A THESIS

USING VIDEO INTERACTION "LONDOKAMPUNG" ON YOUTUBE TO IMPROVE STUDENTS' INTERACTIVE SPEAKING SKILL AT SMA NEGERI 4 PAREPARE

By

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ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2023

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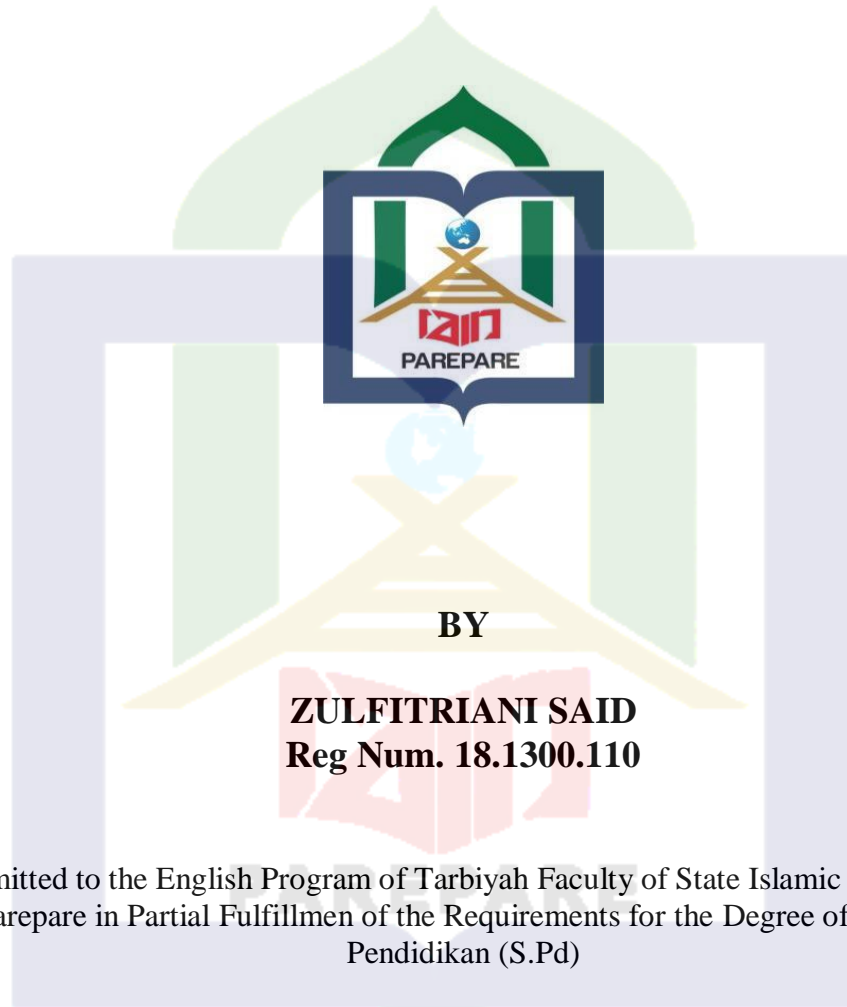
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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfillmen of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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TARBIYAH FACULTY
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للَّهُمَّ صَلِّ عَلَى مُحَمَّدٍ وَعَلَى آلِ مُحَمَّدٍ كَمَا صَلَّيْتَ عَلَى إِبْرَاهِيْمَ وَعَلَى آلِ إِبْرَاهِيْمَ إِنَّكَ حَمِيْدٌ مَجِيْدٌ اَللَّهُمَّ بَارِكْ عَلَى مُحَمَّدٍ وَعَلَى آلِ مُحَمَّدٍ كَمَا بَارَكْتَ عَلَى إِبْرَاهِيْمَ وَعَلَى آلِ إِبْرَاهِيْمَ إِنَّكَ حَمِيْدٌ مَجِيْدٌ

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First of all, the researcher would like to express his deepest gratitude to beloved parents, Drs. Muhammad Said and Dra. Alfiah who are in heaven, for their endless love and support and always praying for the researcher until the Strata-I (S1) level, brothers Muhammad Zulfikar Said, S.Kom, Muh. Zulkifli Said and sister Zulkhaerani Said who have helped researchers in learning and always provide support, love, advice and motivation to researchers to be patient in achieving all their dreams.

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DECLARATION OF THE RESEARCH AUTHENTICITY

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If it can be demonstrated that a student's thesis was written by someone other than them notwithstanding their claim that they did so themselves, their degree would be delayed.

Parepare, 28 February 2023

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ABSTRACT

Zulfitriani Said. *Using Video Interaction "Londokampung" On Youtube To Improve Students' Interactive Speaking Skill at SMA Negeri 4 Parepare* (Supervised by Hj. Nurhamdah and Arqam)

Interaction between humans can be conducted by using language as a means of communication. Speaking appears to be a key element of language use in social interactions that enables people to interact and communicate with one another. The goal of this study is to determine whether the YouTube interaction video "Londokampung" may help students in class XI at SMA Negeri 4 Parepare interact more effectively in English.

The method used in this research follows the guidelines for writing scientific papers IAIN Parepare. This study used a quasi-experimental design. The population of this study was grade XI students at SMA Negeri 4 Parepare consisting of 262 students. Researchers have selected two classes as samples using purpose sampling technique, one class as an experimental class and one class as a control class. Each class consists of 32 students. So the total sample is 64 students.
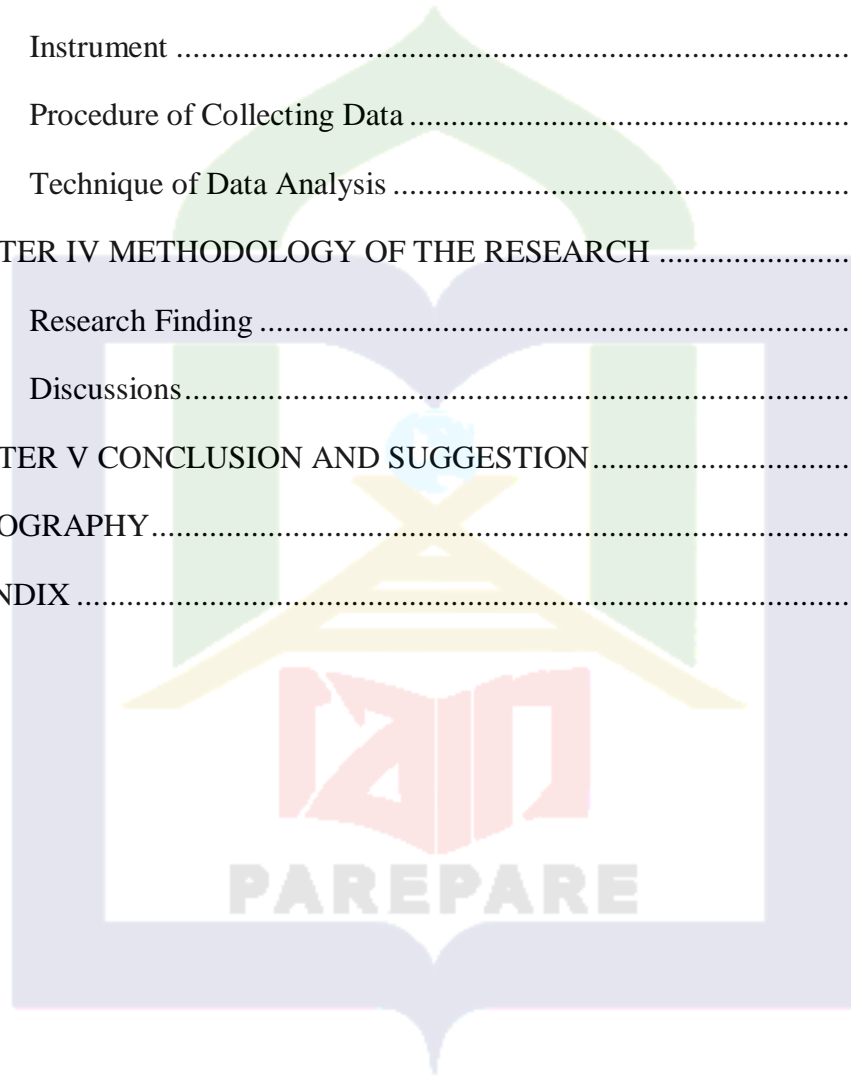
Based on the table, the t-table is 1.99897, which means the explanation is -1.99897 < t-test < 1.99897. The t-test in the experimental class is -18.6409. This shows that the experimental class t-test is not in the range -1.99897 < t-test < 1.99897, so H_1 is accepted. This means that the application of the "Londokampung" interaction video application is able to improve students' speaking ability. While in the control class, the t-test result is -5.84638. This also shows that the experimental class t-test is not in the range -1.99897 < t-test < 1.99897. Therefore, it can be concluded that both methods using conventional methods and using video interaction are able to improve students' speaking ability.

Keyword : *Londokampung, Speaking Interaction, youtube*

LIST OF CONTENT

LIST OF TABLES

LIST OF FIGURE

LIST OF APPENDIX

CHAPTER I
INTRODUCTION

1.1 Background

Learning is one of the activities in studying. By learning many things we know, one of the things that needs to be learned is language. In this world there are many languages that can be learned but the most important is English because English is an international language. In today's globalized world, English is crucial. Internationally, English is a language that is used in a wide range of contexts, including commerce, academia, technology, communication, and tourism. Learning English can widen one's perspectives, increase communication abilities, and open doors to professional options.

Here are some reasons why learning English is important:

1. Global communication: English is the language of international communication. By mastering this language, you can communicate with people from different countries and cultures.

2. Career opportunities: Many multinational companies require employees who are proficient in English. Being able to speak English can increase your chances of getting a better job, both domestically and abroad.

3. Higher education: Many of the world's leading universities use English as the language of instruction. With good English skills, you can access more higher education opportunities abroad.

4. Access to information: Most of the leading scientific literature, journals and educational resources are written in English. Mastering this language will help you access a wider range of knowledge.

5. Tourism and travel: English is a common language in the tourism sector. By mastering this language, you can easily communicate with people in other countries while traveling.

One of the functions of language is to interact with other people in daily life.

Because humans are social beings, they require daily interaction with other people. Language is a means of communication that allows for human interaction. Speaking is a crucial part of social interaction in the use of language that enables people to interact and communicate with one another. Speaking is also seen as the most essential form of communication because everyone learns to speak out of a need to interact with others and express ideas, feelings, thoughts, and desires.[1]

Social facts, there are still many people who have difficulty when interacting with native speakers because of limitations in speaking which makes it difficult for native speakers to get information from the public.

Many things can improve English language skills, such as studying in schools, courses, camps. However, in today's digital age, people do something by using the internet. The internet is a global communication system that connects networks worldwide, so the internet is very influential in applications.

YouTube is an online video sharing platform that allows users to upload, watch, and interact with various types of video content. Created in 2005, YouTube has become one of the most popular websites in the world with millions of active users every day. YouTube allows individuals, groups, or organizations to create channels where they can upload and share their videos with other users around the world. YouTube has become an important platform in digital culture, providing access to entertainment, information, and educational content.

In a youtube channel, it shows the difficulties of the people in communicating. One of the youtube channels that provides prank-interaction content is Londokampung. Lodokampung whose real name is Dave Jephcott is a Youtuber from Melbourne, Australia who lives in Surabaya, Indonesia. Londokampung shows videos of Indonesian people having difficulty interacting with native speakers.

