discussed with the collaborator. The use of a textbook entitled "*Bright An English Course For Junior High School Students*" is the main learning resource used in the classroom. Researchers explain the material as in the book. Researchers gave short questions to students to determine students' understanding of the material to be studied at the beginning.

When the researcher has explained the material, the researcher does a question and answer to provide opportunities for students to ask questions about the material that they do not understand. In addition, the researcher also gave several questions to students related to the material that had been explained to find out whether they understood the material described or not. During the teaching process, the researcher also observed how the students progressed in class, especially their speaking skills which included vocabulary, grammar, pronunciation and fluency in every meeting.

4. Group division

The division of groups is important because the teaching and learning process uses small focus group discussion (SFGD) techniques. As revealed by Marvin Shaw's, that small focus group discussion (SFGD) refers to talking with each other in order to achieve some interdependent goals, such as increased understanding, coordination of activity, or a solution to a shared problem. The application of small focus group discussions (SFGD) is intended so that students can coordinate with each other to study together, especially to help each other if there are students who have difficulty understanding the material.

In addition, the small focus group discussion (SFGD) also has the aim that students can learn speaking by starting learning together through groups, so students who are passive in class will learn to be more active through teamwork. In addition, students can also learn together to solve problems they encounter during the teaching and learning process. Based on the results of students' reflection, some students stated that they were happier and easier when studying in groups with discussion. The researcher used lottery paper with the number 1 to 6 taken by each student to determine the group they got. In addition, researchers also used counting methods from 1 to 6 to form groups.

5. Share each group's YouTube videos

The distribution of videos for each group is done when students have gathered with their respective groups. In the video that is played

there are several different characters in each video that is played. Each group will get a character that is different from the other groups to observe. After the video is played, students observe what is said by the native speaker, what conditions occur in the video, where the incident is, etc. In addition, students also learn how to practice using the material that has been taught in the video.

At the last meeting in cycle 2, each group received a video with different content. So that each group will explain or present the results of their discussion based on the material they get. The researcher randomly determines the distribution of videos or characters for each group.

6. YouTube playback

The YouTube video was played when the researcher explained the material to the students and the students were ready to continue the material through YouTube videos with their groups. Video playback is performed twice for each video. When the video is playing, students listen and observe what is said by the native speaker and what stories they get. Video is played through a laptop and LCD using the speakers as loudspeakers. When the video is playing, students gather with their respective groups. When the video is finished playing, all students will discuss with their groups to discuss and make conclusions from what they saw and heard from the video.

7. Discuss (Small focus group discussion)

Each group must discuss with their respective members. They will discuss what they have seen and heard from the video that has been played. Students must also explain how examples of using the material that have been explained with those in the video are used. In the video conversation that is played, students must also discuss how to use the simple past tense, past continuous tense, short message or will/going to as they understand it.

During the discussion, the researcher went around to monitor and see how the process of their discussion was going. There are active and passive students during the discussion, researchers provide support to passive students so that they want to exchange ideas or understanding with other students. In addition, researchers also pay attention to passive students by asking what they do not understand from the material that has been presented.

8. Presentation

Each group presented the results of their discussion. During the presentation, each student must state the results of their presentation. So that those who do the presentation are not representatives but students. This is done so that during the discussion students really exchange thoughts, ideas, or understanding with other students and to help passive students interact more with other students. During the presentation, each group was given 3-4 minutes to explain the results of their discussion,

while the other groups had to listen and pay attention. At the time of the student presentation, the researcher corrected the grammar, vocabulary and pronunciation they said.

9. Review

Feedback is given by the researcher by reviewing the video that has been played. Researchers played back YouTube videos by playing and pausing slowly. When the characters in the video speak, the researcher translates what the native speakers say. The researcher also asked the students which parts they did not understand and which words they did not know the meaning of. The researcher also taught the correct pronunciation of the vocabularies that appeared in the video. Researchers also make conclusions from the material that has been taught and make conclusions from the video being played.

As previously explained about the steps in the implementation of utilizing YouTube through small focus group discussion (SFGD) to improve students' speaking skills, the process of improving students' speaking begins with students receiving subject matter as usual. When explaining the material, the researcher explained the material using the whiteboard and used the examples in the book *"Bright An English Course For Junior High School Students"* to help students understand the material. When explaining the material, the researcher translated the English sentences in the book into Indonesian. This is done so that it is easier for students to accept and understand the material. In addition, this

is also done to increase the vocabulary of students.

After the students received the material, to train the students' speaking, the researchers used the small focus group discussion (SFGD) technique. Researchers applied this technique because in the previous study conducted at the beginning, students looked more enthusiastic when studying together in groups. To train students to practice speaking, researchers use YouTube to display videos containing material and conversations so that students can easily practice them.

The conversations shown are examples of everyday conversations using non-formal language. After the video is played, students discuss together to make conclusions about the content of the conversation or the material in the video. Videos containing conversations from native speakers also help students to practice pronunciation, grammar, fluency and increase their vocabulary. During the discussion, students exchange ideas and understanding. Discussion also trains students to communicate with each other. After they finished discussing, the researcher would assess how the students spoke related to the results of the discussions that had been carried out.

During the presentation session, some students still had difficulty speaking English, so some of them mixed English with Indonesian. When students present and there are errors in pronunciation or students do not understand the English language of the words to be spoken, the researcher helps students by correcting the wrong sentences. At each

meeting students are required to speak to convey what they get from the discussions that have been carried out even though some students only say one to two sentences. At the third meeting of cycle 2, 26 students were able to speak with the correct vocabulary, pronunciation, grammar, and fluency. This can be seen in students' speaking performance scores who have reached the KKM



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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

As a result of research obtained, Classroom Action Research has been conducted in two cycles consisting of 6 meetings. The result pointed out that the utilizing YouTube through small focus group discussion (SFGD) could improve students' speaking skills in the eighth - graders' F of SMP Nuris Jember. Based on the research findings, it can be concluded that after the utilizing of YouTube in classroom action research, the students who passed the KKM was 83,87 or 26 students which means only five students who can'tt achieve the KKM with a percentage of 81.93 % which showed highly improvement on students' speaking performance achievement. Thus, the students' speaking performance in cycle 2 has already exceeded the criteria of success in this research. The aspects of speaking that improve after utilizing YouTube through small focus group discussion (SFGD) was vocabulary, pronunciation, grammar, and fluency. The limitation of this research was. The limitation in this study is the time due which is only 60 minutes at each meeting. So that all the equipment that will be used must be properly prepared so that the learning process can be carried out optimally. In addition, researchers must prepare backup devices such as cellphones if the electricity goes out and cannot play videos.

B. SUGGESTIONS

From the result of the research, the researcher took several suggestion that might be helpful and useful for further learning media as stated below:

1. For the English Teachers

The researcher suggests the English teacher utilize YouTube as media and implementing small focus group discussion (SFGD) in teaching and learning process because the result of this research could enhance the students' speaking skill. YouTube videos that contain examples of conversations and materials also help students to practice speaking more because they can imitate native speakers in the video.

2. For Further Researcher

The researcher hopes that this research will be beneficial as references for other researchers and offer some contributions that can be used as reference to other researchers who are interested in conducting a study with similar topics, themes or further research related to this research's issues

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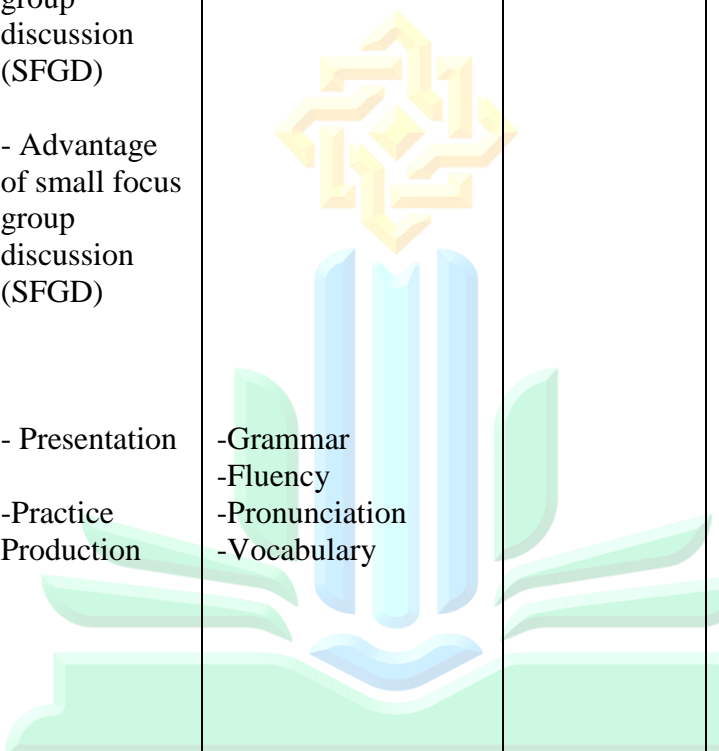


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Appendix 1

MATRIX OF RESEARCH

Title	Variable	SUB Variable	Indicators	Data Resources	Research Method	Problem
Utilizing YouTube Through Small Focus Group Discussion (SFGD) to Improve Students' Speaking Skill in SMP NURIS JEMBER	1. Youtube	<ul style="list-style-type: none"> - English video from youtube as a media to improve students' speaking skill - The advantages of Youtube 	-Choose a good video and related to the material from Youtube channel	<ul style="list-style-type: none"> 1. - Data resources =Observation , Students' speaking performance, Document review 2. Participant : Students grade of 8th 	A. Research Design: Classroom Action Research (CAR) method- by Kemmis and Mc Taggart: 1. Planning 2. Acting 3. Observing 4. Reflecting	1. "How can the speaking skill of eighth-graders' F of SMP Nuris Jember in the academic year 2021/2022 be improved through the utilize of YouTube and Small Focus Group Discussion (SFGD)?"
	2. Small Focus Group Discussion (SFGD)	<ul style="list-style-type: none"> - Concept of Small Focus Group Discussion (SFGD) - the purpose of small focus 	<ul style="list-style-type: none"> - The step to make a small group - The purpose of small focus group discussion 	<ul style="list-style-type: none"> 1. - Data resources =Observation , Students' speaking performance, Document review 2. Participant : Students grade of 8th B. Data Collection Method: 1. Observation 2. Students' speaking performance 3. Document		

	<p>3. Students' speaking skill</p>	<p>group discussion (SFGD)</p> <p>- Advantage of small focus group discussion (SFGD)</p> <p>- Presentation</p> <p>-Practice Production</p>	 <p>-Grammar</p> <p>-Fluency</p> <p>-Pronunciation</p> <p>-Vocabulary</p>	<p>review</p> <p>C. Data Analysis technique:</p> <p>a. Average Score</p> $M = \frac{\sum x}{\sum y}$ <p>Notes: X: Mean $\sum x$: Total value $\sum y$: Number of students</p> <p>b. Pass Score</p> $P = \frac{F}{N} \times 100 \%$ <p>Notes: P: The class percentage F: Total Percentage score N: Number of Students</p> <p>D. Validation of data: Content Validity</p>	
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Appendix 2**CLASSROOM ACTION RESEARCH SCHEDULE**

Name : SHINTA FATATI NUR DIANA

NIM : T20186107

No.	Date	Activities	Time
1.	Tuesday, May 17, 2022	Asking Permission and discuss about the lesson plan	10.00 -11.00
2.	Monday, May 23, 2022	1 st meeting (cycle 1)	11.30 – 12.30
3.	Monday, May 30, 2022	2 nd meeting (cycle 1)	11.30 – 12.30
4.	Thursday. June 6, 2022	3 rd meeting (cycle 1)	08.00 – 09.00
5.	Thursday, June 9, 2022	1 st meeting (cycle 2)	08.00 – 09.00
6.	Monday, June 13, 2022	2 nd meeting (cycle 2)	11.30 – 12.30
7.	Thursday, June 16, 2022	3 rd meeting (cycle 3)	08.00 – 09.00

Jember, 16 June 2022

Kepala



Rahmatullah Rjal, S.Sos

Appendix 3

OBSERVATION CHECKLIST

School : SMP NURIS JEMBER

Class : VIII F

Cycle : Preliminary Study

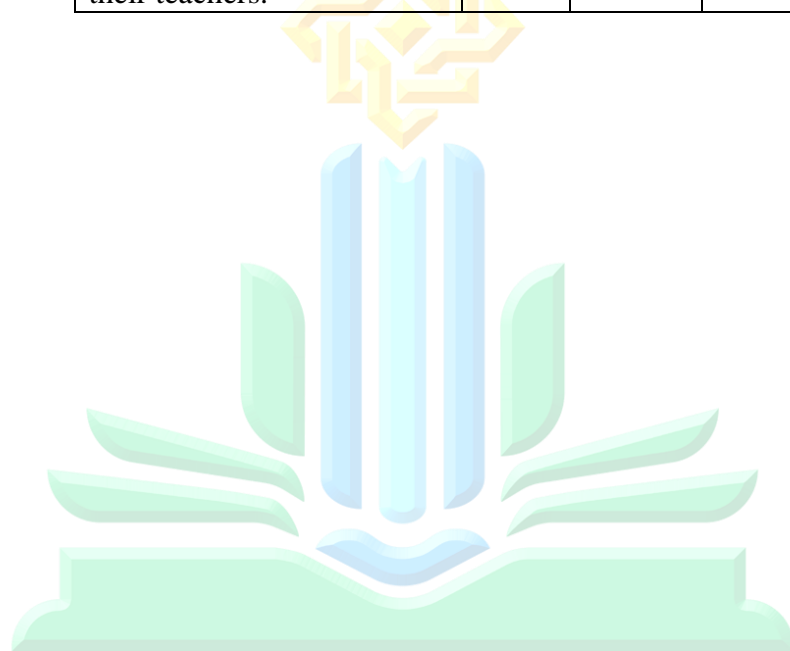
Day/date : September 2021



No	Description of Teaching	Grade			
		Bad (1)	Enough (2)	Good (3)	Very good (4)
1.	The role of teacher in teaching and learning process:				
	a. The Teacher explain the material clearly and understandable		√		
	b. The Teacher lead the apperception and The teacher connects the material with other relevant knowledge and is easy for students to understand		√		
	c. The teachers use supportive media other than books (technology, video, picture series, etc)	√			
	d. The interaction between teacher and students are created lively in the classroom		√		
	e. The teacher manages the class and learning situation		√		

	in the classroom				
	f. The teacher provide opportunities for students to ask and discuss		√		
	g. The teacher uses a group discussion so that it is easy for students to exchange understanding related to learning materials.		√		
	h. the teacher manage student learning activities into a discussion group		√		
	i. The teacher encourage students to be actively involved in discussion groups		√		
	j. The teacher gives the students chance to speak up, express their thought and idea			√	
2.	The students' participation and contribution actively during the teaching and learning process in the classroom:	√			
	a. readiness of students in participating in the learning process		√		
	b. Students pay attention to the teacher's explanation		√		
	c. Students answer the teacher question correctly		√		
	d. Students ask question to clarify understanding	√			
	e. Students actively have effort to practice their speaking in the classroom	√			

	f. Students are confidence to practice their speaking	√			
	g. Students' ability to work together in a discussion group	√			
	h. Students' ability to communicate with discussion groups	√			
	i. The activeness of students interacting with their teachers.	√			



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Appendix 4

OBSERVATION CHECKLIST

School : SMP NURIS JEMBER

Class : VIII F

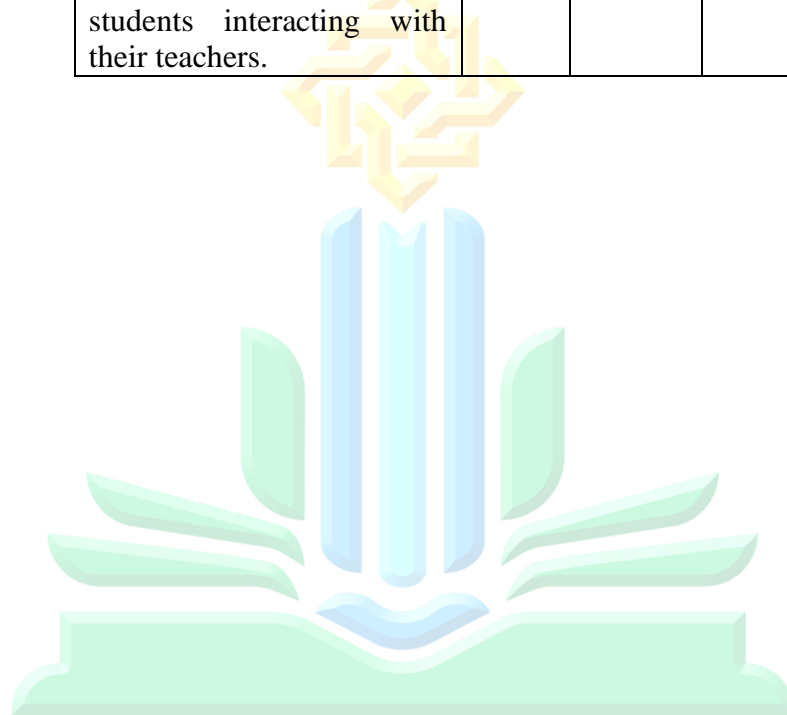
Cycle : 1 (One)

Day/date : Monday and Thursday/ 23th of May - 6th of June 2022

No	Description of Teaching	Grade			
		Bad (1)	Enough (2)	Good (3)	Very good (4)
1.	The role of teacher in teaching and learning process:				
	a. The Teacher explain the material clearly and understandable		√		
	b. The Teacher lead the apperception and The teacher connects the material with other relevant knowledge and is easy for students to understand		√		
	c. The teachers use supportive media other than books (technology, video, picture series, etc)		√		
	d. The interaction between teacher and students are created lively in the classroom		√		
	e. The teacher manages the class and learning situation		√		

	in the classroom				
	f. The teacher provide opportunities for students to ask and discuss		√		
	g. The teacher uses a group discussion so that it is easy for students to exchange understanding related to learning materials.			√	
	h. the teacher manage student learning activities into a discussion group		√		
	i. The teacher encourage students to be actively involved in discussion groups		√		
	j. The teacher gives the students chance to speak up, express their thought and idea			√	
2.	The students' participation and contribution actively during the teaching and learning process in the classroom:			√	
	a. readiness of students in participating in the learning process			√	
	b. Students pay attention to the teacher's explanation			√	
	c. Students answer the teacher question correctly			√	
	d. Students ask question to clarify understanding			√	
	e. Students actively have effort to practice their speaking in the classroom			√	

	f. Students are confidence to practice their speaking		√		
	g. Students' ability to work together in a discussion group		√		
	h. Students' ability to communicate with discussion groups		√		
	i. The activeness of students interacting with their teachers.			√	



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Appendix 5

OBSERVATION CHECKLIST

School : SMP NURIS JEMBER

Class : VIII F

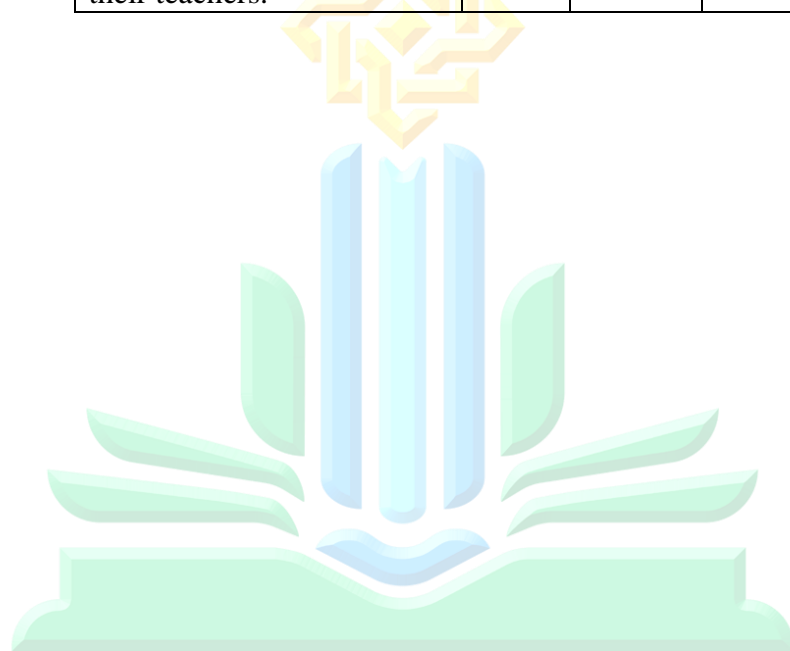
Cycle : 2 (Two)

Day/date : Monday and Thursday/ 9th – 16th of June 2022

No	Description of Teaching	Grade			
		Bad (1)	Enough (2)	Good (3)	Very good (4)
1.	The role of teacher in teaching and learning process:				
	a. The Teacher explain the material clearly and understandable				√
	b. The Teacher lead the apperception and The teacher connects the material with other relevant knowledge and is easy for students to understand				√
	c. The teachers use supportive media other than books (technology, video, picture series, etc)				√
	d.. The interaction between teacher and students are created lively in the classroom			√	
	e. The teacher manages the class and learning situation				√

	in the classroom				
	f. The teacher provide opportunities for students to ask and discuss			√	
	g. The teacher uses a group discussion so that it is easy for students to exchange understanding related to learning materials.				√
	h. the teacher manage student learning activities into a discussion group			√	
	i. The teacher encourage students to be actively involved in discussion groups			√	
	j. The teacher gives the students chance to speak up, express their thought and idea				√
2.	The students' participation and contribution actively during the teaching and learning process in the classroom:				√
	a. readiness of students in participating in the learning process				√
	b. Students pay attention to the teacher's explanation			√	
	c. Students answer the teacher question correctly			√	
	d. Students ask question to clarify understanding				√
	e. Students actively have effort to practice their speaking in the classroom			√	

	f. Students are confidence to practice their speaking			√	
	g. Students' ability to work together in a discussion group			√	
	h. Students' ability to communicate with discussion groups			√	
	i. The activeness of students interacting with their teachers.				√



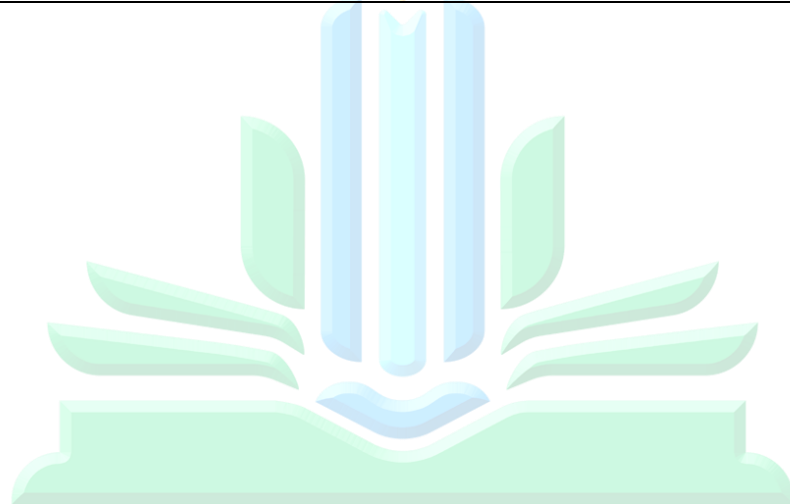
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Appendix 6

Scoring Rubric

Rated Qualities	Behavioral statements	Score
Pronunciation	Equivalent to and fully accepted (Clear or accurate and without significant error)	5
	Errors in pronunciation are quite rare	4
	Errors never interfere with the understanding and with a few problems	3
	Accents are intelligible though often quite faulty and difficult to understand.	2
	Errors in pronunciation are frequent and it cannot be understood	1
Grammar	There is no mistakes in the structure of speaking	5
	Able to use the language accurately. Errors in grammar are quite rare.	4
	Control of grammar is good. Able to speak the language with sufficient structural accuracy	3
	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	2
	Errors in grammar are frequent and the speaker cannot be understood	1
Vocabulary	Speech on a level is fully accepted in all its features (Uses a variety of vocabulary) and right with the word meaning	5
	Able to speak the language with sufficient vocabulary but there is one error in word selection	4
	Uses a limited of vocabulary and there are some errors in word selection but still understandable	3
	Uses a limited of vocabulary and it is difficult to understand	2

	Uses limited and wrong vocabulary	1
Fluency	Has complete fluency in the language without hesitation.	5
	Speak fluently with little hesitation	4
	Speak frequently confused but still can be understood	3
	Speak frequently confused, there are some errors and difficult to understand	2
	Speak are so halting and really confusing	1
Total score: 20 points x 5= 100 points		



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Appendix 7**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)****(PERTEMUAN KE-1)**

Sekolah : SMP Nuris Jember

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Genap

Materi Pokok : Simple Past Tense

Alokasi Waktu : 2 x 40 Menit (1 Pertemuan)

A. KOMPETENSI INTI

- KI.1 Menghargai dan menghayati ajaran agama yang dianutnya
- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI.3 Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan

kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI.4 Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
<p>3.10. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan / kejadian yang dilakukan/terjadi,rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya</p>	<p>3.10.1. Mengidentifikasi unsur kebahasaan dalam <i>Simple Past Tense</i> pada video yang ditampilkan.</p> <p>3.10.2. Mengidentifikasi struktur kalimat tentang kejadian masa lampau pada video yang ditampilkan.</p>
<p>4.10. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak rutin,atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi</p>	<p>4.10.1.Membuat kalimat sederhana menggunakan <i>simple past tense</i>.</p> <p>4.10.2.Membuat percakapan menggunakan kalimat interogatif dalam bentuk <i>Simple Past Tense</i>.</p>

C. TUJUAN PEMBELAJARAN

Tujuan pembelajaran materi ini adalah siswa diharapkan mampu:

1. Mengidentifikasi unsur kebahasaan dalam Simple Past Tense.
2. Mengidentifikasi struktur teks tentang kejadian masa lampau.
3. Mengidentifikasi kalimat deklaratif dan interogatif yang terdapat dalam video
4. Mengidentifikasi Regular & Irregular Verb yang terdapat dalam video
5. Membuat kalimat sederhana menggunakan Simple Past Tense.
6. Membuat percakapan menggunakan kalimat interogatif dalam bentuk Simple Past Tense.