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[1] A. Kaharuddin Bahar." *Interactional Speaking a Guide to Enhance Natural Communication Skills in English*".(Yogyakarta: TrustMedia, 2014) p.1

In addition, researchers chose "Londokampung" as a reference for interaction because the video contains interactions in everyday life, such as interacting with sellers, with friends, neighbors and tourists. This can be one of the ways that students are able to know how and what can be discussed with the people around them.

Based on previous research, YouTube is one of the most popular learning resources, in addition to adding insight, it can be entertainment so that students do not feel bored when learning. By using videos from YouTube, students can find out mistakes and how to interact with the surrounding community and also be able to learn the culture of other countries.

Previous research stated that the creation of YouTube content can improve students' speaking skills. Therefore, the researcher wants to know whether watching interaction videos on YouTube is also able to stimulate students in speaking, especially in the context of interaction.

The researcher is interested in analyzing the effects of Interaction "Londokampung" to enhance students' speaking interactively at SMA Negeri 4 Parepare based on the aforementioned hypotheses.

1.2 Research Question

The researcher develops the following research questions in light of the study background mentioned above:

Can the video interaction "Londokampung" from youtube improve students in interacting using English for Second Grade students at SMA Negeri 4 Parepare?

1.3 The Objective of the Research

To find out whether the video interaction "Londokampung" from youtube can improve students to interact using English in Second Grade students at SMA Negeri 4 Parepare.

1.4 Significance of Research

The research is critical both intellectually and physically.

1. Students

   The results of this study are expected to provide some information for students to learn interaction using videos from YouTube.

2. Teachers

   Teachers can find out the types of learning media that can be used to increase students' attention in carrying out the speaking interaction learning process.

3. For other researcher

   Researchers can use the data taken in this study as a source for further research on improving students' speaking interaction using YouTube as a learning medium.
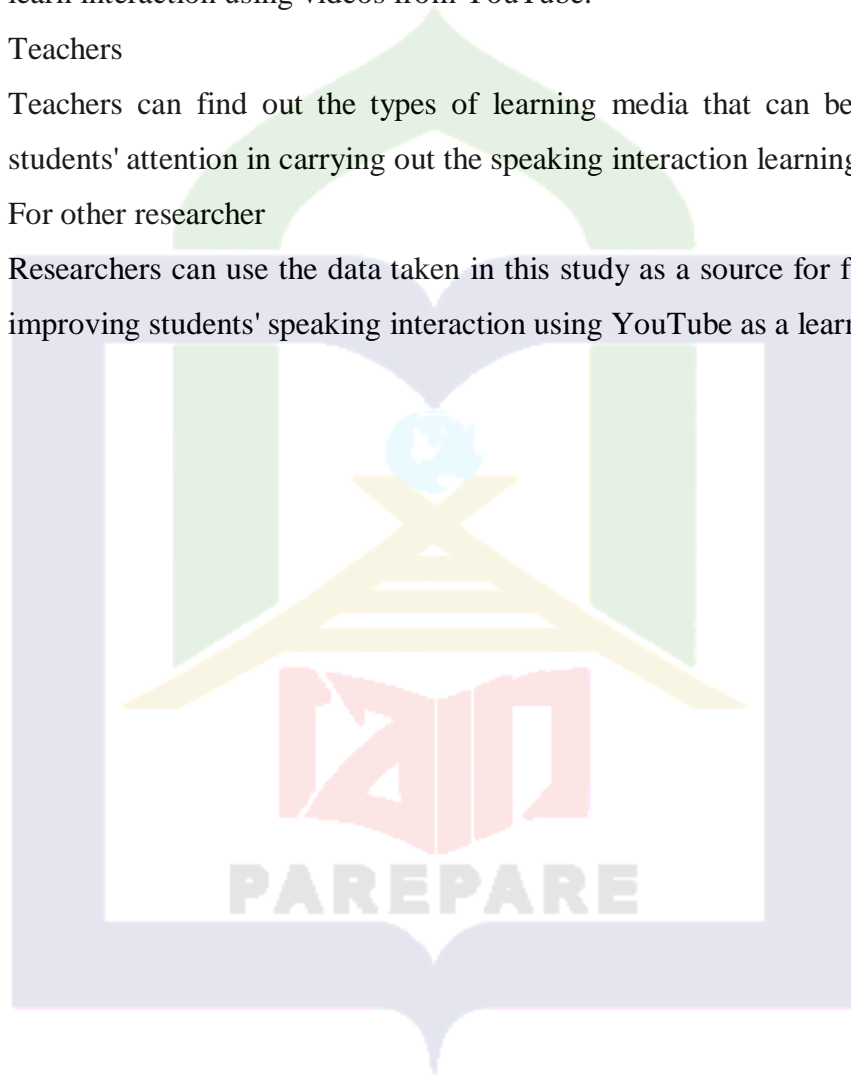
CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Previous Research Finding

Many researchers have done their research on Learning English Speaking. Their findings are sequentially presented below:

1. Rena Tristiana and Ashari P. Swondo in their research "*The Effect Of Youtube Content Making On Students' Speaking Skill"*. The purpose of this study was to determine whether utilizing YouTube to create material has a substantial impact on students' speaking abilities. This study used experimental research with a quantitative approach as its research methodology. Students in the eleventh grade at Madrasah Aliyah Swasta Yaspi in Labuhan Deli made up the sample for this study; there were 80 total students, divided into two classes with 40 each for the experimental class and the control class. While the control classes in the study were taught using traditional methods, the experimental group received instruction in YouTube content creation.[2]

2. Asti Wahyuni and Alvi Raihan Utami in their research "*The Use Of Youtube Video In Encouraging Speaking Skill"*. This study uses YouTube videos to help students in the English language education class at Universitas Teknokrat Indonesia enhance their speaking abilities. Researchers study the key issue, namely how to enhance pupils' speaking abilities through YouTube videos. A speaking practice exam via YouTube, surveys, and questionnaires were used as the data collection methods in this study, which involved 40 English education classes at the Technocrat University of Indonesia as the subjects

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[2] Tristiana, Rena, and Ashari P. Swondo. "THE EFFECT OF YOUTUBE CONTENT MAKING ON STUDENTS'SPEAKING SKILL." *Jurnal Mahasiswa Fakultas Ilmu Sosial dan Kependidikan* 1.1 (2020): 148-157.

and students in the class of 2018 as the object. Planning, acting, observing, and reflecting are divided into three cycles.[3]

3. Renda Lestari in her research "*Pengunaan Youtube Sebagai Media Pembelajaran Bahasa Inggris*" This study is based on YouTube-based English learning exercises from the PGSD study program STKIP Muhammadiyah Muara Bungo. The Class 2A 2016 class has 35 second semester students, all of whom were born after the advent of the internet. During the teaching session in the even semester of 2016–2017, the research lasted for 14 weeks. This study aims to determine the extent to which YouTube may be utilized as a learning tool for English-related disciplines.[4]

The researcher aimed to determine whether simply watching video interaction on YouTube may encourage students to speak based on multiple prior studies that described youtube as a learning medium to improve students' speaking.

2.2 Some Pertinent Ideas

2.2.1 The Concept of Speaking

2.2.1.1 Definition of Speaking

Speaking is expressing your thoughts to someone while utilizing your voice.[5] Speech is a form of expression or communication. expressing, addressing, and letting people know that we can speak, particularly in a foreign language.[6] Speaking is when someone communicates with another

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[3] Wahyuni, Asti, Alvi Raihan Utami, and E. Education. "the Use of Youtube Video in Encouraging Speaking Skill." *Pustakailmu.* Id 7.3 (2021): 1-9.

[4] Lestari, Renda. "Pengunaan Youtube Sebagai Media Pembelajaran Bahasa Inggris." Prosiding Seminar Nasional Pendidikan Berkemajuan dan Menggembirakan (The Progressive & Fun Education Seminar) ke-2, 2017.

[5] *Oxford Learners' Pocket Dictionary,* (New York: New Edition Oxford University Press 2003). P.414

[6] Webster, *The New International Webster's Pocket Dictionary of The English Language,* United States: New Revised Edition: Trident Press International 2002. p.403

person by using their voice to mention or describe something in a language.[7] Byrnes asserts that speaking is a two-way process; while speaking, a person makes an effort to successfully and clearly project their own thoughts as well as present themselves to the audience in a way that piques their interest, all while thinking about the informational content of what they are saying.[8] A key aspect of learning a new language is improving one's speaking abilities. However, speaking is a skill that must be developed via connection and dialogue as opposed to being taught.[9]

Speaking can be used or not used. Speaking in the usage sense entails the employment of the vocal apparatus to express either the phonological system, the grammatical system, or both aspects of the language system. However, when it comes to utilization, speaking entails not only the creation of sounds but also the employment of gestures, facial muscle movements, and sometimes even the entire body.[10]

The researcher can infer from the previous explanation that speaking is a way for people to directly communicate with one another by using their voices to express thoughts, ideas, and anything else that is on their minds.

2.2.1.2   Elements of Speaking

Speaking requires the simultaneous use of several different skills, many of which frequently develop at different speeds. When examining the speech process, four or five components are typically recognized.

1) Pronunciation

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[7] As Hornby, *Oxford Advanced Learner's Dictionary* (oxford university press: New York, 1974), p. 1290

[8] Donn Byrne, *Teaching Oral English*, (London: Longman, 1976), p. 8

[9] Glenn Fulcher, *Testing Second Language Speaking*, (London: Pearson Education Limited, 2003).p.22

[10] Didiksantoso, A journal; Accelerated Learning: *An Alternative Approach in Teaching English Speaking Skill*, (Jakarta: Universitas Islam Negeri Jakarta, 2006), p. 42

According to Hammer, pupils must be able to pronounce phonemes correctly, employ appropriate stress and intonation patterns, and engage in connected speech if they wish to be able to speak English effectively. The ability to enunciate the words and produce the physical sound patterns—the fundamental units of meaning—is required. Second language learners frequently struggle to discern between sounds in the new language that do not exist in languages they already know at the level of word pronunciation.

2) Grammar

It goes without saying that knowledge of grammar and vocabulary is required in order to speak a foreign language. Grammar is the combination of sounds and sound patterns to create new sentences. Grammar can be defined as the way a language manipulates and combines words (or parts of words) in order to produce longer units of meaning. As a result, grammar is crucial to speaking because if the speaker does not know grammar structure, he cannot speak English successfully.[11]

3) Vocabulary

Vocabulary is a fundamental part of language, as is well known. Single words, fixed phrases, flexible phrases, phrasal verbs, and idioms make up vocabulary. It is obvious that having a limited vocabulary makes conversation nearly difficult.

4) Fluency

Fluency can be defined as the capacity to speak fluently and without excessive pauses or hesitations. Fluency, on the other hand, can be defined as "the ability to keep going speaking spontaneously," according to Gower et al. Students who speak clearly should be able to convey their ideas

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[11] Penny Ur, *Grammar Practice Activities a Practical Guide for Teacher* (New York: Cambridge University Press, 2003), p.4.

using whatever tools and skills they have available, regardless of grammatical or other errors.