D. MATERI AJAR

- **Formula Simple Past Tense:**

Subject + V2 + Object + Time reference

Past : bentuk ke-dua (V2)

Talked (dari talk)

Played (dari played)

Went (dari go)

Drank (dari drink)

Came (dari come)

Example: I went with Ben two days ago

The formula:

(+) S + VERB 2 + O + ADV OF TIME

- Beni went to jogja last week

- I ate bread yesterday

(-) S + DID + NOT + VERB 1 + ADV OF TIME

- Beni did not go to Jogja last week

- I did not eat bread yesterday (?)

DID + S + VERB 1 + O + ADV OF TIME

- Did Beni go to Jogja last week?

- Did you eat bread yesterday?

• **Macam-macam Verb:**

Regular & Irregular Verb

Contoh :

Study Studied Studied (Regular Verb)

Go Went Gone (Irregular Verb)

• **Interogatif:**

Menanyakan suatu informasi kepada orang lain

Contoh:

- Did Beni go to Jogja last week?

- Did you eat bread yesterday?

Kalimat Affirmatif:

S + was/were + adj/adverb/noun + ...

Kalimat Negatif

S + was/were + not + adj/adverb/noun + ...

Kalimat Interogatif/pertanyaan

Was/were + S adj/adverb/noun + ...?

Example:

1. (+) Mr. Mustofa was sick yesterday.

(-) Mr. Mustofa was not sick yesterday.

(?) Was Mr. Mustofa sick yesterday? Yes, he is. No. He is

not(isn't)

2. (+) They were angry.

(-) They were not angry.

(?) Were they angry? Yes, they were. No, they were not (weren't)

Kalimat Verbal

Kalimat Afirmatif

S + V2 + O + adv + ...

Kalimat Negatif

S + did not(din't) + V1 + O + adj + ...

Kalimat Interogatif/pertanyaan

Did + S + V1 + O + adv + ...

Example:

1. (+) Mrs. Hani went to Ujung Negoro Beach last week.

(-) Mrs. Hani didn't go to Ujung Negoro Beach last week.

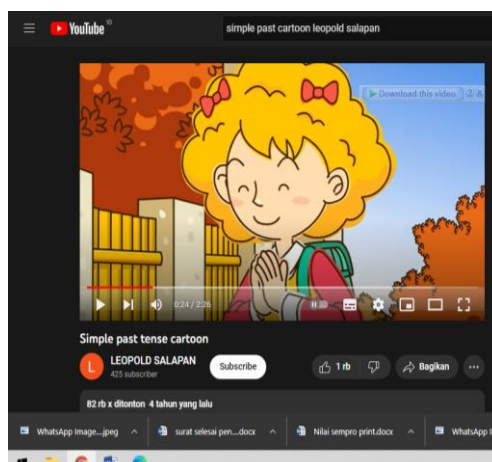
(?) Did Mrs. Hani go to Ujung Negoro Beach last week? Yes, she did. No, she did not(didn't).

2. (+) They studied English last night.

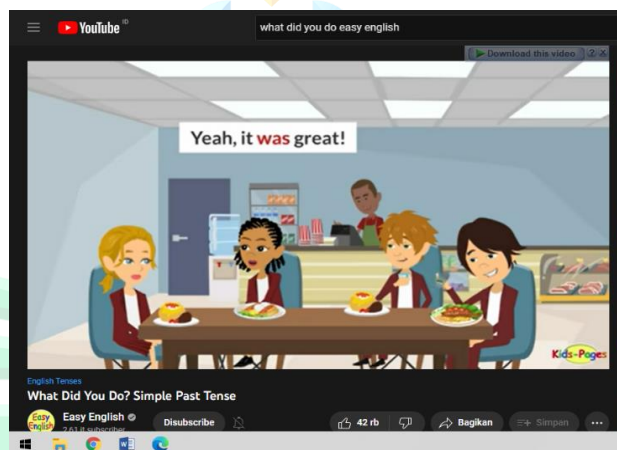
(-) They didn't study English last night.

(?) Did they study English last night? Yes, They did. No they did
no

There are two videos from YouTube which is the second learning resource after textbook, "Simple Past Tense Cartoon" from "Leopold Salapan Channel" and "What Did You Do" from "Easy English Channel".



Source: Leopold Salapan Channel



Source: Easy English

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

- Pernyataan memberi informasi: I ate bread yesterday, Beni went to Jogja last week, etc.
- Menanyakan informasi: Did Beni go to Jogja last week? Did you eat bread yesterday?
- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, etc.

- Keterangan waktu lampau: yesterday, last night, this morning, last holiday, etc.

E. PENDEKATAN DAN METODE PEMBELAJARAN:

Pendekatan : Saintifik (Scientific Approach)

Metode : Diskusi, presentasi

F. MEDIA PEMBELAJARAN

- 1). Media : Buku Paket, LCD, Papan Tulis, Speaker, Boardmaker, Laptop
- 2). Sumber belajar : Buku “*Bright An English Course For Junior High School Students*”, Video from “YouTube” with the title “Simple Past Tense Cartoon” from “Leopold Salapan” channel and second video “What Did You Do” from “Easy English” Channel.

G. LANGKAH-LANGKAH PEMBELAJARAN

I. Kegiatan Pendahuluan (10 Menit)

- a. Guru membuka pelajaran dengan mengucapkan salam dan mengajak siswa untuk pembelajaran dengan doa bersama
- b. Guru memeriksa kehadiran peserta didik
- c. Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang akan dipelajari
- d. Guru menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran

- e. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu)

II. Kegiatan Inti (60 Menit)

Mengamati

- a. Peserta didik mengamati dan menyimak video berisi penjelasan materi Simple Past Tense yang diterangkan oleh guru

Menanya

- b. Guru mengarahkan agar siswa bertanya jika ada yang tidak dimengerti terkait materi yang telah dijelaskan

Menalar

- c. Secara individu para peserta didik mempelajari struktur teks dan unsur kebahasaan dari simple past tense

Mencoba

- d. Guru mengarahkan siswa untuk membentuk kelompok Small Focus Group Discussion (SFGD)

- e. Peserta didik berlatih untuk mengidentifikasi kalimat Simple Past Tense dan Verb 2 dengan kelompok masing-masing

Mengkomunikasikan

- f. Peserta didik diminta mendiskusikan materi yang guru sajikan melalui video dari YouTube dengan kelompok masing-masing

g. Peserta didik diminta mempresentasikan hasil diskusi dan pemahaman mereka terkait materi simple past tense yang sudah mereka pelajari dan isi video yang sudah ditampilkan

III. Kegiatan Penutup (10 Menit)

- a. Guru menyimpulkan materi yang telah dipelajari pada hari tersebut
- b. Guru menanyakan kesulitan peserta didik
- c. Guru memberikan motivasi kepada peserta didik
- d. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang
- e. Guru mengakhiri pelajaran dengan berdoa

H. PENILAIAN HASIL BELAJAR

Teknik Penilaian

a. Penilaian Sikap : Observasi

c. Penilaian Pengetahuan dan Keterampilan : Speaking/Presentasi

Kriteria penilaian:

- Pencapaian fungsi sosial
- Kelengkapan dan keruntutan struktur Simple Past Tense.
- Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, intonasi, ejaan,
- Kesesuaian format penulisan/penyampaian

Bentuk Instrumen:

Unjuk kerja

- Hasil pengerjaan tugas kelompok dalam mengidentifikasi struktur dan kebahasaan dari Simple Past Tense dan isi percakapan dari video yang ditampilkan
- Ketepatan dan kesesuaian dalam menggunakan struktur dan unsur kebahasaan dalam Simple Past Tense serta mampu memahami isi video yang ditampilkan

Pengamatan (observations):

Sasaran penilaian adalah :

- Kesantunan saat melakukan tindakan.
- Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi.
- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.
- Ketepatan dan kesesuaian menggunakan strategi dalam mengidentifikasi dan membuat kalimat.

Rubrik Penilaian

1. Penilaian Keterampilan (Tes Praktik)

Rubrik Penilaian Percakapan

Rated Qualities	Behavioral statements	Score
Pronunciation	Equivalent to and fully accepted (Clear or accurate and without significant error)	5
	Errors in pronunciation are quite rare	4
	Errors never interfere with the understanding and with a few problems	3
	Accents are intelligible though often quite faulty and difficult to understand.	2
	Errors in pronunciation are frequent and it cannot be understood	1
Grammar	There is no mistakes in the structure of speaking	5
	Able to use the language accurately. Errors in grammar are quite rare.	4
	Control of grammar is good. Able to speak the language with sufficient structural accuracy	3
	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	2
	Errors in grammar are frequent and the speaker cannot be understood	1
Vocabulary	Speech on a level is fully accepted in all its features (Uses a variety of vocabulary) and right with the word meaning	5
	Able to speak the language with sufficient vocabulary but there is one error in word selection	4
	Uses a limited of vocabulary and there are some errors in word selection but still understandable	3
	Uses a limited of vocabulary and it is difficult to understand	2
	Uses limited and wrong vocabulary	1
Fluency	Has complete fluency in the language without hesitation.	5
	Speak fluently with little hesitation	4
	Speak frequently confused but still can be understood	3
	Speak frequently confused, there are some errors and difficult to understand	2
	Speak are so halting and really confusing	1
	Total score: 20 points x 5= 100 points	

Penilaian Speaking

No	Nama Siswa	Perolehan Skor				Jumlah Skor Perolehan
		Aspek 1	Aspek 2	Aspek 3	Aspek 4	
1.						
2.						
3.						
4.						
5.						
dst						

Rumus perhitungan nilai siswa sebagai berikut:

$$\text{Nilai Akhir} = \frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal atau Ideal}} \times 100$$

Skor maksimal atau Ideal

Keterangan:

- Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari Aspek ke-1 sampai dengan ke 4.
- Skor maksimal/ideal adalah hasil perkalian skor tertinggi (5) dengan jumlah kriteria yang ditetapkan (ada 4 kriteria). Jadi skor maksimal/ideal= $5 \times 4 = 20$

UNIVERSITAS ISLAM NEGERI

Jember, 22 Mei 2022

KIAI HAJI ACHMAD SIDDIQ

Mengetahui

J E M B E R

Guru Mata Pelajaran

Mahasiswa Peneliti

Anisah Nabila, S.Pd

Shinta Fatati Nur Diana

Appendix 8**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)****(PERTEMUAN KE 2)**

Sekolah : SMP Nuris Jember

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Genap

Materi Pokok : Past Continuous Tense

Alokasi Waktu : 2 x 40 Menit (1 Pertemuan)

A. KOMPETENSI INTI

- KI.1 Menghargai dan menghayati ajaran agama yang dianutnya
- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI.3 Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan

kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI.4 Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
3.11. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.11.1. Mengidentifikasi bentuk simple past tense dan past continuous yang ada pada video yang ditampilkan 3.11.2. Mengidentifikasi kejadian, tempat, dan waktu pada video yang ditampilkan
4.11.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount) 4.11.2. Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.11.1. Mengidentifikasi informasi rinci yang ada pada video yang ditampilkan 4.12.2. Membuat kalimat untuk menceritakan kejadian yang terjadi pada waktu lampau sebagaimana video yang ditampilkan

C. TUJUAN PEMBELAJARAN

Tujuan pembelajaran materi ini ialah siswa diharapkan mampu:

1. Mengidentifikasi unsur kebahasaan dalam Simple Past Continuous Tense.
2. Mengidentifikasi struktur teks tentang kejadian masa lampau.
3. Mengidentifikasi kejadian, tempat, dan waktu pada video yang ditampilkan
4. Mengidentifikasi informasi rinci yang ada pada video yang ditampilkan
5. Membuat kalimat untuk menceritakan kejadian yang terjadi pada waktu lampau.
6. Mempraktekan Telling story dari video yang ditampilkan

D. MATERI AJAR

- **Formula Simple Past Continuous Tense:**

The formula:

(+) S + Be (Was/Were) + V-Ing + O + ADV OF TIME

(+) *He was traveling to Venice.* (Dia **dulu sedang** berlibur ke Venice.)

(+) *She was eating a burger.* (Dia **dulu sedang** makan burger.)

(-) S + Be (Was/Were) + NOT + V-Ing + ADV OF TIME

(-) *He wasn't sleeping.* (Dia **dulu tidak sedang** tidur.)

(-) *The people weren't waiting.* (Mereka **dulu** **tidak sedang** menunggu.)

(?) Be (Was/Were) + S + V-Ing + O + ADV OF TIME

(?) *Was he buying a book?* (Apakah dia **dulu sedang** membeli sebuah buku?)

(?) *Were the people playing tennis?* (Apakah orang-orang **dulu sedang** bermain tenis?)

Penggunaan dan Contoh Kalimat *Past Continuous Tense*

1. *To express actions that were ongoing in past* (menyatakan kejadian yang berlangsung di masa lampau)

- *Two years ago, I was working at a bar in New York City.* (Dua tahun lalu, saya sedang bekerja di sebuah bar di New York City.)
- *They were making a toast at this time last night.* (Mereka sedang membuat roti panggang pada jam ini kemarin malam.)

2. *Two events that happened simultaneously in the past* (menunjukkan dua kejadian yang terjadi secara bersamaan di waktu lampau)

- *I was eating while my brother was studying.* (Saya sedang makan ketika adik saya sedang belajar.)
- *Diane was watching TV while Andy was taking a nap.* (Diane sedang menonton tv sementara Andy sedang tidur siang.)

3. Before and after another action or event happened (sebelum dan sesudah tindakan atau peristiwa lain)

- *We were busy working on our assignment when our parents came home.*
(Kami sedang sibuk mengerjakan tugas kami ketika orang tua kami pulang.)
- *I was watching the lovely sunset as a flock of birds soared by.* (Saya sedang menyaksikan matahari terbenam yang indah saat sekawanan burung terbang melintas.)

4. Interrupted by another action or event (suatu aktivitas terganggu oleh tindakan atau peristiwa lain)



- *Mark was **having** the most wonderful time on the beach when the weather suddenly turned awful.* (Mark sedang bersenang-senang di pantai ketika cuaca tiba-tiba berubah menjadi buruk.)
- *As they **were leaving**, the phone rang.* (Ketika mereka pergi, telepon berdering.)

**KIAI HAJI ACHMAD SIDDIQ
J E M B E R**

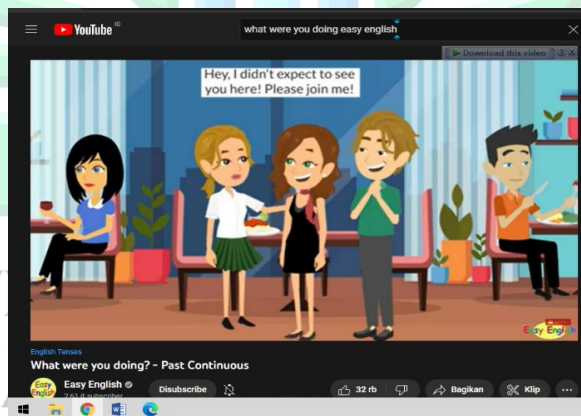
Unsur Kebahasaan

- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, etc.
- Keterangan waktu lampau: yesterday, last night, this morning, last holiday, etc.

There are two videos from YouTube which is the second learning resource after textbook, “Past Continuous Tense-Daily Conversation” from “Loan Vu Channel” and “What were you doing” from “Easy English Channel”.



Source: Loan Vu Channel



Source: Easy English Channel

E. PENDEKATAN DAN METODE PEMBELAJARAN:

Pendekatan : Saintifik (Scientific Approach)

Metode : Diskusi, presentasi

F. MEDIA PEMBELAJARAN

- 1). Media : Buku Paket, LCD, Papan Tulis, Speaker, Boardmaker, Laptop
- 2). Sumber belajar : Buku "*Bright An English Course For Junior High School Students*", Video from "YouTube". "Past Continuous Tense-Daily Conversation" from "Loan Vu Channel" and "What were you doing" from "Easy English Channel".

G. LANGKAH-LANGKAH PEMBELAJARAN**I. Kegiatan Pendahuluan (10 Menit)**

- a. Guru membuka pelajaran dengan mengucapkan salam dan mengajak siswa untuk pembelajaran dengan doa bersama
- b. Guru memeriksa kehadiran peserta didik
- c. Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang akan dipelajari
- d. Guru menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran
- e. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu)

II. Kegiatan Inti (60 Menit)

Mengamati

- a. Peserta didik mengamati dan menyimak video berisi penjelasan materi Simple Past Continuous Tense yang diterangkan oleh guru

Menanya

- b. Guru mengarahkan agar siswa bertanya jika ada yang tidak dimengerti terkait materi yang telah dijelaskan

Menalar

- c. Secara individu para peserta didik mempelajari struktur teks dan unsur kebahasaan dari Simple Past Continuous Tense

Mencoba

- d. Guru mengarahkan siswa untuk membentuk kelompok Small Focus Group Discussion (SFGD)

- e. Peserta didik berlatih untuk mengidentifikasi kalimat Past Continuous Tense dan konten video dengan kelompok masing-masing

Mengkomunikasikan

- f. Peserta didik diminta mendiskusikan materi yang guru sajikan melalui video dari YouTube dengan kelompok masing-masing

g. Peserta didik diminta mempresentasikan hasil diskusi dan pemahaman mereka terkait materi Past Continuous Tense yang sudah mereka pelajari dan konten video yang sudah ditayangkan

III. Kegiatan Penutup (10 Menit)

- a. Guru menyimpulkan materi yang telah dipelajari pada hari tersebut
- b. Guru menanyakan kesulitan peserta didik
- c. Guru memberikan motivasi kepada peserta didik
- d. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang
- e. Guru mengakhiri pelajaran dengan berdoa

H. PENILAIAN HASIL BELAJAR

Teknik Penilaian

- a. Penilaian Sikap : Observasi
- c. Penilaian Pengetahuan dan Keterampilan : Speaking/Presentasi

Kriteria penilaian:

- Pencapaian fungsi sosial
- Kelengkapan dan keruntutan struktur kebahasaan dari Simple Past Continuous Tense dan isi video yang ditampilkan
- Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, intonasi, ejaan,
- Kesesuaian format penulisan/penyampaian

Bentuk Instrumen:

Unjuk kerja

- Hasil pengerjaan tugas kelompok dalam mengidentifikasi bentuk Simple Past Continuous Tense yang terdapat pada video yang ditampilkan
- Ketepatan dan kesesuaian dalam menggunakan struktur dan unsur kebahasaan dari Simple Past Continuous Tense dan menyampaikan isi video yang sudah ditayangkan

Pengamatan (observations):

Sasaran penilaian adalah :

- Kesantunan saat melakukan tindakan.
- Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi.
- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.
- Ketepatan dan kesesuaian menggunakan strategi dalam identifikasi dan membuat kalimat.

Rubrik Penilaian

1. Penilaian Keterampilan (Tes Praktik)

Rubrik Penilaian Percakapan

Rated Qualities	Behavioral statements	Score
Pronunciation	Equivalent to and fully accepted (Clear or accurate and without significant error)	5
	Errors in pronunciation are quite rare	4
	Errors never interfere with the understanding and with a few problems	3
	Accents are intelligible though often quite faulty and difficult to understand.	2
	Errors in pronunciation are frequent and it cannot be understood	1
Grammar	There is no mistakes in the structure of speaking	5
	Able to use the language accurately. Errors in grammar are quite rare.	4
	Control of grammar is good. Able to speak the language with sufficient structural accuracy	3
	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	2
	Errors in grammar are frequent and the speaker cannot be understood	1
Vocabulary	Speech on a level is fully accepted in all its features (Uses a variety of vocabulary) and right with the word meaning	5
	Able to speak the language with sufficient vocabulary but there is one error in word selection	4
	Uses a limited of vocabulary and there are some errors in word selection but still understandable	3
	Uses a limited of vocabulary and it is difficult to understand	2
	Uses limited and wrong vocabulary	1

Fluency	Has complete fluency in the language without hesitation.	5
	Speak fluently with little hesitation	4
	Speak frequently confused but still can be understood	3
	Speak frequently confused, there are some errors and difficult to understand	2
	Speak are so halting and really confusing	1
Total score: 20 points x 5= 100 points		

Penilaian Speaking

No	Nama Siswa	Perolehan Skor				Jumlah Skor Perolehan
		Aspek 1	Aspek 2	Aspek 3	Aspek 4	
1.						
2.						
3.						
4.						
5.						
dst						

Rumus perhitungan nilai siswa sebagai berikut:

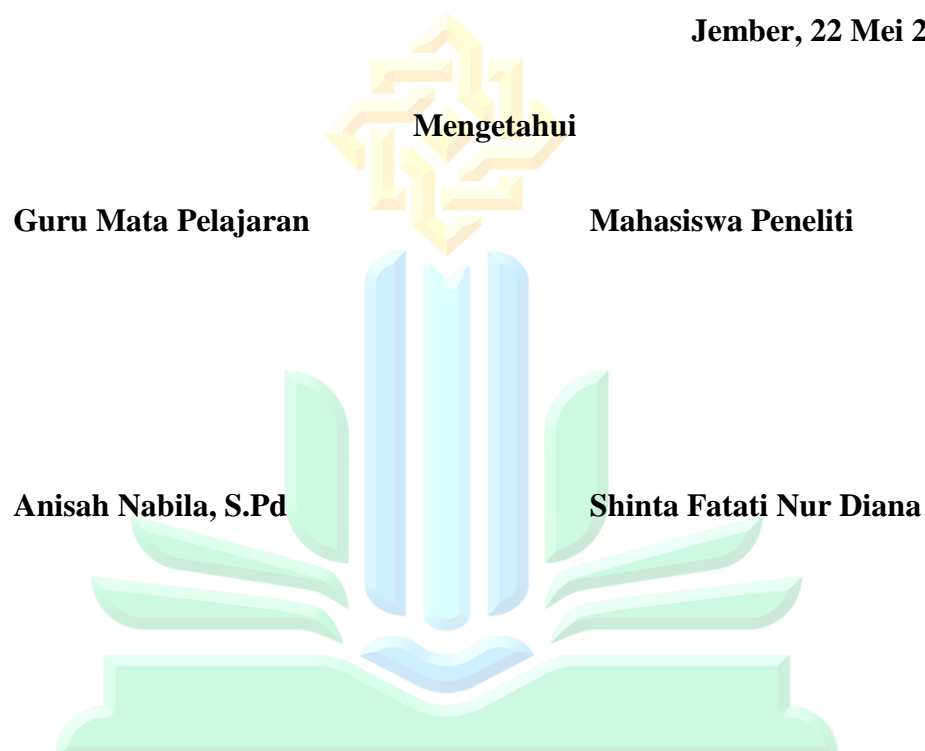
$$\text{Nilai Akhir} = \frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal atau Ideal}} \times 100$$

Keterangan:

- Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari Aspek ke-1 sampai dengan ke 4.

- Skor maksimal/ideal adalah hasil perkalian skor tertinggi (5) dengan jumlah kriteria yang ditetapkan (ada 4 kriteria). Jadi skor maksimal/ideal= $5 \times 4 = 20$

Jember, 22 Mei 2022



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Appendix 9**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)****(PERTEMUAN KE 3)**

Sekolah : SMP Nuris Jember

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Genap

Materi Pokok : Simple Past and Past Continuous Tense

Alokasi Waktu : 2 x 40 Menit (1 Pertemuan)

A. KOMPETENSI INTI

- KI.1 Menghargai dan menghayati ajaran agama yang dianutnya
- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI.3 Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan

kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI.4 Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
<p>3.10. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan / kejadian yang dilakukan/terjadi,rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya</p>	<p>3.10.1.Mengidentifikasi unsur kebahasaan dalam <i>Simple PastTense</i>.</p> <p>3.10.2.Mengidentifikasi struktur teks tentang kejadian masa lampau.</p>
<p>4.10. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak rutin,atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi</p>	<p>4.10.1.Membuat kalimat sederhana menggunakan <i>simple past tense</i>.</p> <p>4.10.2.Membuat percakapan menggunakan kalimat interogatif dalam bentuk <i>Simple Past Tense</i>.</p>
<p>3.11. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>3.11.1. Mengidentifikasi bentuk simple past tense dan past continuous yang ada pada video yang ditampilkan</p> <p>3.11.2. Mengidentifikasi kejadian, tempat, dan waktu pada video yang ditampilkan</p>

<p>4.11.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)</p> <p>4.11.2. Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.11.1. Mengidentifikasi informasi rinci yang ada pada video yang ditampilkan</p> <p>4.12.2. Membuat kalimat untuk menceritakan kejadian yang terjadi pada waktu lampau sebagaimana video yang ditampilkan</p>
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C. TUJUAN PEMBELAJARAN

Tujuan pembelajaran materi ini adalah siswa diharapkan mampu:

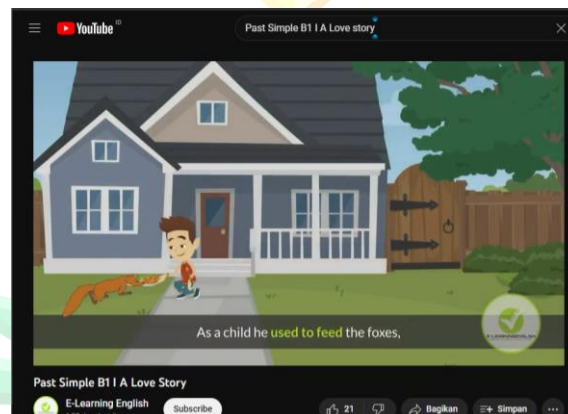
1. Mengidentifikasi unsur kebahasaan dalam Simple Past dan Past Continuous Tense.
2. Mengidentifikasi struktur teks tentang kejadian masa lampau.
3. Mengidentifikasi kejadian, tempat, dan waktu pada video yang ditampilkan
4. Mengidentifikasi informasi rinci yang ada pada video yang ditampilkan
5. Membuat kalimat untuk menceritakan kejadian yang terjadi pada waktu lampau.
6. Mempraktekan Telling story dari video yang ditampilkan

D. MATERI AJAR

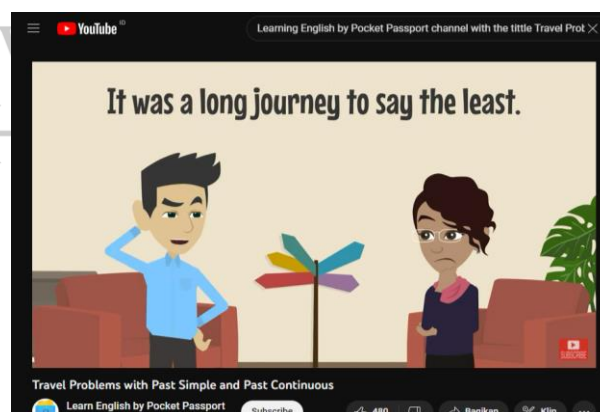
Materi ajar bersumber dari tiga video yang berasal dari youtube:



Source: E-Learning English Channel



'Source: E-Learning English Channel



Source: Learn English by Pocket Passport

E. PENDEKATAN DAN METODE PEMBELAJARAN:

Pendekatan : Saintifik (Scientific Approach)

Metode : Diskusi, presentasi

F. MEDIA PEMBELAJARAN

1). Media : Buku Paket, LCD, Papan Tulis, Speaker, Boardmaker, Laptop

2). Sumber belajar : Buku "*Bright An English Course For Junior High School Students*", Video from "YouTube". "E-Learning English channel with the title Past Simple Story" and "Past Simple B1 I A Love story", the second video from "Learning English by Pocket Passport channel with the title Travel Problems with Past Simple and Past Continuous".