5) Comprehension

The final component of speaking is comprehension. Both speakers emphasize understanding since it can help people obtain the information they want. Understanding something through a reasonable comprehension of the subject or by having knowledge of how a situation actually is are two definitions of comprehension.[12]

Explanation of the elements that are needed when learning speaking. This element is needed so that when speaking, the other person can understand the intent and purpose of the speaker.

2.2.1.3   Types of Speaking

The best way to teach speaking is through communicative exercises. Teachers should choose engaging activities that will motivate pupils to participate fully in class. Their enthusiasm to learn English can be increased by participating in class activities and being able to speak with other students. Brown identifies the following classroom types: :

1) Imitate. The ability to simply repeat (re-imitate) a word, phrase, or possibly a sentence is at one end of the range of speech performance kinds. Despite the fact that this is merely a phonetic level of spoken production, the performance criteria can also take into account prosodic, lexical, and grammatical aspects of language. There are no inferences regarding the test-capacity taker's for understanding, communicating meaning, or engaging in interactive conversation; we are just interested in what is conventionally referred to as "pronunciation." The sole purpose of listening in this situation is to

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[12] NiningHidayanti, "*Using Role Play to Improve Students' Speaking Ability*," (Thesis; Submitted in Partial Fulfillment of the Requirement for the Degree of Bachelor of Education in English Language Education.

temporarily store the cue so that the speaker can retain a brief passage of language that can be copied.

2) Intensive. The production of brief spoken language intended to demonstrate proficiency within a constrained range of grammatical, phrasal, lexical, or phonological links is a second sort of speaking that is frequently utilized in assessment contexts (such as prosodic-intonation, stress, rhythm, crossing elements). In order to reply, speakers must be aware of semantic qualities, but there is little to no interaction with other participants or the test administrators. Directed response tasks, reading aloud, sentence completion, dialogue, endless graphic tasks, including simple sequences, and translation down to the level of simple sentences are a few examples of intense assessment tasks.

3) Responsive cover interaction and comprehension tests are confined to brief talks, polite small talk, straightforward requests and comments, and the like. To ensure authenticity, the stimulus is nearly always a spoken order with perhaps one or two more inquiries or responses.

4) Interactive. The length and complexity of the interactions, which occasionally entail many exchanges and/or multiple participants, distinguish responsive speaking from interactive speaking. Interpersonal exchange and transactional language, which aim to exchange specific information, are two ways that communication might take place. Speaking in casual lists, using slang, humor, and other sociolinguistic conventions can make spoken output in interpersonal conversations pragmatically hard.

5) Comprehensive (monologue). Speech, oral presentations, and storytelling fall under the wide category of oral production activities, where chances for spoken involvement from the listener are either severely constrained (perhaps for nonverbal responses) or completely

eliminated. For large projects, the language is frequently more deliberate (engaged in planning) and professional, although we cannot completely rule out certain informal monologues, like a casually delivered lecture (e.g., my vacation in the mountains, the recipe for an excellent pasta primavera, telling novel or film plot).[13]

From several types of speaking, the researcher chose interactive speaking as the core of this research.

2.2.2 The Concept of Interactive Speaking

The length and complexity of the interactions, which occasionally entail many exchanges and/or multiple participants, distinguish responsive speaking from interactive speaking. Transactional language and interactional language are two different ways that people interact.

1) Transactional Language

Language used for transactions is language that expresses content. Because relationships are more significant than messages themselves, people rarely employ the transactional paradigm. Transactional language is focused on conveying messages, whereas interactional language is used to sustain social ties. "Transactional uses of language" are instances in which information is largely communicated through language. It is crucial that the message be conveyed clearly and accurately. It should also be confirmed as having been understood. Interactions that result in a transaction, such purchasing goods from a store or enrolling in school, are known as transactional exchanges. Such settings have a relatively narrow spectrum of language usage, making them quite predictable.

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[13] H. Douglas Brown. *Teaching By Principles: An Interactive Approach To Language Pedagogy*. (Sanfransisco State University:Longman, 2001). p. 266.
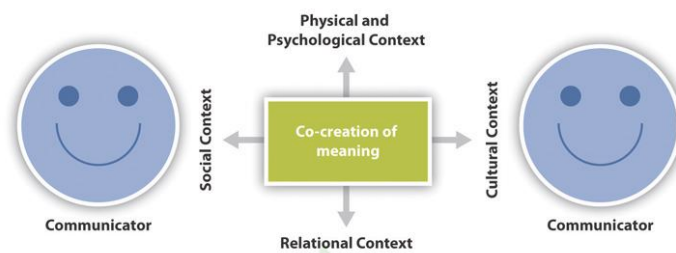
Figure 1 The Transaction Model of Communication

(Source : open.lib.umn.edu)

The transaction model of communication describes communication as a process in which communicators generate social realities within social, relational, and cultural contexts. According to this approach, communication should be used to build connections, intercultural coalitions, self-concepts, and communities by engaging in discussion with people and not only exchanging words. In other words, avoid discussing realities with others because doing so contributes to their creation. [14]

2) Interaction Language

Conveying social relationships and personal attitudes through contact. [15] People frequently employ the interactional to make their relationships more cordial in daily life. Prior to transactional conversation, interactional discoure serves as the grease for the social wheels by creating roles and relationships, verifying and cementing ties, showing solidarity, and more. Conversational discourse can be used to understand how social reality is created. Discourse analysis of

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[14] Barnlund, D. C., "A Transactional Model of Communication," in *Foundations of Communication Theory*, eds. Kenneth K. Sereno and C. David Mortensen (New York, NY: Harper and Row, 1970), 83–92.

[15] Gillian Brown & Yule George. *Discourse Analysis*. (Cambrige: Cambridge University Press, 1983). p.1

interactions and interactional analysis of discourse are both equally relevant topics to discuss.
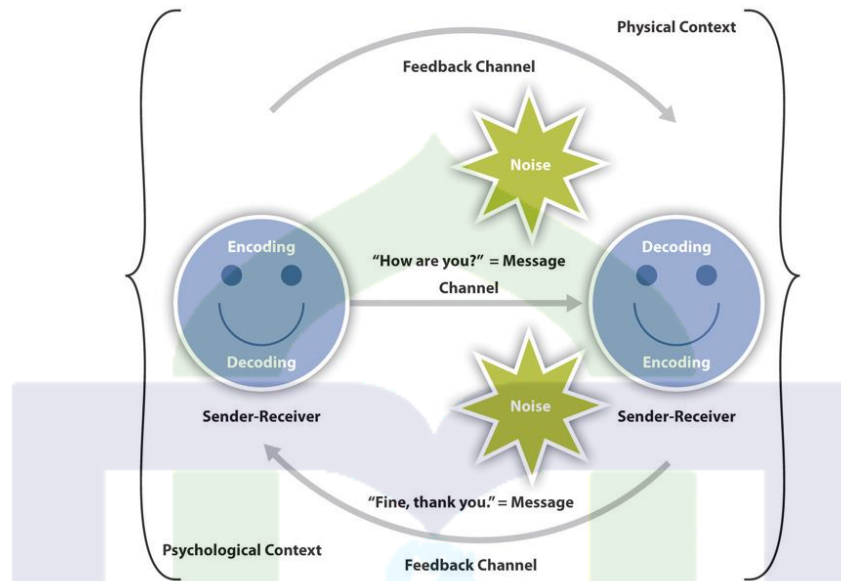
Figure 2 The Interaction Model of Communication

(Source : open.lib.umn.edu)

According to the interaction model of communication, communication is a process in which people switch between the roles of sender and receiver to create meaning through communicating and receiving information in a variety of social and physical circumstances. The interaction model includes feedback, which transforms communication into a more interactive, two-way process rather than depicting it as a linear, one-way process. Messages given in response to other messages are considered feedback. For instance, the teacher may answer to a question raised during class discussion or may indicate the sofa in response to a roommate's query about the location of the remote control. Incorporating a feedback loop also results in a more nuanced comprehension of the participants' roles in a communication interaction. This paradigm has two sender-receivers

who exchange messages as opposed to one sender, one message, and one receiver. In order to maintain a communication encounter, each participant switches between the sender and receiver roles. Although it appears that this is an intentional and noticeable process, switching between sender and recipient often happens subconsciously. The interaction model likewise places greater emphasis on interactions than messages. [16]

3) Difference between Transactional and Interactional

According to Brown and Yule, language serves both transactional and interpersonal purposes. The maintenance of social relationships is a concern of the interactional function; for instance, if two persons are walking down the street and speak...

A : Hi, all right?
B: Yeah, fine thanks.

... the purpose of the exchange is essentially interpersonal; it merely helps to acknowledge the relationship. The response is traditional and could not even be accurate.

Contrarily, transactional discourse is focused on the dissemination of knowledge. If I say.. at the greengrocer's.

A: Two pounds of cherry tomatoes.

... it is crucial that I accurately convey the information to the greengrocer so that, for example, I don't wind up with three kilos of

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[16] Schramm, W., *The Beginnings of Communication Study in America* (Thousand Oaks, CA: Sage, 1997).

plum tomatoes. The greengrocer may request more information if he has any questions.

A: Two pounds of cherry tomatoes.

B : These ones, or the ones next to the potatoes?

A: The ones next to the potatoes

B : That's £5

The aforementioned "purely interactional" situation is an illustration of phatic communion. Brown and Yule argue that exchanges are generally best classified as being predominantly transactional or interactional because most language is, of course, neither "purely" transactional or interactional but a mix of both. Social chat will occasionally include information, such as when the speaker tells the listener about a recent vacation, but its primary purpose is still conversation. If you can't remember the specifics, it doesn't really matter. Additionally, there are frequently aspects in transactional trades that have interactional purposes. Compare the conversation above to:

A : Good morning. Can I have two pounds of cherry tomatoes.

B : Would you like these ones, or the ones next to the potatoes?

A: The ones next to the potatoes please.

B: Here you are. That's £5 please.

A: Thank you.

Despite the fact that the exchange is still essentially transactional, none of the parts in bold are necessary for the conveyance of information. They have an interactive purpose. Long or

short turns may be used in language that is primarily interactional or transactional. Eg:

Transactional long turn - a presentation or lecture.

Transactional short turns - the greengrocer's conversation above.

Interactional long turns - recounting an anecdote

Interactional short turns - social chat. [17]

2.2.3   The Concept of Video-Interaction at Youtube

2.2.3.1   Definiton of Video-Interaction at Youtube

YouTube, which was founded in 2005 and was acquired by Google Inc. in 2006, is the third most popular website on the internet and the best platform for sharing video clips. Millions of people watch the thousands of videos that are uploaded every day. YouTube users have been able to communicate by uploading video comments to videos since late 2006. Only one video can respond to each clip. Uploaders control the "video-response thread" that has been created around their video by enabling responses, accepting them, or rejecting any of them. Reverse chronological order is used to display responses, which are numbered and displayed in that order. Since the beginning of 2008, it is possible to play back each reaction to a video in turn.