G. LANGKAH-LANGKAH PEMBELAJARAN

I. Kegiatan Pendahuluan (10 Menit)

a. Guru membuka pelajaran dengan mengucapkan salam dan mengajak siswa untuk pembelajaran dengan doa bersama

b. Guru memeriksa kehadiran peserta didik

c. Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang akan dipelajari

d. Guru menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran

- e. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu)

II. Kegiatan Inti (60 Menit)

Mengamati

- a. Peserta didik mengamati dan menyimak video berisi penjelasan materi Simple Past and Past Continuous Tense yang diterangkan oleh guru

Menanya

- b. Guru mengarahkan agar siswa bertanya jika ada yang tidak dimengerti terkait materi yang telah dijelaskan

Menalar

- c. Secara individu para peserta didik mempelajari struktur teks dan unsur kebahasaan dari Simple Past dan Past Continuous Tense

Mencoba

- d. Guru mengarahkan siswa untuk membentuk kelompok Small Focus Group Discussion (SFGD)

- e. Peserta didik berlatih untuk mengidentifikasi kalimat Past Continuous Tense dan konten video dengan kelompok masing-masing

Mengkomunikasikan

- f. Peserta didik diminta mendiskusikan materi yang guru sajikan melalui video dari YouTube dengan kelompok masing-masing

g. Peserta didik diminta mempresentasikan hasil diskusi dan pemahaman mereka terkait materi Simple Past dan Past Continuous Tense yang sudah mereka pelajari dan konten video yang sudah ditayangkan

III. Kegiatan Penutup (10 Menit)

- a. Guru menyimpulkan materi yang telah dipelajari pada hari tersebut
- b. Guru menanyakan kesulitan peserta didik
- c. Guru memberikan motivasi kepada peserta didik
- d. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang
- e. Guru mengakhiri pelajaran dengan berdoa

H. PENILAIAN HASIL BELAJAR

Teknik Penilaian

a. Penilaian Sikap : Observasi

c. Penilaian Pengetahuan dan Keterampilan : Speaking/Presentasi

Kriteria penilaian:

- Pencapaian fungsi sosial
- Kelengkapan dan keruntutan struktur kebahasaan dari Simple Past dan Past Continuous Tense dan isi video yang ditampilkan
- Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, intonasi, ejaan,
- Kesesuaian format penulisan/penyampaian

Bentuk Instrumen:

Unjuk kerja

- Hasil pengerjaan tugas kelompok dalam mengidentifikasi bentuk Simple Past Continuous Tense yang terdapat pada video yang ditampilkan
- Ketepatan dan kesesuaian dalam menggunakan struktur dan unsur kebahasaan dari Simple Past dan Past Continuous Tense dan menyampaikan isi video yang sudah ditayangkan

Pengamatan (observations):

Sasaran penilaian adalah :

- Kesantunan saat melakukan tindakan.
- Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi.
- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.
- Ketepatan dan kesesuaian menggunakan strategi dalam identifikasi dan membuat kalimat.

Rubrik Penilaian

1. Penilaian Keterampilan (Tes Praktik)

Rubrik Penilaian Percakapan

Rated Qualities	Behavioral statements	Score
Pronunciation	Equivalent to and fully accepted (Clear or accurate and without significant error)	5
	Errors in pronunciation are quite rare	4
	Errors never interfere with the understanding and with a few problems	3
	Accents are intelligible though often quite faulty and difficult to understand.	2
	Errors in pronunciation are frequent and it cannot be understood	1
Grammar	There is no mistakes in the structure of speaking	5
	Able to use the language accurately. Errors in grammar are quite rare.	4
	Control of grammar is good. Able to speak the language with sufficient structural accuracy	3
	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	2
	Errors in grammar are frequent and the speaker cannot be understood	1
Vocabulary	Speech on a level is fully accepted in all its features (Uses a variety of vocabulary) and right with the word meaning	5
	Able to speak the language with sufficient vocabulary but there is one error in word selection	4
	Uses a limited of vocabulary and there are some errors in word selection but still understandable	3
	Uses a limited of vocabulary and it is difficult to understand	2
	Uses limited and wrong vocabulary	1
Fluency	Has complete fluency in the language without hesitation.	5
	Speak fluently with little hesitation	4
	Speak frequently confused but still can be understood	3
	Speak frequently confused, there are some errors and difficult to understand	2
	Speak are so halting and really confusing	1
Total score: 20 points x 5= 100 points		

Penilaian Speaking

No	Nama Siswa	Perolehan Skor				Jumlah Skor Perolehan
		Aspek 1	Aspek 2	Aspek 3	Aspek 4	
1.						
2.						
3.						
4.						
5.						
dst						

Rumus perhitungan nilai siswa sebagai berikut:

$$\text{Nilai Akhir} = \frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal atau Ideal}} \times 100$$

Skor maksimal atau Ideal

Keterangan:

- Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari Aspek ke-1 sampai dengan ke 4.
- Skor maksimal/ideal adalah hasil perkalian skor tertinggi (5) dengan jumlah kriteria yang ditetapkan (ada 4 kriteria). Jadi skor maksimal/ideal = $5 \times 4 = 20$

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER, 22 Mei 2022
J E M B E R
Mengetahui

Guru Mata Pelajaran

Mahasiswa Peneliti

Anisah Nabila, S.Pd

Shinta Fatati Nur Diana

Appendix 10**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)****(PERTEMUAN KE 4)**

Sekolah : SMP Nuris Jember

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Genap

Materi Pokok : Short Message

Alokasi Waktu : 2 x 40 Menit (1 Pertemuan)

A. KOMPETENSI INTI

- KI.1 Menghargai dan menghayati ajaran agama yang dianutnya
- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI.3 Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan

kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI.4 Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
5.13. Memahami fungsi sosial, struktur teks dan unsur kebahasaan pada ungkapan short message	5.13.1 Mengidentifikasi fungsi sosial dalam Short Message yang ada pada video 5.13.2 Mengidentifikasi fungsi sosial ungkapan Short Message yang ada pada video 5.13.3 Mengidentifikasi struktur teks percakapan yang menggunakan ungkapan melalui Short Message yang ada pada video

C. TUJUAN PEMBELAJARAN

Tujuan pembelajaran materi ini ialah siswa diharapkan mampu:

1. Mengidentifikasi unsur kebahasaan dalam Short Message
2. Mengidentifikasi struktur dari Short Message
3. Mengidentifikasi isi/informasi terkait Short Message pada video yang ditampilkan .

4. Mempraktekan Telling story dari video yang ditampilkan tentang materi Short Message

D. MATERI AJAR

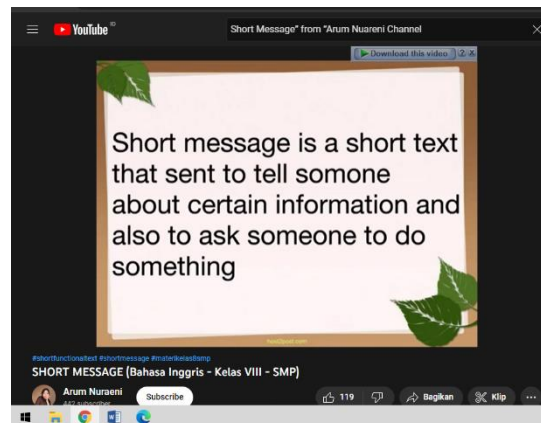
Short messages are short messages that contain information or notifications that are sent by someone to another person either by writing it on paper or sending it via cellphone. Examples of short messages written via cell phones include SMS, WhatsApp, and Direct Message (DM). An example of a short message written on paper is a memo.

Generic Structure of Short Messages:

1. **Receiver** : Receiver of message
2. **Contain body**: The content of the message conveyed. As the name implies, namely short messages, the contents of the message are short and clear.
3. **Sender**: The sender of the message, usually located at the bottom last
4. **Closing**: The closing sentence of the short message like see you, thank you.

There are two videos from YouTube which is the second learning resource after textbook,

Which are “Short Message” from “Arum Nuareni Channel” and “Short Message” from “Ryma Sofyan Channel”.



Source: Arum Nuraeni Channel



Source: Ryma Sofyan Channel

E. PENDEKATAN DAN METODE PEMBELAJARAN:

Pendekatan : Saintifik (Scientific Approach)

Metode : Diskusi, presentasi

F. MEDIA PEMBELAJARAN

1). Media : Buku Paket, LCD, Papan Tulis, Speaker, Boardmaker, Laptop

2). Sumber belajar : Buku “*Bright An English Course For Junior High School Students*”, Video from “YouTube”. “Short Message” from “Arum Nuareni Channel” and “Short Message” from “Ryma Sofyan Channel”.

G. LANGKAH-LANGKAH PEMBELAJARAN

I. Kegiatan Pendahuluan (10 Menit)

- a. Guru membuka pelajaran dengan mengucapkan salam dan mengajak siswa untuk pembelajaran dengan doa bersama
- b. Guru memeriksa kehadiran peserta didik
- c. Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang akan dipelajari
- d. Guru menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran
- e. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu)

II. Kegiatan Inti (60 Menit)

Mengamati

- a. Peserta didik mengamati dan menyimak video berisi penjelasan materi Short message yang diterangkan oleh guru

Menanya

- b. Guru mengarahkan agar siswa bertanya jika ada yang tidak dimengerti terkait materi yang telah dijelaskan

Menalar

- c. Secara individu para peserta didik mempelajari struktur teks dan unsur kebahasaan dari Short Message

Mencoba

- d. Guru mengarahkan siswa untuk membentuk kelompok Small Focus Group Discussion (SFGD)
- e. Peserta didik berlatih untuk mengidentifikasi struktur short message dan konten video dengan kelompok masing-masing

Mengkomunikasikan

- f. Peserta didik diminta mendiskusikan materi yang guru sajikan melalui video dari YouTube dengan kelompok masing-masing
- g. Peserta didik diminta mempresentasikan hasil diskusi dan pemahaman mereka terkait materi Short message sudah mereka pelajari dan konten video yang sudah ditayangkan

III. Kegiatan Penutup (10 Menit)

- a. Guru menyimpulkan materi yang telah dipelajari pada hari tersebut
- b. Guru menanyakan kesulitan peserta didik

- c. Guru memberikan motivasi kepada peserta didik
- d. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang
- e. Guru mengakhiri pelajaran dengan berdoa

H. PENILAIAN HASIL BELAJAR

Teknik Penilaian

- a. Penilaian Sikap : Observasi
- c. Penilaian Pengetahuan dan Keterampilan : Speaking/Presentasi

Kriteria penilaian:

- Kelengkapan dan keruntutan struktur kebahasaan dari Short message dan isi video yang ditampilkan
- Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, intonasi, dan ejaan
- Kesesuaian format penulisan/penyampaian

Bentuk Instrumen:

Unjuk kerja

- Hasil pengerjaan tugas kelompok dalam mengidentifikasi bentuk Short message yang terdapat pada video yang ditampilkan
- Ketepatan dan kesesuaian dalam menggunakan struktur dan unsur kebahasaan dari Short message dan menyampaikan isi video yang sudah ditayangkan

Pengamatan (observations):

Sasaran penilaian adalah :

- Kesantunan saat melakukan tindakan.
- Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi.
- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.
- Ketepatan dan kesesuaian menggunakan strategi dalam identifikasi dan presentasi.