On the website, the most popular videos are ranked according to different time frames (from "now" to "All Time"). In January 2008, almost all of the most popular videos "of all time" were "video-requests," which expressly asked for video responses. Many of them also included a promise for a "re-mix" video as a follow-up. A novel semiotic practice, here referred to as "video-interaction" to set it apart from previous interactive practices on the

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[17] Brown, G. and Yule, G., 1983, *Teaching the Spoken Language*, Cambridge : CUP

website, is instantiated by the original video-request, its responses, and the video-summary.[18]

The use of video as an audio-visual medium for displaying motion is becoming more widespread in our culture. The message conveyed may be factual, fictional, instructive, or merely informative.[19] The video that will be used by the researcher is an interaction video that is shared via YouTube. This video contains interactions between native speakers and random people. As explained earlier, speaking interaction is further communication to get information or exchange greetings. So, video interaction is a type of video that shows communication between one individual and another to get information. Interaction videos are usually used as learning media that serve as examples in practicing lessons, especially in learning languages.

2.2.3.2   Londokampung as Youtube Creators

These producers of video material have even developed their own vocabulary throughout the course of this year. A YouTuber is a term used to describe any content creator who devotes a lot of time to YouTube. Some individuals refer to the steps a YouTuber takes to create and publish videos to YouTube as "youtubing." These phrases will appear again later in this essay, especially in light of how influential YouTube is becoming in contemporary culture.[20]

On youtube, there are many videos that feature interaction videos. The researcher chose a content creator named Dave Jepchott or known as Cak Dave. Dave was born in Australia and has lived in Indonesia since he was 2 years old. In his channel, Dave shares videos in the form of prank videos in

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[18] Adami, E. (2009). 'We/YouTube': exploring sign-making in video-interaction. Visual Communication, 8(4), 379–399.

[19] Busyaeri, A., Udin, T., & Zaenudin, A. (2016). *Pengaruh penggunaan video pembelajaran terhadap peningkatan hasil belajar mapel IPA di MIN Kroya Cirebon. Al Ibtida*: Jurnal Pendidikan Guru MI, 3(1).

[20] Holmbom, Mattias. "The YouTuber: A qualitative study of popular content creators." (2015).

English to local residents or doing lessons in schools around Java. The videos that are shared are not only entertainment, but also educational, especially in English.

Figure 3 Londokampung Interaction Video

(Source : youtube.com Londokampung)

An example of interaction carried out by Content Creators while at the market. When Cak Dave, who is conducting transactions with traders, is invited to chat with one of the market visitors.

Visitor: "Where are you from?"

Cak Dave: "I come from Melbourne, Australia. How about you?

Visitor : "I'm from Madagascar"

Cak Dave: "Are you sure?"

Visitor : "Sure"

Cak Dave: "But you look like an Indonesian"

Visitor : "Looks the same but not the same"

Based on the conversation above, it shows that Londokampung performs social interaction. Thus there is mutual interaction. Just by asking for news, there has been an interaction that connects socially.

2.3 Conceptual Framework

This study primarily examines how teachers instruct speaking skills. The graphic below shows how the researchers created the conceptual framework for this study:

```
              ┌─────────────────────────────────────┐
              │   Video Interactive "Londokampung"  │
              └─────────────────────────────────────┘
        ┌──────────────────────┼──────────────────────┐
┌──────────────┐      ┌──────────────────────┐      ┌──────────────┐
│   Watching   │      │       Identify       │      │   Practice   │
└──────────────┘      │  • Elements of Speaking │    └──────────────┘
                      │  • Expression        │
                      └──────────────────────┘
                                 │
                      ┌──────────────────────┐
                      │ Interactive Speaking Skills │
                      └──────────────────────┘
```
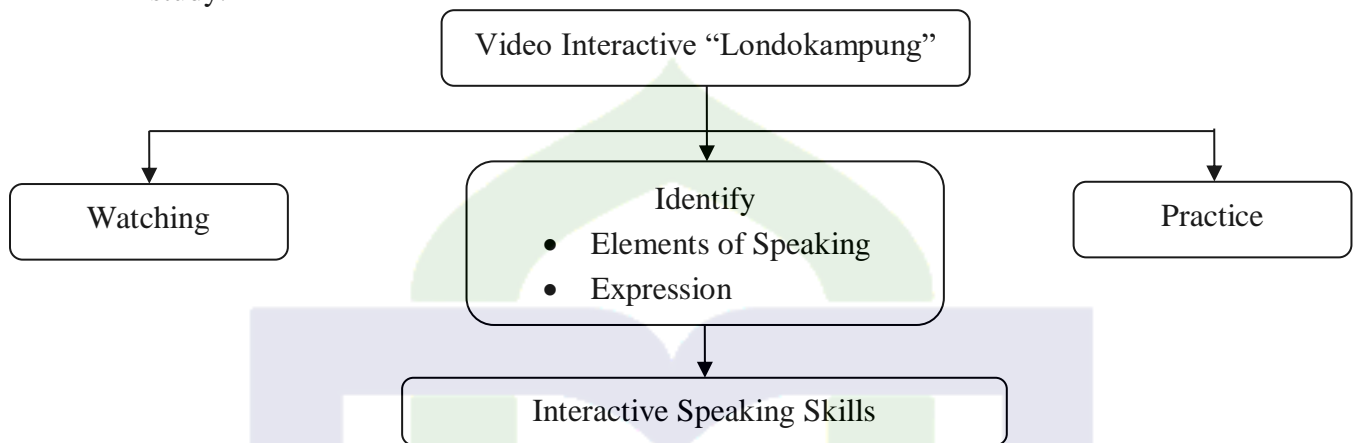
The researcher conducted research with a focus on students' interaction speaking skills based on the conceptual framework. Based on the first factor mentioned above, the researcher wanted to learn whether students' interaction speaking skills were stimulated after watching Londokampung content on YouTube.

CHAPTER III

METHODOLOGY OF THE RESEARCH

3.1 Research Design

With a non-equivalent control group design, two classes—the experimental class and the control class—will be used in this study's quasi-experimental methodology. This method differs from the first strategy in a few significant ways because the difference between the pre-test and post-test scores is utilized to determine the treatment's success. No comparison to a control group is provided.[21]

This research presented as follow :

$$
\begin{array}{ccc}
O_1 & X & O_2 \\
\hline
O_3 & & O_4
\end{array}
$$

Where
- O_1 : Pre-test Experiment Class
- O_2 : Post-test Experiment Class
- O_3 : Pre-test Control Class
- O_4 : Post-test Control Class
- X : Treatment[22]

3.2 Location and Time

The researcher will carry out this study at UPT SMA Negeri 4 Parepare, which is situated in Jl. Lasiming Parepare city, South Sulawesi. It will take 20 days to complete, not counting the time for data analysis.

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[21]John W. Best, *Research in Education* (United States of America : Pretice-Hall Inc, 1981), p.81

[22] Sogiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, R&D*. (Bandung : Alfabeta,2011), p. 116

3.3 Population and Sample of the research

1. Population

The parent group from which a simple is to be derived is called the population, which is the complete collection of observations. Population refers to the traits of a particular group. [23]

The participants in this study were UPTD SMA Negeri 4 Parepare students in the tenth grade. There are eight classes in it. They are displayed as follows:

Table 1 The Population of Second Grade of UPT SMA Negeri 4 Parepare

No	Class	Number of Students
1	XI IPA 1	36
2	XI IPA 2	36
3	XI IPA 3	33
4	XI IPA 4	32
5	XI IPS 1	34
6	XI IPS 2	32
7	XI IPS 3	32
8	XI IPS 4	27
Total of students		262

(Source of SMA Negeri 4 Parepare)

2. Sample

A sample is a group of people chosen at random from the population.[24] The researcher chose two classes from class XI of SMA Negeri 4 Parepare using the purposive sampling technique. Using the traditional method, this methodology selects one class as the experiment class and one class as the

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[23] Prabhat Pandey, Meenu Mishra Pandey, *Research Methodology:Tools and Techniques.)* (Romania :Bridge Center, 2015).p.40

[24] Juliansyah Noor, *Metodologi Penelitian Skripsi, Tesis, Disertasi & Karya Ilmiah* (Prenada Media)

control class. 32 students make up the XI IPS 2 experiment class, while 32 students make up the XI IPS 3 control class. There are 64 students in the sample as a whole.

3.4   Instrument

A test is a set of questions, exercises, or other instruments used to evaluate a person's or a group's knowledge, skills, intelligence, abilities, or talents.[25] The type of test used in this study is an interview test which was adopted from Douglas Brown's book by paying attention to intonation, fluency, vocabulary, grammar and comprehension.

3.5   Procedure of Collecting Data

1. Pre-Test

    Pre-test were administered by the researcher to the experiment class (XI IPS 2) and the control class in order to gather the data (XI IPS 3). The objective is to compare the capacities of students before treatment, after treatment, and between the two samples.

2. Treatment

    After conducting the pre-test, the researcher conducted treatment to the experimental class which was carried out for six meetings. The following activities were carried out by researchers:

    1) First Meeting

        The researcher explained about speaking interaction, and the purpose of learning speaking interaction. Explain the speaking elements that need to be learned and show a video of an example of speaking interaction.

    2) Second Meeting

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[25] Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktek* (Jakarta : PT.Rineka Cipta, 2002), p. 127, Cet Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktek* (Jakarta : PT.Rineka Cipta, 2002), p. 127, Cet Ke-12Ke-12

The researcher showed the interaction video "Londokampung". After watching, students were asked to write down the vocabulary in the video and then memorize the vocabulary.

3) Third Meeting

The researcher showed the interaction video "Londokampung" again. After watching, students were asked to identify the types of expressions used in conversation. For example, the expression of gratitude.

4) Fourth Meeting

The researcher asked the students to mention the vocabulary that had previously been written and memorized. After that, they read out the expressions that have been identified. The researcher will correct the mention and fluency in speaking so that there is no miscommunication when interacting with others.

5) Fifth Meeting

The researcher asked the students to create a paired dialog according to the vocab and expressions learned in the previous meeting. After making the dialog, the researcher asked the students to practice it in front of the class.

6) Sixth Meeting

The researcher asked the students to continue practicing the dialog in front of the class. After all students practiced, the researcher corrected some speaking elements that needed to be improved. Then the researcher gave input to students to often watch videos about interacting between native speakers so that their abilities improve.

3. Post-Test

Following the therapy, the researcher administered a post-test to the students in order to determine how well the video interaction "Londokampung"

had improved the students' speaking abilities. To compare how students developed in speaking interactions utilizing the "Londokampung" video interaction with those using traditional classes led by the teacher, the researcher administered the same test to a control group of students.

3.6   Technique of Data Analysis

The data was gathered through the test and put through a quantitative analysis.

To scoring the Students' Interactive Speaking Skills, researcher using four formulas following above :

1. Calculating the students' score :

$$Score = \frac{Students\ Correct\ Answer}{Total\ Score} \times 100$$

2. After calculating the score, the researcher classified it into following levels

Table 2 Calculation Score

No	Classification	Score
1	Very Good	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	40-55
5	Very Poor	≤39

3. Calculating the rate percentage of the Students' score by using following:

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

where :

p : percentage

F : frequency

N : total of number of sample[26]

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[26] Anas Sudijon, *Pengantar Statistik Pendidikan*, (Jakarta : Raja Grafindo Persada, 2006), p.43

4. Finding out the mean score by using the following formula :

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

in which :

x : mean score

$\sum x$: total score

N : the total number of students'[27]

5. Standard Deviation[28] :

$$S = \frac{\sum fi\,(Xi - \bar{x})}{(n-1)}$$

where :

S : Standard Deviation

$\sum fi$: Frequency of the students

$(Xi - \bar{x})$: Deviation

n : Total number of sample

6. Score N-Gain[29] :

Table 3 N- Gain

Score N-Gain	Categories
g > 0,7	High
0,3 ≤ g ≤ 0,7	Medium
g < 0,3	Low

The Criteria of testing hypothesis :

The following is the research's statistical hypothesis:

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[27] Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta : Bumi Aksara, 2009), p. 264

[28] L.R Gay, *Educational Skripsi Competencies for Analysis and Application 2ⁿᵈ.*, (Columbus:Charles E.Merrill, 1981), p.331

[29] Meltzer, E.D. 2002. "The Relationship between Mathemathics Preparation and Conceptual Learning Gains in Physics: A Possible Hidden Variable in Diagnostic Pretest Score". ***American Journal of Physics***, 70 (2), 1259–1268

The researcher employed a two-tail test to test the hypothesis, with a significance level of 0,05 and a degree of freedom (DF) equal to N1 + N2 – 2.

1) If the t-test is between t-table < t-test < t-table then H_0 is accepted and H_1 is rejected. This means that the application of the "Londokampung" interaction video in the experimental class cannot improve students' speaking ability.

2) If the t-test is outside the t-table < t-test < t-table, then H_0 is rejected and H_1 is accepted. This means that the application of the "Londokampung" interaction video in the experimental class can improve students' speaking ability.

This scoring category to analysis students' interactive speaking using interview to collecting data according H. Douglas Brown.[30]

Table 4 Oral Proficiency Scoring Category

Grammar	1	Although the speaker frequently makes grammatical mistakes, a native speaker who is accustomed to dealing with foreigners trying to speak his language can nevertheless understand him.
	2	Can handle simple formulations with reasonable accuracy most of the time, but does not have thorough or assured grammatical control.
	3	The grammar is under good control. able to participate successfully in most official and

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[30] H. Douglas Brown. "*Teaching by Principles : An Interactive Approach to Language Pedagogy*". Second Edition. White Plains, (NY : Pearson Education, 2001). p.406-407

		casual conversations on practical, social, and professional themes while speaking the language with enough structural precision.
	4	Able to speak the language correctly at all levels often needed for professional purposes. Grammar mistakes are relatively uncommon.
	5	Equivalent to that of a native speaker with education.
Vocabulary	1	Speaking vocabulary is insufficient to communicate anything but the most basic necessities.
	2	Possesses a sufficient speaking vocabulary to communicate his ideas clearly using some euphemisms.
	3	Able to communicate in the target language fluently and with a large enough vocabulary to take part in most official and casual conversations on personal, professional, and social themes. He rarely has to fumble for a term because of his extensive vocabulary.
	4	Can comprehend and take part in any discourse within his experience range using highly precise words.
	5	Educated native speakers accept speech at all levels in its whole, including its complete range of vocabulary and idioms, colloquialisms, and relevant cultural

		references.
Comprehension	1	When spoken slowly, repeatedly, or in paraphrase, simple queries and assertions can be understood within the context of his extremely limited language experience.
	2	can understand the substance of most non-technical conversations (i.e., topics that require no specialized knowledge).
	3	When communication is spoken at a typical pace, comprehension is quite thorough.
	4	Can comprehend any speech within his experience range.
	5	Equivalent to that of a native speaker with education.
Fluency	1	(No description of fluency in particular. For implied level of fluency, see the other four language areas.)
	2	Can handle most social situations, including introductions and casual chats about current events as well as work, family, and autobiographical material, with confidence but not with ease.
	3	Can talk about certain areas of expertise with reasonable comfort. seldom needs to struggle for words.
	4	Fluency in the language on all topics often necessary for work purposes. possesses a high level of fluency and is able to

		participate in any discourse within the scope of this experience.
	5	Possesses total language proficiency, as evidenced by the fact that educated native speakers readily accept his speech.
Pronounciation	1	Although pronunciation mistakes are common, a native speaker who is accustomed to dealing with foreigners trying to speak his language may understand them.
	2	Even yet, the accent is frequently fairly incorrect.
	3	Errors hardly ever hinder understanding and infrequently annoy the natural speaker. There could be a clear foreign accent.
	4	Pronunciation mistakes are relatively uncommon.
	5	Equal to and accepted in full by educated native speakers
Task	1	Can discuss issues that he is highly familiar with in questions and answers. able to meet minimal civility criteria and typical travel needs. (Should be able to order a basic meal, inquire about a place to stay, inquire about and provide basic directions, make purchases, and tell the time.)
	2	Able to meet regular social and professional obligations; need assistance with any complications or difficulties.

	3	Able to contribute successfully to conversations on practical, social, and professional themes in most formal and informal settings
	4	Though rarely mistaken for a native speaker, they are nonetheless able to react effectively in new circumstances. can handle informal language translation and interpretation.
	5	Speaking ability comparable to that of a native speaker with education.

CHAPTER IV
METHODOLOGY OF THE RESEARCH

The findings of the research and discussions on the research make up this chapter's two sections. The research's conclusions include a description of the information obtained from test results, which is covered in more detail in the section below.

4.1 Research Finding

The classification of the students' pre-test and post-test results is related to the study's conclusions. The three research issues—student scores before and after the experimental class, student scores before and after the control class, and the justification for employing video interaction in place of more traditional speaking improvement techniques—are addressed in this part.

In this study there are two types of groups, the first is the experimental class, namely class XI IPS 2 and the second is the control class, namely Class XI IPS 3. The application of the treatment was carried out differently, the experimental class was taught using the interaction video "Londokampung" by the researcher, while the control class was taught using conventional methods conducted by the subject teacher. The topic of the lesson given in both classes was the same and focused on developing student interaction.

4.1.1 Student Scores Before and After Experimental Class in Improving Students' Speaking Ability

This section will present the results of data analysis of students' speaking ability carried out through tests before treatment called pre-test and tests after treatment, namely post-test. This test was conducted to the experimental class and control class in class XI IPS SMA Negeri 4 Parepare.

4.1.1.1   The Students' Score in Pre-Test Score of Experimental Class

To ascertain the pupils' speaking abilities, researchers administered a test, or what is known as a pre-test. In order to maximize results, the treatment is adjusted in this manner. Here is a table showing the experimental class students' pre-test evaluations :

Table 4. 1 The Students' Score Pre-Test in Experimental Class

No	Name	XI. IPS 2 Pretest						Total	Score
		Vocab	Grammar	Comprehention	Fluency	Pronounce	Task		
1	AB	3	2	2	2	2	1	12	48
2	AS	2	2	1	2	2	2	11	44
3	AAM	2	1	2	1	2	1	9	36
4	ANAM	3	2	3	3	4	2	17	68
5	AD	3	2	2	2	3	2	14	56
6	DMP	3	3	3	3	3	3	18	72
7	F	3	3	3	3	3	2	17	68
8	GG	2	2	2	2	2	2	12	48
9	IDAM	3	2	3	3	2	3	16	64
10	I	3	2	2	2	3	2	14	56
11	JP	3	2	2	2	2	2	13	52
12	MAAJ	1	1	1	1	1	1	6	24
13	MAN	2	1	1	2	2	2	10	40
14	MF	2	1	1	1	1	1	7	28
15	MFI	2	2	1	1	2	2	10	40
16	MFA	2	2	2	2	2	2	12	48
17	MFM	2	1	1	2	2	1	9	36
18	MFAT	1	1	1	1	2	1	7	28
19	MFSR	2	1	1	1	2	1	8	32
20	NF	1	1	1	1	1	1	6	24

21	NN	2	2	1	2	2	1	10	40
22	PP	2	1	1	1	2	1	8	32
23	PZ	3	2	3	3	3	2	16	64
24	RRW	2	1	1	1	1	1	7	28
25	R	3	2	2	2	3	2	14	56
26	RR	3	2	2	2	3	2	14	56
27	RP	1	1	1	1	1	1	6	24
28	S	3	2	2	2	3	2	14	56
29	SM	1	1	1	1	1	1	6	24
30	SA	2	1	1	1	2	1	8	32
31	Y	3	3	3	2	3	2	16	64
32	YS	3	3	3	3	3	2	17	68
Total								$\sum = 364$	$\sum = 1456$

The table above shows that the ability of students in class XI. IPS 2 is very minimal. Some students are only able to have a conversation even though it is a small conversation.

4.1.1.2   The Students' Score in Post-Test of Experimental Class

The results of the post-test assessment after being given the treatment using the interaction video "Londokampung" are shown in the table below:

Table 4. 2 The Students' Score in Post-Test of Experimental Class

No	Name	XI. IPS 2 Posttest						Total	Score
		Vocab	Grammar	Comprehention	Fluency	Pronounce	Task		
1	AB	3	2	2	3	3	2	15	60
2	AS	3	3	2	3	3	3	17	68
3	AAM	3	1	2	2	3	2	13	52
4	ANAM	4	3	3	4	4	3	21	84
5	AD	4	2	2	3	4	3	18	72

6	DMP	4	3	3	4	4	4	22	88
7	F	4	3	3	4	4	3	21	84
8	GG	3	2	2	3	3	2	15	60
9	IDAM	4	3	3	4	4	4	22	88
10	I	4	3	3	3	4	3	20	80
11	JP	4	2	2	3	3	3	17	68
12	MAAJ	2	2	2	2	3	2	13	52
13	MAN	3	1	2	2	3	1	12	48
14	MF	3	2	2	2	2	2	13	52
15	MFI	3	2	2	3	3	2	15	60
16	MFA	3	3	3	3	3	3	18	72
17	MFM	3	2	2	3	3	2	15	60
18	MFAT	3	1	2	2	2	1	11	44
19	MFSR	3	2	2	2	3	2	14	56
20	NF	3	2	2	2	3	2	14	56
21	NN	3	2	2	3	3	2	15	60
22	PP	3	2	2	2	3	2	14	56
23	PZ	4	2	3	4	4	3	20	80
24	RRW	3	2	2	2	3	2	14	56
25	R	4	2	2	3	3	2	16	64
26	RR	4	3	3	4	4	3	21	84
27	RP	2	2	2	2	2	2	12	48
28	S	4	2	3	3	4	3	19	76
29	SM	2	1	1	2	2	1	9	36
30	SA	3	1	1	3	3	2	13	52
31	Y	4	3	3	4	4	3	21	84
32	YS	4	3	3	4	4	3	21	84
Total								$\sum = 521$	$\sum = 2084$

Based on the table above, students have improved especially in the categories of pronunciation, vocabulary and fluency in speaking.

4.1.1.3   Scoring Classifications Achievement of the Students in Experimental Class on Pre-test and Post-test

Table 4. 3 The Rate Percentage of the Students' Pretest and Posttest Score in Experimental Class

No	Classification	Score	Frequency		Presentage	
			Pretest	Posttest	Pretest	Posttest
1	Very Good	80-100	0	9	0%	28%
2	Good	66-79	4	5	13%	16%
3	Fair	56-65	8	10	25%	31%
4	Poor	40-55	8	7	25%	22%
5	Very Poor	≤39	12	1	38%	3%
	Total		32	32	100%	100%

Table 4.3 shows that the average score of students before applying the activity of watching the interaction video "Londokampung" shows that most of the students' speaking ability is in the classification of less and very less. This is because students' speaking achievement is still low, because they lack confidence to speak, lack of motivation in learning English and feel afraid if what they say cannot be understood. After being given treatment through watching the "Londokampung" video interaction and then practicing it, there was one student who scored very poorly, this was because the student still felt hesitant to speak and also rarely attended class. Compared to before the treatment, many students experienced progress in speaking especially in the elements of vocab, fluency and pronunciation. This is because students were

able to imitate and learn new vocabulary and how to pronounce what Cak Dave (Creator of Londokampung) said in his video.