Rubrik Penilaian

1. Penilaian Keterampilan (Tes Praktik)

Rubrik Penilaian Percakapan

Rated Qualities	Behavioral statements	Score
Pronunciation	Equivalent to and fully accepted (Clear or accurate and without significant error)	5
	Errors in pronunciation are quite rare	4
	Errors never interfere with the understanding and with a few problems	3
	Accents are intelligible though often quite faulty and difficult to understand.	2
	Errors in pronunciation are frequent and it cannot be understood	1
Grammar	There is no mistakes in the structure of speaking	5
	Able to use the language accurately. Errors in grammar are quite rare.	4
	Control of grammar is good. Able to speak the language with sufficient structural accuracy	3

	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	2
	Errors in grammar are frequent and the speaker cannot be understood	1
Vocabulary	Speech on a level is fully accepted in all its features (Uses a variety of vocabulary) and right with the word meaning	5
	Able to speak the language with sufficient vocabulary but there is one error in word selection	4
	Uses a limited of vocabulary and there are some errors in word selection but still understandable	3
	Uses a limited of vocabulary and it is difficult to understand	2
	Uses limited and wrong vocabulary	1
Fluency	Has complete fluency in the language without hesitation.	5
	Speak fluently with little hesitation	4
	Speak frequently confused but still can be understood	3
	Speak frequently confused, there are some errors and difficult to understand	2
	Speak are so halting and really confusing	1
	Total score: 20 points x 5= 100 points	

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Penilaian Speaking

No	Nama Siswa	Perolehan Skor				Jumlah Skor Perolehan
		Aspek 1	Aspek 2	Aspek 3	Aspek 4	
1.						
2.						
3.						
4.						
5.						
dst						

Rumus perhitungan nilai siswa sebagai berikut:

$$\text{Nilai Akhir} = \frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal atau Ideal}} \times 100$$

Keterangan:

- Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari Aspek ke-1 sampai dengan ke 4.
- Skor maksimal/ideal adalah hasil perkalian skor tertinggi (5)

dengan jumlah kriteria yang ditetapkan (ada 4 kriteria). Jadi skor maksimal/ideal= $5 \times 4 = 20$

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JEMBER

Jember, 22 Mei 2022

Mengetahui

Guru Mata Pelajaran

Mahasiswa Peneliti

Anisah Nabila, S.Pd

Shinta Fatati Nur Diana

Appendix 11**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)****(PERTEMUAN KE 5)**

Sekolah : SMP Nuris Jember

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Genap

Materi Pokok : Will/Going To

Alokasi Waktu : 2 x 40 Menit (1 Pertemuan)

A. KOMPETENSI INTI

- KI.1 Menghargai dan menghayati ajaran agama yang dianutnya
- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI.3 Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan

kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI.4 Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
<p>3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p>	<p>3.3.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang akan datang, sedang, dan telah dilakukan/terjadi di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>3.3.2 Menemukan fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang akan, sedang dan telah, dilakukan/terjadi di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p>
<p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian/kejadian yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.3.1 Membuat teks lisan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang akan datang, sedang dan telah dilakukan/terjadi di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks sebagaimana video yang ditampilkan</p>

	4.3.2 Menyajikan teks lisan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang akan datang, sedang dan telah dilakukan/terjadi di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks video yang ditampilkan
--	--

C. TUJUAN PEMBELAJARAN

Tujuan pembelajaran materi ini ialah siswa diharapkan mampu:

1. Mengidentifikasi unsur kebahasaan dalam Will/going to
2. Mengidentifikasi struktur dari Will/going to
3. Mengidentifikasi isi/informasi terkait Will/going to pada video yang ditampilkan .
4. Mempraktekan Telling story dari video yang ditampilkan tentang materi Will/going to

D. MATERI AJAR

a. Using **Going To** to Express The Future use:

- To talk about a plan or an intention
- To make a prediction
- To talk about a fact in the future

Example:

1. *We are going to visit grandma on Saturday*
2. *Look at the sky. It's going to be a nice day tomorrow*
3. *I'm going to be seventeen on my next birthday*

USING *WILL*/*SHALL* TO EXPRESS FUTURE

I/We/you/they/he/she/it	Will ('ll) Will not (won't)	Be Come Stay Sleep etc
-------------------------	--------------------------------	---------------------------------

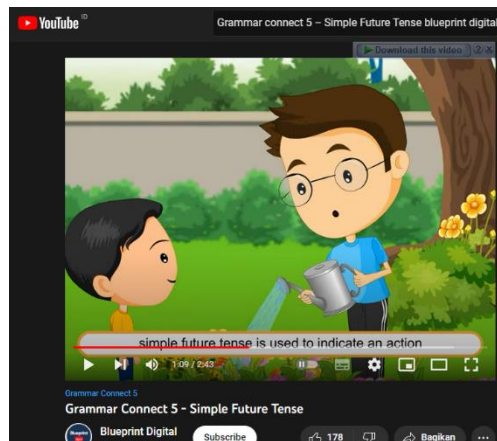
Will	I/We/you/they/he/she/it	Be? Come? Stay? Buy? etc
------	-------------------------	-----------------------------------

Note:

You can say *I shall* (= I will) and *we shall* (=we will)

- *I shall be there tomorrow or I will (I'll) be there tomorrow*
- *I think we shall come or I think we will (we'll) come*

There are two videos from YouTube which is the second learning resource after textbook, which are “Grammar connect 5 – Simple Future Tense” from “Blueprint Digital Channel” and “What Are You Going To Do – Simple Future Tense” from “Easy English Channel”.



Source: Blueprint Digital Channel



Source: Easy English Channel

E. PENDEKATAN DAN METODE PEMBELAJARAN:

Pendekatan : Saintifik (Scientific Approach)

Metode : Diskusi, presentasi

F. MEDIA PEMBELAJARAN

1). Media : Buku Paket, LCD, Papan Tulis, Speaker, Boardmaker, Laptop

2). Sumber belajar : Buku “*Bright An English Course For Junior High School Students*”, Video from “YouTube”. “Grammar connect 5 – Simple Future Tense” from “Blueprint Digital channel” and “What Are You Going To Do – Simple Future Tense” from “Easy English Channel”.

G. LANGKAH-LANGKAH PEMBELAJARAN

I. Kegiatan Pendahuluan (10 Menit)

- a. Guru membuka pelajaran dengan mengucapkan salam dan mengajak siswa untuk pembelajaran dengan doa bersama
- b. Guru memeriksa kehadiran peserta didik
- c. Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang akan dipelajari
- d. Guru menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran
- e. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu)

II. Kegiatan Inti (60 Menit)

Mengamati

- a. Peserta didik mengamati dan menyimak video berisi penjelasan materi Will/Going to yang diterangkan oleh guru

Menanya

- b. Guru mengarahkan agar siswa bertanya jika ada yang tidak dimengerti terkait materi yang telah dijelaskan

Menalar

- c. Secara individu para peserta didik mempelajari struktur teks dan unsur kebahasaan dari Will/Going to

Mencoba

- d. Guru mengarahkan siswa untuk membentuk kelompok Small Focus Group Discussion (SFGD)
- e. Peserta didik berlatih untuk mengidentifikasi struktur Will/Going to dan konten video dengan kelompok masing-masing

Mengkomunikasikan

- f. Peserta didik diminta mendiskusikan materi yang guru sajikan melalui video dari YouTube dengan kelompok masing-masing
- g. Peserta didik diminta mempresentasikan hasil diskusi dan pemahaman mereka terkait materi Will/Going to sudah mereka pelajari dan konten video yang sudah ditayangkan

III. Kegiatan Penutup (10 Menit)

- a. Guru menyimpulkan materi yang telah dipelajari pada hari tersebut
- b. Guru menanyakan kesulitan peserta didik

- c. Guru memberikan motivasi kepada peserta didik
- d. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang
- e. Guru mengakhiri pelajaran dengan berdoa

H. PENILAIAN HASIL BELAJAR

Teknik Penilaian

- a. Penilaian Sikap : Observasi
- c. Penilaian Pengetahuan dan Keterampilan : Speaking/Presentasi

Kriteria penilaian:

- Kelengkapan dan keruntutan struktur kebahasaan dari Will/Going to dan isi video yang ditampilkan
- Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, intonasi, dan ejaan
- Kesesuaian format penulisan/penyampaian

Bentuk Instrumen:

Unjuk kerja

- Hasil pengerjaan tugas kelompok dalam mengidentifikasi bentuk Will/Going to yang terdapat pada video yang ditampilkan
- Ketepatan dan kesesuaian dalam menggunakan struktur dan unsur kebahasaan dari Will/Going to dan menyampaikan isi video yang sudah ditayangkan

Pengamatan (observations):

Sasaran penilaian adalah :

- Kesantunan saat melakukan tindakan.
- Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi.
- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.
- Ketepatan dan kesesuaian menggunakan strategi dalam identifikasi dan presentasi.

Rubrik Penilaian

1. Penilaian Keterampilan (Tes Praktik)

Rubrik Penilaian Percakapan

Rated Qualities	Behavioral statements	Score
Pronunciation	Equivalent to and fully accepted (Clear or accurate and without significant error)	5
	Errors in pronunciation are quite rare	4
	Errors never interfere with the understanding and with a few problems	3
	Accents are intelligible though often quite faulty and difficult to understand.	2
	Errors in pronunciation are frequent and it cannot be understood	1
Grammar	There is no mistakes in the structure of speaking	5
	Able to use the language accurately. Errors in grammar are quite rare.	4
	Control of grammar is good. Able to speak the language with sufficient structural accuracy	3
	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	2

	Errors in grammar are frequent and the speaker cannot be understood	1
Vocabulary	Speech on a level is fully accepted in all its features (Uses a variety of vocabulary) and right with the word meaning	5
	Able to speak the language with sufficient vocabulary but there is one error in word selection	4
	Uses a limited of vocabulary and there are some errors in word selection but still understandable	3
	Uses a limited of vocabulary and it is difficult to understand	2
	Uses limited and wrong vocabulary	1
Fluency	Has complete fluency in the language without hesitation.	5
	Speak fluently with little hesitation	4
	Speak frequently confused but still can be understood	3
	Speak frequently confused, there are some errors and difficult to understand	2
	Speak are so halting and really confusing	1
Total score: 20 points x 5= 100 points		

Penilaian Speaking

No	Nama Siswa	Perolehan Skor				Jumlah Skor Perolehan
		Aspek 1	Aspek 2	Aspek 3	Aspek 4	
1.						
2.						
3.						
4.						
5.						
dst						

Rumus perhitungan nilai siswa sebagai berikut:

$$\text{Nilai Akhir} = \frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal atau Ideal}} \times 100$$

Skor maksimal atau Ideal

Keterangan:

- Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari Aspek ke-1 sampai dengan ke 4.
- Skor maksimal/ideal adalah hasil perkalian skor tertinggi (5) dengan jumlah kriteria yang ditetapkan (ada 4 kriteria). Jadi skor maksimal/ideal= $5 \times 4 = 20$



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Appendix 12**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)****(PERTEMUAN KE 6)**

Sekolah : SMP Nuris Jember

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Genap

Materi Pokok : Simple Past, Past Continuous, Short Message and Will/Going To

Alokasi Waktu : 2 x 40 Menit (1 Pertemuan)

A. KOMPETENSI INTI

- KI.1 Menghargai dan menghayati ajaran agama yang dianutnya
- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI.3 Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan

kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI.4 Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
3.10. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan / kejadian yang dilakukan/terjadi,rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya	<p>3.10.1.Mengidentifikasi unsur kebahasaan dalam <i>Simple Past Tense</i> pada video yang ditampilkan.</p> <p>3.10.2.Mengidentifikasi struktur kalimat tentang kejadian masa lampau pada video yang ditampilkan.</p>
4.10. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak rutin,atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi	<p>4.10.1.Membuat kalimat sederhana menggunakan <i>simple past tense</i>.</p> <p>4.10.2.Membuat percakapan menggunakan kalimat interogatif dalam bentuk <i>Simple Past Tense</i>.</p>
3.11. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.	<p>3.11.1. Mengidentifikasi bentuk past continuous yang ada pada video yang ditampilkan</p> <p>3.11.2. Mengidentifikasi kejadian, tempat, dan waktu pada video yang ditampilkan</p>

<p>4.11.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)</p> <p>4.11.2. Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.11.1. Mengidentifikasi informasi rinci yang ada pada video yang ditampilkan</p> <p>4.12.2. Membuat kalimat untuk menceritakan kejadian yang terjadi pada waktu lampau sebagaimana video yang ditampilkan</p>
<p>3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p>	<p>3.3.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang akan datang, sedang, dan telah dilakukan/terjadi di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>3.3.2 Menemukan fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang akan, sedang dan telah, dilakukan/terjadi di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p>
<p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian/kejadian yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.3.1 Membuat teks lisan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang akan datang, sedang dan telah dilakukan/terjadi di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks sebagaimana video yang ditampilkan</p> <p>4.3.2 Menyajikan teks lisan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang akan datang, sedang dan telah</p>

	dilakukan/terjadi di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks video yang ditampilkan
5.13. Memahami fungsi sosial, struktur teks dan unsur kebahasaan pada ungkapan short message	<p>5.13.1 Mengidentifikasi fungsi sosial dalam Short Message yang ada pada video</p> <p>5.13.2 Mengidentifikasi fungsi sosial ungkapan Short Message yang ada pada video</p> <p>5.13.3 Mengidentifikasi struktur teks percakapan yang menggunakan ungkapan melalui Short Message yang ada pada video</p>