4.1.2 The Students Score Before and After without Treatment in Control Class

This section described the result of data analysis pre-test and post-test in control class in SMA Negeri 4 Parepare.

4.1.2.1 The Students' Score of Pre-test in Control Class

The researcher of this pre-test included questions that appeared to be from the experimental class. Before the lesson began, the pre-test had been completed without the use of humour or drama. It took place on November 14, 2022, a Monday. A pre-test was provided to the students. The writer obtained the pre-test results from the pupils, which were examined and produced the following data:

Table 4. 4 The Students' Score of Pre-test in Control Class

No	Name	Vocab	Grammar	Comprehention	Fluency	Pronounce	Task	Total	Score
		XI. IPS 3							
		Pretest							
1	A	2	1	1	1	1	1	7	28
2	AR	3	2	3	3	2	3	16	64
3	ARP	2	2	1	2	2	1	10	40
4	ARD	2	1	1	1	1	1	7	28
5	ASR	3	2	2	3	3	2	15	60
6	ARH	3	2	2	2	3	2	14	56
7	D	1	1	1	1	1	1	6	24
8	EDS	2	1	1	2	2	2	10	40
9	FDS	2	2	2	2	2	2	12	48

10	H	2	1	1	2	2	1	9	36
11	HNH	1	1	1	1	1	1	6	24
12	IC	3	2	3	3	2	3	16	64
13	MNE	3	2	2	2	3	2	14	56
14	MI	3	2	2	3	3	2	15	60
15	MAP	3	2	3	3	3	2	16	64
16	MA	2	1	1	1	1	1	7	28
17	MAG	3	2	2	2	3	2	14	56
18	MIA	2	1	1	2	2	1	9	36
19	MRAAR	3	1	1	2	3	2	12	48
20	MSM	3	2	2	2	3	2	14	56
21	MZNJ	1	1	1	1	1	1	6	24
22	M	2	1	1	1	2	1	8	32
23	NTA	3	2	2	2	3	2	14	56
24	NFM	1	1	1	1	1	1	6	24
25	NDRW	2	1	1	1	2	1	8	32
26	NH	2	2	2	2	2	2	12	48
27	NIH	3	2	3	3	2	3	16	64
28	PN	3	2	2	2	3	2	14	56
29	R	1	1	1	1	1	1	6	24
30	RA	3	3	2	3	3	2	16	64
31	TA	2	1	1	2	3	2	11	44
32	UH	2	1	1	2	3	2	11	44
Total								$\sum = 357$	$\sum = 1428$

4.1.2.2   The Students' Score in Post-Test of Control Class

After providing a treatment through the video interaction "Londokampung," which was analyzed and yielded the information of the data in the scoring table, the writer was able to determine the outcome of the students' post-test based on the speaking scoring. This score included the students' speaking categories of accuracy, fluency, and comprehensibility. The information in table 4.2 revealed the following about the students' overall post-test scores:

Table 4. 5 The Students' Score in Post-Test of Control Class

No	Name	Vocab	Grammar	Comprehention	Fluency	Pronounce	Task	Total	Score
		XI. IPS 3 Posttest							
1	A	2	1	1	2	2	1	9	36
2	AR	3	2	3	3	3	3	17	68
3	ARP	3	2	2	2	2	2	13	52
4	ARD	3	2	2	1	3	1	12	48
5	ASR	3	2	3	3	3	3	17	68
6	ARH	3	2	2	2	3	2	14	56
7	D	2	1	2	2	2	1	10	40
8	EDS	2	2	1	2	2	2	11	44
9	FDS	2	2	2	2	3	2	13	52
10	H	2	1	1	2	2	1	9	36
11	HNH	2	2	2	1	2	1	10	40
12	IC	3	2	3	3	2	3	16	64
13	MNE	3	2	2	2	3	2	14	56
14	MI	4	2	2	3	3	3	17	68
15	MAP	3	2	3	3	4	2	17	68
16	MA	2	1	1	2	2	1	9	36
17	MAG	3	2	2	2	3	2	14	56
18	MIA	2	1	1	2	2	1	9	36
19	MRAAR	3	1	1	2	3	2	12	48
20	MSM	3	2	2	2	3	2	14	56
21	MZNJ	2	1	1	2	2	1	9	36
22	M	2	1	1	2	2	1	9	36
23	NTA	3	2	2	2	3	2	14	56
24	NFM	2	1	2	2	2	1	10	40
25	NDRW	2	1	2	2	2	1	10	40
26	NH	2	2	2	3	3	2	14	56
27	NIH	3	2	3	3	2	3	16	64

28	PN	3	2	2	3	3	2	15	60
29	R	2	1	2	2	2	1	10	40
30	RA	4	3	2	3	3	2	17	68
31	TA	3	2	2	3	3	2	15	60
32	UH	2	1	2	2	3	2	12	48
Total								$\sum = 408$	$\sum = 1632$

4.1.2.3   Scoring Classifications Achievement of the Students in Control Class on Pretest and Post-test

Table 4. 6 The Rate Percentage of the Students' Pre-test and Post-test Score in Control Class

No	Classification	Score	Frequency		Presentage	
			Pretest	Posttest	Pretest	Posttest
1	Very Good	80-100	0	0	0%	0%
2	Good	66-79	0	5	0%	16%
3	Fair	56-65	13	10	41%	31%
4	Poor	40-55	7	11	22%	34%
5	Very Poor	≤39	12	6	38%	19%
	Total		32	32	32	32

Based on the table above, it can show that the development before learning without getting treatment with after learning without getting treatment also experienced development but not as significant as using video interaction. Only a few students improved but did not reach the level of Very Good.

4.1.3 The Difference In Speaking Improvement Between The Experimental Class And The Control Class

Knowing that video contact was implemented better than the typical approach as follows:

4.1.3.1 Pre-test and Post-test Results for the Experimental and Control Classes

1) Experimental Class

The following table was created by the researcher using the speaking score from the pre- and post-tests in the experimental class

Table 4. 7 The Worksheet of the Calculation of the Score on Pre-Test and Post-Test of Experimental Class

No	(Pre-Test) X_1	(Post-Test) X_2	X_1^2	X_2^2	$D(X_2 - X_1)$	$D^2 (X_2 - X_1)^2$
1	48	60	2304	3600	12	144
2	44	68	1936	4624	24	576
3	36	52	1296	2704	16	256
4	68	84	4624	7056	16	256
5	56	72	3136	5184	16	256
6	72	88	5184	7744	16	256
7	68	84	4624	7056	16	256
8	48	60	2304	3600	12	144
9	64	88	4096	7744	24	576
10	56	80	3136	6400	24	576
11	52	68	2704	4624	16	256
12	24	52	576	2704	28	784
13	40	48	1600	2304	8	64
14	28	52	784	2704	24	576
15	40	60	1600	3600	20	400
16	48	72	2304	5184	24	576
17	36	60	1296	3600	24	576
18	28	44	784	1936	16	256
19	32	56	1024	3136	24	576
20	24	56	576	3136	32	1024
21	40	60	1600	3600	20	400
22	32	56	1024	3136	24	576

23	64	80	4096	6400	16	256
24	28	56	784	3136	28	784
25	56	64	3136	4096	8	64
26	56	84	3136	7056	28	784
27	24	48	576	2304	24	576
28	56	76	3136	5776	20	400
29	24	36	576	1296	12	144
30	32	52	1024	2704	20	400
31	64	84	4096	7056	20	400
32	68	84	4624	7056	16	256
$\sum$	1456	2084	73696	142256	628	13424

2) Control Class

The following table was created by the researcher to compute the speaking score of the pre-test and post-test in the control class:

Table 4. 8 Worksheet of the Calculation of the Score on Pre-Test and Post-Test of Control Class

No	(Pre-Test) X_1	(Post-Test) X_2	X_1^2	X_2^2	D(X_2- X_1)	D^2 (X_2- X_1) ^{2}
1	28	36	784	1296	8	64
2	64	68	4096	4624	4	16
3	40	52	1600	2704	12	144
4	28	48	784	2304	20	400
5	60	68	3600	4624	8	64
6	56	56	3136	3136	0	0
7	24	40	576	1600	16	256
8	40	44	1600	1936	4	16
9	48	52	2304	2704	4	16
10	36	36	1296	1296	0	0
11	24	40	576	1600	16	256
12	64	64	4096	4096	0	0
13	56	56	3136	3136	0	0
14	60	68	3600	4624	8	64
15	64	68	4096	4624	4	16
16	28	36	784	1296	8	64
17	56	56	3136	3136	0	0
18	36	36	1296	1296	0	0

19	48	48	2304	2304	0	0
20	56	56	3136	3136	0	0
21	24	36	576	1296	12	144
22	32	36	1024	1296	4	16
23	56	56	3136	3136	0	0
24	24	40	576	1600	16	256
25	32	40	1024	1600	8	64
26	48	56	2304	3136	8	64
27	64	64	4096	4096	0	0
28	56	60	3136	3600	4	16
29	24	40	576	1600	16	256
30	64	68	4096	4624	4	16
31	44	60	1936	3600	16	256
32	44	48	1936	2304	4	16
$\sum$	1428	1632	70352	87360	204	2480

4.1.3.2   Standard Deviation and Mean Scores for the Experimental and Control Groups

The mean score and standard deviation of the pre-test and post-test, both in the experimental group and control class, were then determined after calculating the raw score that appears in the table above. The following table was created by the researcher using the mean score and standard deviation from the pretest and posttest results for the experimental class and control class:

Table 4. 9 Mean and Standard Deviation

Class	Mean Score		Standart Deviation	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Experimental	45,50	65,12	15,500	14,520
Control	44,62	51,00	14,622	11,540

The table above shows that students' speaking ability in the experimental class and control class tended to be the same before being treated. After being given treatment, the experimental class experienced a rapid increase compared

to before treatment. Compared to the control class which also experienced an increase but not as fast as the ability of the experimental class which received treatment using the interaction video "Londokampung" as the learning media. This proves that using the strategy is able to improve students' ability to speak, this also applies to the control class which gets controversial learning by the teacher.

In the meantime, the experimental class' standard deviation is higher than the control class' standard deviation. The results vary and are dispersed when you look at the difference between the pre-test and post-test standard deviation for the experimental class. For the control class, the same is true. The standard deviation, however, is less than the mean score, as the previous table demonstrates.

The following table indicates the difference in the improvement of speaking ability using the "Londokampung" interaction video for the experimental class and those using conventional methods.

Table 4. 10 Mean, Standard Deviation and Different Score

Class	Mean Score		Different Score
	Pre-Test	Post-Test	
Experimental	45,50	65,12	19,62
Control	44,62	51,00	6,38

The table above shows the comparison of the improvement between the control class and the experimental class after being treated. The average value of the experimental class is higher (19.62) than the control class (6.38). This shows that the use of the interaction video "Londokampung" has a significant effect on learning English speaking.