C. TUJUAN PEMBELAJARAN

Tujuan pembelajaran materi ini ialah siswa diharapkan mampu:

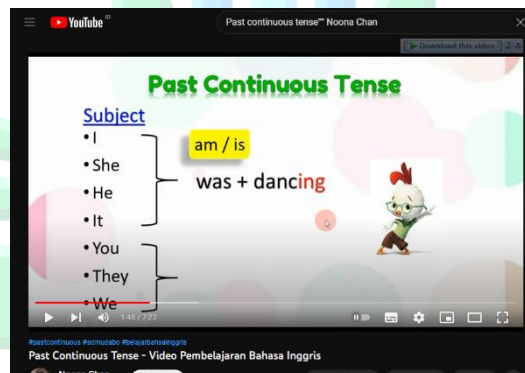
1. Mengidentifikasi unsur kebahasaan dalam Simple Past, Past Continuous Tense, Short Message and Will/Going to
2. Mengidentifikasi struktur teks tentang kejadian masa lampau, pesan singkat dan kejadian yang akan datang
3. Mengidentifikasi kejadian, tempat, dan waktu pada video yang ditampilkan
4. Mengidentifikasi informasi rinci yang ada pada video yang ditampilkan
5. Membuat kalimat untuk menceritakan kejadian yang terjadi pada waktu lampau, pesan singkat dan kejadian yang akan datang.
6. Mempraktekan Telling story dari video yang ditampilkan

D. MATERI AJAR

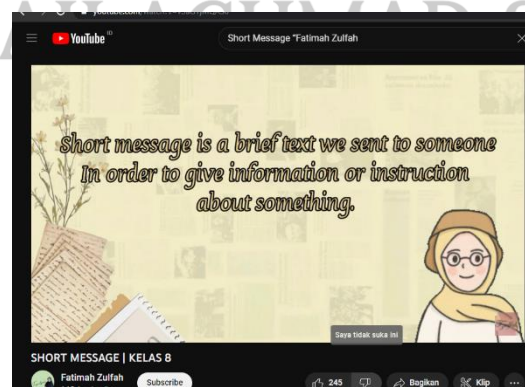
Materi ajar bersumber dari lima video yang berasal dari youtube channel yang berbeda-beda:



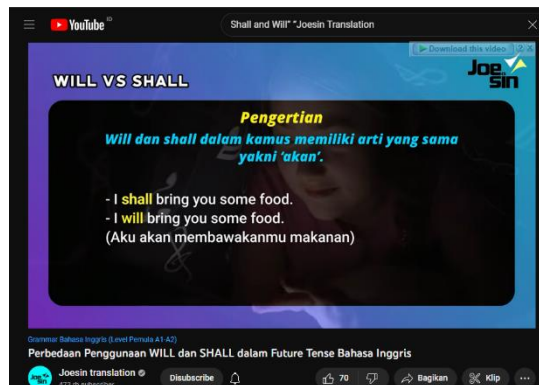
Source: Anang Dwi Prasetyo



Channel Source: Noona Chan Channel



Source: Fatimah Zulfah Channel



Source: Joesin Translation Channel



Source: Suka Suka Channel

E. PENDEKATAN DAN METODE PEMBELAJARAN:

Pendekatan : Saintifik (Scientific Approach)

Metode : Diskusi, presentasi

F. MEDIA PEMBELAJARAN

1). Media : Buku Paket, LCD, Papan Tulis, Speaker, Boardmaker, Laptop

2). Sumber belajar : Buku “*Bright An English Course For Junior High School Students*”, Video from “YouTube” entitled “Simple Past

Tense” belongs to “Anang Dwi Prasetyo” channel, second video entitled “Past continuous tense” belongs to “ Noona Chan” channel, third video entitled “Short Message” belongs to “Fatimah Zulfah” channel, fourth video entitled “Shall and Will” belongs to “Joesin Translation” channel, and the last video entitled “Will vs Be Going To” belongs to “Suka-Suka” channel.

G. LANGKAH-LANGKAH PEMBELAJARAN

I. Kegiatan Pendahuluan (10 Menit)

- a. Guru membuka pelajaran dengan mengucapkan salam dan mengajak siswa untuk pembelajaran dengan doa bersama
- b. Guru memeriksa kehadiran peserta didik
- c. Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang akan dipelajari
- d. Guru menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran
- e. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu)

II. Kegiatan Inti (60 Menit)

Mengamati

a. Peserta didik mengamati dan menyimak video berisi penjelasan materi Simple Past, Past Continuous Tense, Short Message and Will/Going to yang ditayangkan oleh guru

Menanya

b. Guru mengarahkan agar siswa bertanya jika ada yang tidak dimengerti terkait materi yang telah dijelaskan

Menalar

c. Secara individu para peserta didik mempelajari struktur teks dan unsur kebahasaan dari Simple Past, Past Continuous Tense, Short Message and Will/Going to

Mencoba

d. Guru mengarahkan siswa untuk membentuk kelompok Small Focus Group Discussion (SFGD)

e. Peserta didik berlatih untuk mengidentifikasi struktur Simple Past, Past Continuous Tense, Short Message and Will/Going to dan konten video dengan kelompok masing-masing

Mengkomunikasikan

f. Peserta didik diminta mendiskusikan materi yang guru sajikan melalui video dari YouTube dengan kelompok masing-masing

g. Peserta didik diminta mempresentasikan hasil diskusi dan pemahaman mereka terkait materi Simple Past, Past Continuous Tense, Short Message and Will/Going to sudah mereka pelajari dan konten video yang sudah ditayangkan

III. Kegiatan Penutup (10 Menit)

- a. Guru menyimpulkan materi yang telah dipelajari pada hari tersebut
- b. Guru menanyakan kesulitan peserta didik
- c. Guru memberikan motivasi kepada peserta didik
- d. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang
- e. Guru mengakhiri pelajaran dengan berdoa

H. PENILAIAN HASIL BELAJAR

Teknik Penilaian

- a. Penilaian Sikap : Observasi
- c. Penilaian Pengetahuan dan Keterampilan : Speaking/Presentasi

Kriteria penilaian:

- Kelengkapan dan keruntutan struktur kebahasaan dari Simple Past, Past Continuous Tense, Short Message and Will/Going to dan isi video yang ditampilkan
- Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, intonasi, dan ejaan

- Kesesuaian format penulisan/penyampaian

Bentuk Instrumen:

Unjuk kerja

- Hasil pengerjaan tugas kelompok dalam mengidentifikasi bentuk Simple Past, Past Continuous Tense, Short Message and Will/Going to yang terdapat pada video yang ditampilkan
- Ketepatan dan kesesuaian dalam menggunakan struktur dan unsur kebahasaan dari Simple Past, Past Continuous Tense, Short Message and Will/Going to dan menyampaikan isi video yang sudah ditayangkan

Pengamatan (observations):

Sasaran penilaian adalah :

- Kesantunan saat melakukan tindakan.
- Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi.
- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.
- Ketepatan dan kesesuaian menggunakan strategi dalam identifikasi dan presentasi.

Rubrik Penilaian

1. Penilaian Keterampilan (Tes Praktik)

Rubrik Penilaian Percakapan

Rated Qualities	Behavioral statements	Score
Pronunciation	Equivalent to and fully accepted (Clear or accurate and without significant error)	5
	Errors in pronunciation are quite rare	4
	Errors never interfere with the understanding and with a few problems	3
	Accents are intelligible though often quite faulty and difficult to understand.	2
	Errors in pronunciation are frequent and it cannot be understood	1
Grammar	There is no mistakes in the structure of speaking	5
	Able to use the language accurately. Errors in grammar are quite rare.	4
	Control of grammar is good. Able to speak the language with sufficient structural accuracy	3
	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.	2
	Errors in grammar are frequent and the speaker cannot be understood	1
Vocabulary	Speech on a level is fully accepted in all its features (Uses a variety of vocabulary) and right with the word meaning	5
	Able to speak the language with sufficient vocabulary but there is one error in word selection	4
	Uses a limited of vocabulary and there are some errors in word selection but still understandable	3
	Uses a limited of vocabulary and it is difficult to understand	2
	Uses limited and wrong vocabulary	1
Fluency	Has complete fluency in the language without hesitation.	5
	Speak fluently with little hesitation	4
	Speak frequently confused but still can be understood	3
	Speak frequently confused, there are some errors and difficult to understand	2
	Speak are so halting and really confusing	1
Total score: 20 points x 5= 100 points		

Penilaian Speaking

No	Nama Siswa	Perolehan Skor				Jumlah Skor Perolehan
		Aspek 1	Aspek 2	Aspek 3	Aspek 4	
1.						
2.						
3.						
4.						
5.						
dst						

Rumus perhitungan nilai siswa sebagai berikut:

$$\text{Nilai Akhir} = \frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal atau Ideal}} \times 100$$

Keterangan:

- Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari Aspek ke-1 sampai dengan ke 4.
- Skor maksimal/ideal adalah hasil perkalian skor tertinggi (5) dengan jumlah kriteria yang ditetapkan (ada 4 kriteria). Jadi skor maksimal/ideal= $5 \times 4 = 20$

Jember, 22 Mei 2022

Mengetahui

Guru Mata Pelajaran

Mahasiswa Peneliti

Anisah Nabila, S.Pd

Shinta Fatati Nur Diana

Appendix 13

Students' Speaking Performance Score Result in third meeting (Cycle

1)

Students' Name	Speaking Aspect				Score	Pased
	Voc	Pron	Gram	Fluent		
AM	3	3	3	3	60	X
AR	2	2	1	2	35	X
ANNS	2	1	1	2	30	X
AZN	3	2	2	2	45	X
BNA	4	4	3	3	70	√
BMS	2	2	1	2	35	X
CR	3	2	1	2	40	X
EZA	3	2	1	2	40	X
FVB	3	2	1	2	40	X
FSI	3	3	2	2	50	X
HS	3	3	1	2	45	X
IMS	2	2	1	2	35	X
KKF	2	1	1	2	30	X
SAF	3	2	2	2	45	X
NM	3	2	2	2	45	X
NHN	2	2	2	2	40	X
NDA	2	2	2	2	40	X
PMD	2	2	1	1	30	X
QR	2	1	1	1	25	X
RS	3	3	2	2	50	X
RS	3	2	2	2	45	X
SAP	2	2	1	1	30	X

SAK	2	2	2	2	40	X
WKY	4	2	2	2	50	X
YNF	2	2	1	1	30	X
ZNS	2	2	2	2	40	X
ZNA	3	3	2	2	50	X
SI	2	2	2	2	40	X
HDY	3	3	2	2	50	X
MW	4	4	4	4	80	√
ABA	2	2	1	1	30	X
The total score					1.315	

- The average of students' mean score

$$M = \frac{\sum x}{\sum y}$$

$$M = \frac{1.315}{31}$$

$$M = 42,41$$

M = The average score

$\sum x$ = Total score

= number of students

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J E M B

- The percentage of students who passed the KKM:

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

$$P = \frac{2}{31} \times 100 \%$$

$$P = 6,45\%$$

P = The class percentage

F = Total percentage score

N = Number of students

Appendix 14

Students' Speaking Performance Score Result in third meeting (Cycle 2)

Students' Name	Speaking Aspect				Score	Pas ed
	Vocabulary	Pronunciation	Grammar	Fluency		
AM	5	5	5	5	100	√
AR	5	4	3	3	75	√
ANNS	4	3	3	3	65	X
AZN	4	4	4	4	80	√
BNA	5	5	5	5	100	√
BMS	5	5	4	3	85	√
CR	5	5	4	3	85	√
EZA	4	5	4	3	80	√
FVB	5	4	4	4	85	√
FSI	5	5	4	3	85	√
HS	5	4	3	3	75	√
IMS	4	4	4	4	80	√
KKF	4	3	3	3	65	X
SAF	5	4	3	3	75	√
NM	5	5	4	4	90	√
NHN	4	4	4	4	80	√
NDA	4	4	4	4	80	√
PMD	4	4	3	3	70	√
QR	4	3	3	3	65	X
RS	5	5	5	5	100	√
RS	5	4	4	4	85	√
SAP	4	4	4	3	75	√
SAK	5	5	4	4	90	√
WKY	5	5	4	4	90	√
YNF	4	3	3	3	65	X
ZNS	5	4	4	4	95	√
ZNA	4	4	4	4	80	√
SI	5	4	4	4	85	√
HDY	5	4	4	4	95	√
MW	5	5	5	5	100	√
ABA	3	3	3	3	60	X
The total score					2.540	

- The average of students' mean score

$$M = \frac{\sum x}{\sum y}$$

$$M = \frac{2.630}{31}$$

$$M = 84,83$$

M = The average score

$\sum x$ = Total score

= number of students

- The percentage of students who passed the KKM:

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

$$P = \frac{26}{31} \times 100 \%$$

$$P = 83,87\%$$

P = The class percentage

F = Total percentage score

N = Number of students



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J E M B E R

Appendix 15

Documentation of Research

a. Thursday, June 17th 2022



Activity: The researcher and The English teacher evaluated the implementation of the research

b. Monday, May 23th 2022





Activity: Students Watched YouTube in a Group



Activity: Students Watched YouTube in a Group

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(Thursday, 16th June 2022)

c. Monday, May 23th 2022

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Activity: The researcher explained the material



Activity: The implementation of Small Focus Group Discussion (SFGD)

d. Thursday, June 16th 2022



Activity: Students' presentation

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J E M B E R

ANGKET TANGGAPAN SISWA TERHADAP PENGGUNAAN MEDIA YOUTUBE MELALUI SMALL FOCUS GROUP DISCUSSION (SFGD) UNTUK MENINGKATKAN SPEAKING SKILL AT SMP NURIS JEMBER

Nama : *Bahis Hiro'ou Arsyia*

Kelas/No. Absen : *BF / 06*

Petunjuk Pengisian :

1. Jawablah pertanyaan berikut dengan sebenar-benarnya.
2. Angket ini tidak berpengaruh terhadap hasil belajar anda!
3. Baca dengan seksama petunjuk dan pernyataan dibawah ini sebelum anda mengisi.
4. Pilih salah satu jawaban yang sesuai dengan kenyataan yang anda alami, dengan cara memberi tanda (v) pada salah satu pilihan.