4.1.3.3   T-test value and T-table value

Table 4. 11 Experimental Class and Control Class T-tables and T-table results

T-test Experimen Class	T-test Control Class	T-table Value
18,6409	5,84638	1,99897

According to the hypothesis, H_0 is accepted if the t-test results are between t-test < t-test < t-table. This means that using the "Londokampung" interaction video in the experimental class will not be able to help pupils become more fluent speakers. The explanation is given as -1.99897 < t-test < 1.99897 when the t-table is viewed based on the table, which is 1.99897. The experimental class's t-test value is 18.6409. As a result, H_1 is accepted because the experimental class t-test does not fall below the range of 1.99897 < t-test < 1.99897. This indicates that the "Londokampung" interaction video application can help pupils' communication skills. The t-test result for the control class is 5.84638. Additionally, it demonstrates that the experimental class t-test does not fall inside the range of -1.99897 < t-test < 1.99897.

4.2   Discussions

The discussion of the findings that were reported in the previous chapter will be explained in this section. This section will first give a general overview of students' English speaking ability before and after receiving treatment using the "Londokampung" interaction video in the experimental class, followed by an explanation of students' English speaking ability before and after receiving conventional treatment in the control class, and finally, a discussion of the significant differences between the experimental class and the control class in terms of the improvement of students' English speaking ability. This is based on the statement of the problem in chapter I.

4.2.1   Student Improvement Before And After Treatment In The Experimental Class.

At the beginning of the meeting, the researcher conducted a pre-test to find out the extent of students' ability to speak, especially when interacting. Based on the results of the pre-test, 38% of students were at the very poor level, 25% were at the poor and fair levels respectively and 12% were at the good level. This shows that most students have basic skills in speaking. When conducting the pre-test, students who were at the very poor level were unable to answer the questions asked by the researcher.

After knowing the students' ability level, the researcher then applied the treatment using the Londokampung interaction video according to their level. The researcher focused on making students able to understand and comprehend basic questions in interacting with interlocutors.

At the beginning of the treatment, the researcher encouraged students the purpose and benefits of the ability to interact using English and then showed a video of interaction conducted by Cak Dave (creator of Londokampung) who was interacting with the surrounding community with the concept of a prank where Cak Dave was unable to speak Indonesian and then communicated using English even though Cak Dave had lived in Indonesia since he was young. With the video, it raises a sense of shame if you are unable and do not understand tourist conversations. Then at the next meeting the researcher showed several Londokampung interaction videos at each meeting (four meetings) to increase vocabulary, speaking expressions and how to mention vocabulary in English. The fifth meeting focused on how students actively create interaction dialogs with their interlocutors (which have been determined based on their peers) according to the topic of the video in the previous meeting. When creating the concept of conversation, students feel enjoyment and not bored as said in Renda Lestari's research which says that some students express their perception that videos from the internet can overcome boredom.

After completing the last treatment by practicing interaction, the researcher conducted a final test called the post-test. The results of this post-test showed that 3% of students were at the very poor level, 22% at the poor level, 31% at the fair level, 16% at the good level and 28% at the very good level. This shows that there is an increase in the frequency of students who are able to speak and interact using English. In addition, by using the Londokampung interaction video, students enjoy an interesting, fun and interactive learning environment as said in Rena Trisna and Ashari P. Swondo's research.

4.2.2   Control Class.

The experimental class experienced various conditions due to the learning environment in the control class. Because the Londokampung interaction video was not used, the pupils simply participated in speaking lessons. The researcher, as usual, instructed them in accordance with the lesson plan provided by the school. The materials covered in class included announcements and description texts, and activities were completed from the first day until the last day following the students' post-test.

Naturally, the researcher administered a test as a pre-test at the first class session to gauge the students' speaking proficiency and comprehension. They were invited to respond orally to questions regarding English by the researcher. 32 students participated in the post-test, however the majority of them did not feel at ease during the interview or the pre-test.

The researcher began supplying learning materials as teaching materials for them to hone their speaking abilities from the second to the last day of instruction. When trying to master the English topic, some of the students were bored and began to speak sleepily, while others eagerly pursued the learning process. They were aware that their understanding of English was still extremely limited and that they needed to pay attention to the teacher's explanation, but they were not entirely focused on doing so.

4.2.3 Diffenrent Improving Speaking Skills Between Experiment Class and Control Class

The researcher can infer from the results above that the video interaction Londokampung strategy in the experimental class and conventional methods or without treatment in the control class both showed some progress. However, the researcher discovered a difference from the t-test value that is present in table 4.11, indicating that video interaction Londokampung is more effective than the usual approach at improving students' speaking skills.

Based on the table 4.11 that the t-test results in the experimental class are higher than the control class (18.64 > 5.85), with these results being able to show that the use of Londokampung video interaction has the potential to increase student interest and output to improve their speaking skills. This is proven based on the results of data analysis that has been described in chapter IV. Chapter IV states that if the t-test value is between the t-table < t-test < t-table then H0 is accepted which means that the use of video interaction is not able to improve students' speaking ability, while the analysis results show that the experimental class t-test results are outside the t-table < t-test < t-table then H1 is accepted meaning that the Londokampung interaction video has a positive effect on students' speaking ability,

After describing the results of the analysis above, the researcher concluded that in addition to improving students' speaking skills, using the Londokampung interaction video, the use of this media was also able to attract students' attention so that students became more active and did not feel bored with the learning.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter will explain the conclusions and suggestions based on the research results.

5.1 Conclusion

Based on the results of data analysis in the previous chapter, the researcher concluded:

5.1.1   The application of video interaction "Londokampung" conducted in the experimental class (XI IPS 2) at SMA Negeri 4 Parepare has increased significantly. This is shown based on the difference between pre-test and post-test where the mean pre-test is only 45.50 while the mean post-test is 65.12. The score difference is 19.62. Then, based on the analysis between the t-table two tail test and t-test where the experimental class t-test (18.6409) is outside the range -1.99897 < t-test < 1.99897 which means H1 is accepted.

5.1.2   In the control class (XI IPS 3) also experienced an increase. This is shown based on the difference in pre-test and post-test where the average pre-test is only 44.62 while the average post-test is 51.00. Therefore, the conventional method used by the teacher is also good.

5.1.3   Based on the above conclusion, the implementation of video interaction "Londokampung" is better than conventional. This is shown by the students' enthusiasm in practicing their speaking skills. Students are able to know and correct mistakes made when speaking, get new vocabulary, know how to pronounce vocabulary and how fluency affects information.

5.2 Suggestions

      Based on the results of the research data analysis and conclusions, the researcher suggests the following:

5.1.1   Students can focus on learning when lessons are presented in an interesting manner and in accordance with student interests.

5.1.2   In learning speaking, the thing that needs to be considered in teaching is showing how and practicing directly in order to provide maximum results in learning.

5.1.3   Teachers are expected to provide encouragement to students so that students do not feel hesitant and afraid in learning English, especially learning speaking.

5.1.4   It is suggested that teachers can use learning media such as interaction videos so that students do not feel bored when learning as well as can learn real ways to speak English correctly.
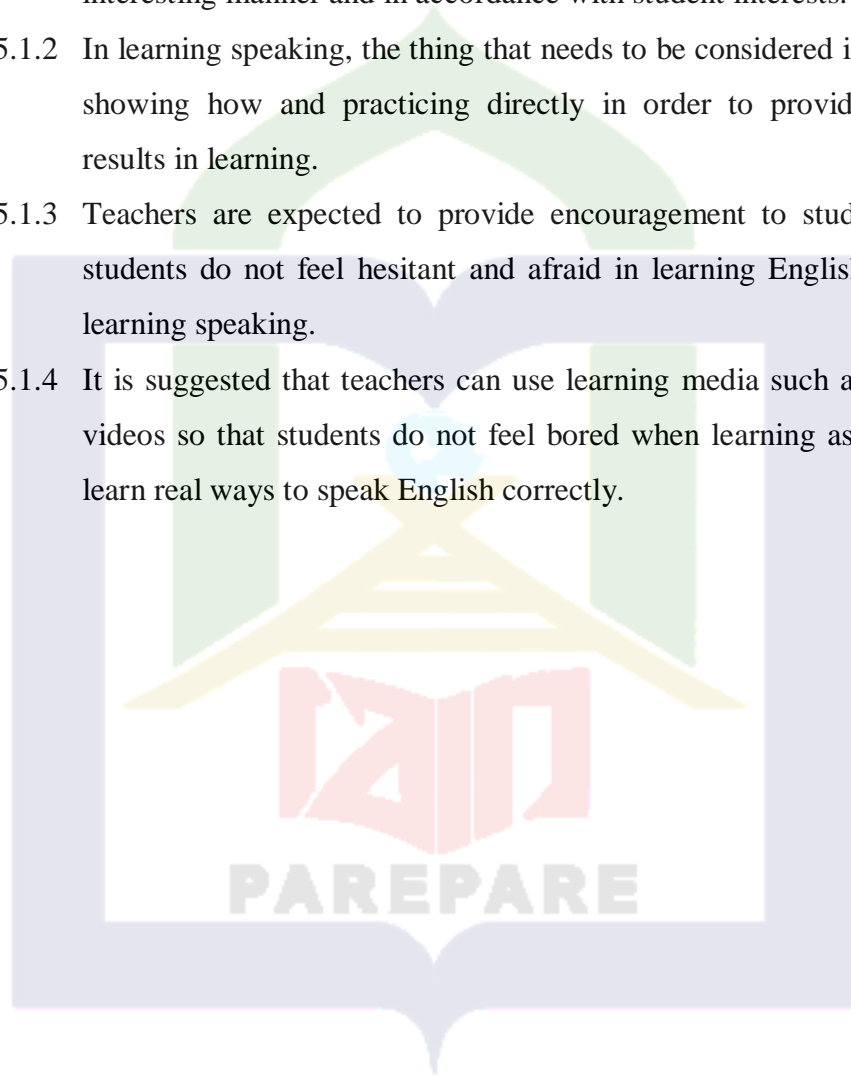
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APPENDIX

Appendix 1 Certificate of Determination of Consultant

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 2275 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	: a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
	b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	: 1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
	2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
	3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
	4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
	5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
	6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
	7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
	8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
	9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
	10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare
Memperhatikan	: a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
	b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021

MEMUTUSKAN

Menetapkan	:	KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;
Kesatu	:	Menunjuk saudara: 1. Hj Nurhamdah, S.Ag., M.Pd 2. Dr. Arqam, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Zulfitriani Said
NIM	:	18.1300.110
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Analysis Of Teeneger Audience Motivation In Learning Speaking Through Ome TV Video Chat

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 27 Agustus 2021

Dekan,

Saepudin

54

Appendix 2 Reseach Recommendation from PTSP Provinsi Sulawesi Selatan

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor	:	**11989/S.01/PTSP/2022**	Kepada Yth.
Lampiran	:	-	Kepala Dinas Pendidikan Prov. Sulsel
Perihal	:	**Izin penelitian**	

di-
Tempat

Berdasarkan surat Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor :
B.4468/In.39/FTAR.01/PP.00.9/11/2022 tanggal 08 November 2022 perihal tersebut diatas,
mahasiswa/peneliti dibawah ini:

N a m a	:	**ZULFITRIANI SAID**
Nomor Pokok	:	18.1300.110
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	:	Mahasiswa (S1)
Alamat	:	Jl. Amal Bakti No. 8 Soreang, Kota Parepare

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI,
dengan judul :

**" USING VIDEO INTERACTION "LONDOKAMPUNG" ON YOUTUBE TO IMPROVE STUDENTS'
INTERACTIVE SPEAKING SKILL AT SMA NEGERI 4 PAREPARE "**

Yang akan dilaksanakan dari : Tgl. **14 November s/d 14 Desember 2022**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud
dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 11 November 2022

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN

Ir. H. SULKAF S LATIEF, M.M.
Pangkat : PEMBINA UTAMA MADYA
Nip : 19630424 198903 1 010

Tembusan Yth
1. Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare;
2. *Pertinggal.*

Appendix 3 Statement has carried out research from UPT SMA Negeri 4 Parepare

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 4 PAREPARE
Website : sman4parepare.sch.id   E-mail : smanegeri4parepare@gmail.com
Jalan : Lasiming no. 22 Telp, /Fax (0421) 2918936, Kota Parepare 91113

SURAT TELAH MELAKUKAN PENELITIAN
Nomor : 421.3/342-UPT SMA 4/PARE/DISDIK

Berdasarkan Surat Rekomendasi Penelitian dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu. Nomor : 11989/S.01/PTSP/2022. Sehubungan dengan hal tersebut, maka yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 4 Parepare menerangkan bahwa :

Nama   : ZULFITRIANI SAID
Universitas/Lembaga   : INSTITUT AGAMA ISLAM NEGERI PAREPARE
Program Studi   : PENDIDIKAN BAHASA INGGRIS
Alamat   : JL. AMAL BAKTI NO.8 SOREANG, KOTA PAREPARE

Telah melakukan penelitian di UPT SMA Negeri 4 Parepare dengan judul penelitian *"USING VIDEO INTERACTION "LONDOKAMPUNG" ON YOUTUBE TO IMPROVE STUDENTS' INTERACTIVE SPEAKING SKILL AT SMA NEGERI 4 PAREPARE"*. Pada tanggal 14 November s.d 05 Desember 2022.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 08 Desember 2022
Kepala UPT SMA Negeri 4 Parepare

H. MUHAMMAD TAHA TAKING, S.Pd, M.Pd
Pangkat Pembina Tk. I
NIP : 19681208 199412 1 005

Tembusan :
1. Kepala Cabang Dinas Pendidikan Wil VIII
2. Masing-masing yang bersangkutan
3. Arsip File

BerAKHLAK   #bangga melayani bangsa   .Sipakatau   DISDIK

SETULUS HATI - SEGENAP JIWA - SEKUAT RAGA MENCERDASKAN SULAWESI SELATAN | #CERDASKI

56

Appendix 4 Instrument

Interview (Topic Asking and Giving Opinion)

A. Warm-Up

How are you?

What's your name?

Are you ready to interview?

B. Level Check

What grade are you?

Do you have sister or brother?

Describe about your close friend.

Tell me about yourself.

C. Probe

If you have problems with your mom, how do you solve it?

What's your opinion about your school?

How do you feel after 2 years not studying in the school?

What do you think about English learning?

Do you prefer to live on the beach or mountains? Why?

D. Wind-down

Did you feel okay about this interview?

Do you have plans after this class?

You did your best for today's interview.

It was interesting to talk with you.

Appendix 5 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMA Negeri 4 Parepare

Mata Pelajaran   : Bahasa Inggris Peminatan

Kelas/Semester   : XI / Ganjil

Materi Pokok   : Teks interaksi transaksional;

                           benda dengan pewatas berupa sifat, jenis, dan fakta

                           keadaan/kejadian

Alokasi Waktu   : 3 Minggu x 4 Jam Pelajaran @ 35 Menit

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait benda dengan pewatas berupa sifat, jenis, dan fakta keadaan/kejadian, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan prepositional phrase, adjective clause: finite dan non-finite)	• Menirukan percakapan tentang tindakan memberi dan memnta informasi terkait benda dengan pewatas berupa sifat, jenis, dan fakta keadaan/ kejadian akibat sesuai dengan konteks penggunaannya. • Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan percakapan tersebut. • Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam percakapan tersebut. • Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa percakapantersebut.

58

		• Melakukan tindakan komunikatif yang telah dipelajari untuk tindakan memberi dan memnta informasi terkait benda dengan pewatas berupa sifat, jenis, dan fakta keadaan/ kejadian sesuai dengan konteks.
4.2	Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait benda dengan pewatas berupa sifat, jenis, dan fakta keadaan/kejadian, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait benda dengan pewatas berupa sifat, jenis, dan fakta keadaan/kejadian, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menirukan percakapan tentang tindakan memberi dan memnta informasi terkait benda dengan pewatas berupa sifat, jenis, dan fakta keadaan/ kejadian akibat sesuai dengan konteks penggunaannya.

- Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan percakapan tersebut.

- Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam percakapan tersebut.

- Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa

percakapantersebut.

- Melakukan tindakan komunikatif yang telah dipelajari untuk tindakan memberi dan memnta informasi terkait benda dengan pewatas berupa sifat, jenis, dan fakta keadaan/ kejadian sesuai dengan konteks.

- Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait benda dengan pewatas berupa sifat, jenis, dan fakta keadaan/kejadian, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. **Materi Pembelajaran**

- **Fungsi sosial**

  Menjelaskan/memberikan tambahan informasi secara efektif

- **Struktur teks**

  - Memulai

  - Menanggapi (diharapkan/di luar dugaan)

- **Unsur kebahasaan**

  - Kalimat pernyataan dan pertanyaan terkait benda dengan pewatas berupa sifat, jenis, dan fakta keadaan/ kejadian antara lain; who, which, that/driven, based, developing, carrying/ the essay, after the break, dsb.

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

  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

- **Topik**

  Orang, benda, binatang, di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan peserta didiksebagai remaja dan pelajar SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.

D. Metode Pembelajaran

Model Pembelajaran   : *Discovery Learning*

Metode   : Tanya jawab, wawancara, diskusi dan bermain peran

E. Media Pembelajaran

Media :

- LCD Proyektor
- Video Interaksi 'Londokampung'

Alat/Bahan :

- Spidol, papan tulis
- Laptop

F. Sumber Belajar

- Buku Bahasa Inggris Peminatan Siswa Kelas XII, Kemendikbud, Tahun 2016
- Buku refensi yang relevan,
- Lingkungan setempat

G. Langkah-Langkah Pembelajaran

Pertemuan Pertama		
Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	• Peneliti mengecek kehadiran siswa • Peneliti menyiapkan media pembelajaran • Peneliti memberikan stimulasi kepada siswa sebelum memulai pelajaran	5 Menit
Inti	• Peneliti menjelaskan tentang Interaksi • Peneliti menjelaskan tujuan belajar speaking	25 Menit

Kegiatan	Deskripsi	Alokasi Waktu
	• Peneliti menayangkan video tentang interaction • Peneliti meminta siswa untuk mengulang percakapan secara bersamaan	
Penutup	• Peneliti menyimpulkan materi • Peneliti menyampaikan materi yang akan datang • Peneliti menutup pelajaran	5 Menit
Pertemuan Kedua		
Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	• Peneliti mengecek kehadiran siswa • Peneliti menyiapkan media pembelajaran • Peneliti memberikan stimulasi kepada siswa sebelum memulai pelajaran	5 Menit
Inti	• Peneliti menayangkan video interaction "Londokampung" • Peneliti meminta siswa untuk menuliskan vocab yang sesuai dengan materi yaitu fakta kejadian, sifat dan jenis kejadian	25 Menit
Penutup	• Peneliti menyimpulkan materi • Peneliti menyampaikan materi yang akan datang • Peneliti menutup pelajaran	5 Menit

Pertemuan Ketiga		
Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	• Peneliti mengecek kehadiran siswa • Peneliti menyiapkan media pembelajaran • Peneliti memberikan stimulasi kepada siswa sebelum memulai pelajaran	5 Menit
Inti	• Peneliti memutarkan video interaction "Londokampung" tanpa subtitle (terjemahan) • Peneliti meminta siswa untuk mengidentifikasi jenis expression yang digunakan didalam percakapan	25 Menit
Penutup	• Peneliti menyimpulkan materi • Peneliti menyampaikan rencana pembelajaran yang akan datang • Peneliti menutup pelajaran	5 Menit
Pertemuan Keempat		
Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	• Peneliti mengecek kehadiran siswa • Peneliti menyiapkan media pembelajaran • Peneliti memberikan stimulasi kepada siswa sebelum memulai pelajaran	5 Menit
Inti	• Peneliti meminta siswa untuk menyebutkan vocab yang telah dituliskan sebelumnya dengan memperhatikan	25 Menit

Kegiatan	Deskripsi	Alokasi Waktu
	pronounce • Peneliti meminta siswa untuk membacakan expression yang sudah diidentifikasi dengan memperhatikan kelancaran dalam berbicara	
Penutup	• Peneliti menyimpulkan materi • Peneliti menutup pelajaran	5 Menit
Pertemuan Kelima		
Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	• Peneliti mengecek kehadiran siswa • Peneliti menyiapkan media pembelajaran • Peneliti memberikan stimulasi kepada siswa sebelum memulai pelajaran	5 Menit
Inti	• Peneliti meminta siswa untuk membentuk kelompok terdiri dari dua orang untuk membuat dialog singkat yang menyesuaikan situasi dan pewatas berupa sifat, jenis atau kejadian /fakta keadaan dengan tema bebas • Peneliti meminta siswa yang telah mempraktikkan dialog yang telah dibuat	25 Menit
Penutup	• Peneliti menyimpulkan materi • Peneliti menyampaikan rencana pembelajaran yang akan datang • Peneliti menutup pelajaran	5 Menit

Pertemuan Keenam		
Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	• Peneliti mengecek kehadiran siswa • Peneliti menyiapkan media pembelajaran • Peneliti memberikan stimulasi kepada siswa sebelum memulai pelajaran	5 Menit
Inti	• Peneliti meminta siswa untuk menampilkan dialog berpasangan yang telah disampaikan pada pertemuan sebelumnya • Peneliti mengoreksi kesalahan ketika melakukan dialog.	25 Menit
Penutup	• Peneliti menyimpulkan materi • Peneliti menutup pelajaran	5 Menit

Appendix 6 Distribution T-Table by Junaidi

(https://junaidichaniago.wordpress.com/)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624

30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696

63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Appendix 7 Documentations

CURRICULUM VITAE

Zulfitriani Said, the author was born on February 07th, 2000 in Parepare. She is the third of four children. She has two brothers and sister. Her father is Drs. Muhammad Said Tjumma and her mother is Dra. Alfiah. She started studying in 2005 at TK Aisyiyah 2 and continued her education in 2006 at SDN 1 Parepare, and graduated in 2012. In the same year, she continued her education at SMP Negeri 08 Parepare and graduated in 2015.

In the same year, he continued his education at SMA Negeri 4 Parepare and graduated in 2018. After graduating, he decided to continue his studies at the State Islamic Institute (IAIN) Parepare. She took the Faculty of Tarbiyah and majored in Tadris English. She completed her thesis in 2023 with the title "Using Video Interactiob "Londokampung" on Youtube to Improve Students' Interactive Speaking Skill".