No.	Pernyataan	Tanggapan			
		SS	S	TS	STS
1.	Penggunaan media video yang bersumber dari YouTube memudahkan saya dalam memahami materi bahasa inggris yang diajarkan	✓			
2.	Pembelajaran dengan teknik small focus group discussion (SFGD) atau berkelompok membuat saya lebih mudah membuat saya memahami materi pembelajaran	✓			
3.	Penggunaan media video yang bersumber dari YouTube dengan teknik small focus group discussion (SFGD) atau berkelompok meningkatkan motivasi saya dalam belajar bahasa inggris		✓		
4.	Pembelajaran bahasa inggris menggunakan media video yang bersumber dari YouTube dengan teknik small focus group discussion (SFGD) atau berkelompok menjadi lebih menyenangkan	✓			
5.	Melalui media YouTube saya lebih mudah dalam belajar dan berlatih speaking		✓		
6.	Melalui media YouTube saya lebih mudah dalam belajar pelafalan kata (Pronunciation)		✓		
7.	Saya menyukai pembelajaran bahasa inggris melalui menggunakan video YouTube	✓			

8.	Saya menyukai pembelajaran dengan teknik small focus group discussion (SFGD) atau berkelompok	✓			
9.	Melalui media video YouTube dengan teknik small focus group discussion (SFGD) atau berkelompok saya belajar bagaimana speaking yang baik dan benar		✓		
10.	Penggunaan media video YouTube dengan teknik small focus group discussion (SFGD) atau berkelompok meningkatkan rasa percaya diri saya dalam belajar bahasa inggris		✓		
11.	Penggunaan media YouTube dan Small focus group discussion (SFGD) cukup efektif untuk proses belajar dan mengajar speaking		✓		

Keterangan:

- SS : Sangat Setuju
 S : Setuju
 TS : Tidak setuju
 STS : Sangat tidak setuju

Kriteria Penskoran:

- 4 : Jika tanggapan sangat setuju
 3 : Jika tanggapan setuju
 2 : Jika tanggapan tidak setuju
 1 : Jika tanggapan sangat tidak setuju

$$\text{Presentase responden} = \frac{\sum \text{responden yang memilih}}{\sum \text{total responden}} \times 100\%$$

Bagaimana pendapat mu tentang penggunaan media Youtube melalui small focus group discussion (SFGD) atau berkelompok dalam meningkatkan speaking skill siswa?

Jawab: Sangat baik dan dengan menggunakan media youtube dan melalui small focus group discussion (SFGD) melalui cara untuk speaking sehingga meningkatkan speaking skill siswa

ANGKET TANGGAPAN SISWA TERHADAP PENGGUNAAN MEDIA YOUTUBE MELALUI SMALL FOCUS GROUP DISCUSSION (SFGD) UNTUK MENINGKATKAN SPEAKING SKILL AT SMP NURIS JEMBER

Nama : Khusni Kharisya Purnama
 Kelas/No.Absen : 11 / 15
 Petunjuk Pengisian :

- Jawablah pertanyaan berikut dengan sebenar-benarnya.
- Angket ini tidak berpengaruh terhadap hasil belajar anda!
- Baca dan anggap sama petunjuk dan pernyataan dibawah ini sebelum anda mengisi.
- Pilih salah satu jawaban yang sesuai dengan kenyataan yang anda alami, dengan cara memberi tanda (x) pada salah satu pilihan.

No.	Pernyataan	Tanggapan			
		SS	S	TS	STS
1.	Penggunaan media video yang bersumber dari YouTube memudahkan saya dalam memahami materi bahasa Inggris yang diajarkan	✓			
2.	Pembelajaran dengan teknik small focus group discussion (SFGD) atau berkelompok membuat saya lebih mudah membuat saya memahami materi pembelajaran	✓			
3.	Penggunaan media video yang bersumber dari YouTube dengan teknik small focus group discussion (SFGD) atau berkelompok meningkatkan motivasi saya dalam belajar bahasa Inggris	✓			
4.	Pembelajaran bahasa Inggris menggunakan media video yang bersumber dari YouTube dengan teknik small focus group discussion (SFGD) atau berkelompok menjadi lebih menyenangkan	✓			
5.	Melalui media YouTube saya lebih mudah dalam belajar dan berlatih speaking	✓			
6.	Melalui media YouTube saya lebih mudah dalam belajar pelafalan kata (Pronunciation)	✓			
7.	Saya menyukai pembelajaran bahasa Inggris melalui menggunakan video YouTube	✓			

8.	Saya menyukai pembelajaran dengan teknik small focus group discussion (SFGD) atau berkelompok	✓			
9.	Melalui media video YouTube dengan teknik small focus group discussion (SFGD) atau berkelompok saya belajar bagaimana speaking yang baik dan benar	✓			
10.	Penggunaan media video YouTube dengan teknik small focus group discussion (SFGD) atau berkelompok meningkatkan rasa percaya diri saya dalam belajar bahasa Inggris	✓			
11.	Penggunaan media YouTube dan Small focus group discussion (SFGD) cukup efektif untuk proses belajar dan mengajar speaking	✓			

Keterangan: SS : Sangat Setuju
 S : Setuju
 TS : Tidak setuju
 STS : Sangat tidak setuju

Kriteria Penskoran:
 4 : Jika tanggapan sangat setuju
 3 : Jika tanggapan setuju
 2 : Jika tanggapan tidak setuju
 1 : Jika tanggapan sangat tidak setuju

Presentase responden = $\frac{\sum \text{responden yang memilih}}{\sum \text{total responden}} \times 100\%$

Bagaimana pendapatmu tentang penggunaan media YouTube melalui small focus group discussion (SFGD) atau berkelompok dalam meningkatkan speaking anda siswa?
 Jawab: Menurut saya dengan adanya pembelajaran yg seperti ini membuat saya lebih fokus lagi untuk belajar bahasa Inggris dan meningkatkan rasa percaya diri saya saat mempresentasikan tugas.

Activity: Students' reflection result

d. Students' Attendance List

ABSENSI PER JAM PELAJARAN
Tahun Pelajaran 2021 / 2022

Satuan Pendidikan : SMP Nuris Jember
Semester : Genap
Kelas : 8 F

No	NAMA SISWA	Senin, 6.6.2022							Selasa, 7.6.2022							Rabu, 8.6.2022							Kamis, 9.6.2022							Jum'at, 10.6.2022						
		Jam Ke:							Jam Ke:							Jam Ke:							Jam Ke:							Jam Ke:						
		1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
1	Affara Maulidia																																			
2	Amellya Rosana																																			
3	Andini Brilly Anita Manggala																																			
4	Aulia Nadin Nur Salsa Bila																																			
5	Az Zahrotun Nabila																																			
6	Balqis Nisa'ul Azkiya																																			
7	Barbie Mayyada Sausan																																			
8	Chesta Rasendriya Zain																																			
9	Emil Zakiatul Amelia																																			
10	Farah Vina Badlah																																			
11	Fathania Salwa Islamy																																			
12	Happy Dian Yusrir																																			
13	Hilma Sofiah																																			
14	Ifada Maulidya Syifana																																			
15	Keynanti Khendra Fenincea																																			
16	Malika Wardani																																			
17	Nazwa Maulidiah Salsabila																																			
18	Nisa Husni Nabila																																			
19	Nursyifa Dwi Andini																																			
20	Prisca Meila Delitasari																																			
21	Qismatur Rohmah																																			
22	Reza Salsabilatul Jannah																																			
23	Riyadus Sholeha																																			
24	Safirah Ilmiyyah																																			
25	Selvi Ananda Putri																																			

No	NAMA SISWA	Senin, 11.6.2022							Selasa, 12.6.2022							Rabu, 13.6.2022							Kamis, 14.6.2022							Jum'at, 15.6.2022						
		Jam Ke:							Jam Ke:							Jam Ke:							Jam Ke:							Jam Ke:						
		1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
26	Septi Aura Kartika																																			
27	Sherly Anggun Febriana																																			
28	Windy Kirana Yuliavha																																			
29	Yulika Nur Fajrina																																			
30	Zaskia Novita Sari																																			
31	Zulfa Nur Ashifa'																																			
32																																				
33																																				
34																																				
35																																				
36																																				
37																																				
38																																				
39																																				
40																																				


Cat. Wali Kelas

Mengetahui Kepala Sekolah

H. Rahmatulloh Rijal, S.Sos.

Appendix 16

TURNITIN RESULT

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail. info@uin-khas.ac.id
Website: www.uinkhas.ac.id



SURAT KETERANGAN LOLOS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh
Nama : SHINTA FATATI NUR DIANA
NIM : T20186107
Program Studi : TBI
telah lolos cek similarity dengan menggunakan aplikasi turnitin dengan skor sebesar 17.2%

1. BAB I : 22%
2. BAB II : 27%
3. BAB III : 21%
4. BAB IV : 12%
5. BAB V : 4%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.


Jember, 23 November 2022
Petugas Ruang Baca



Ufa Dina Novienda, S.Sos.I., M.Pd.

K

Appendix 17

Statement Letter of Accomplishing Research



SEKOLAH MENENGAH PERTAMA NURIS JEMBER
 (Terakreditasi " A ")
 NSS : 204 052 403 156
 Jl. Pangandaran 48 Antirogo - Sumbersari - Jember 68125 Telp. 0331 324946
 Email : nurissmp@gmail.com

SURAT PERNYATAAN
 Nomor: 903/SMP-U.NI.Jbr/P/X/2022

Yang bertanda tangan di bawah ini:


Nama : H. Rahmatulloh Rijal, S.Sos.
 Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa:

Nama : Shinta Fatati Nur Diana
 NIM : T20186107
 Program Studi : Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Ilmu Keguruan

Adalah benar telah melakukan penelitian dalam rangka penulisan skripsi yang berjudul:
"Utilizing Youtube Through Small Focus Group Discussion (SFGD) to Improve Student Speaking Skill at SMP Nuris Jember" pada tanggal 23 Mei – 16 Juni 2022, yang bersangkutan juga telah membahas hasil penelitiannya dengan kami.

Atas perhatiannya kami ucapkan terimakasih.

Jember, 12 Oktober 2022
 Kepala Sekolah

Rahmatulloh Rijal, S. Sos.

DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Shinta Fatati Nur Diana
 SRN : T20186107
 Program : English Education Department
 Faculty : Tarbiyah and Teacher Training
 University : UIN Kiai Haji Achmad Siddiq Jember

States that thesis entitled "Utilizing YouTube Through Small Focus Group Discussion (SFGD) To Improve Students' Speaking Skill At SMP Nuris Jember" is truly my original work from the result of conducting a research at Eight-grade F Students of SMP Nuris Jember, except some resources which are accepted from references mentioned.

Jember, October 30th 2022

Stated by



Shinta Fatati Nur Diana

NIM: T20186107

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 KIAI HAJI ACHMAD SIDDIQ
 J E M B E R

Appendix 19**CURICULUM VITAE****Personal Information:**

Name : Shinta Fatati Nur Diana
 SRN : T20186107
 Gender : Female
 Place, Date of Birth Address : Banyuwangi, 13th November 1999
 Religion : Islam
 Department/ Major Courses : Language Education/ English Department
 Email Address : shintanurdiana13@gmail.com

Educational Background:

2006 – 2012 : MI MIFTAHUL HUDA Seneporejo

2012 – 2015 : MTs Negeri 2 Banyuwangi

2015 – 2018 : MAN 2 Banyuwangi