

CHAPTER IV

FINDING AND DISCUSSION

This chapter focuses on the finding and discussion of the research. The researcher presents the findings of the research, which cover the result of the pre-test, post-test 1, and post-test 2 as the towards the students' improvements as well as the implementation of maximizing English Speech Video on YouTube to enrich the students' vocabulary based on the research questions proposed. Moreover, all the findings and discussions are written systematically in order to make it be representable, as shown:

A. FINDING

1. The Implementations of Maximizing English Speech Videos on YouTube

The implementation of the English Speech Videos on YouTube involves several steps. The steps involved were: plan, action, observation, and reflection until the students' problems solved by using the English Speech Videos on YouTube. The following paragraphs display the steps:

a. The Description of the Preliminary Findings

The description of the preliminary research findings consists of all data obtained from the observation, interview, and pre-test by using the instruments made.

1) The Implementation of the Observation in the Classroom

The observation was conducted on 23 July 2022 from 09.00 a.m. to 10.20 a.m. The students of 7th grade consist of 28 students. However, there was one student who did not attend the class due to

getting sick. Thus, the number of students who attended the class in amount was 27 students. The teacher-researcher first taught the students due to it was the first meeting after a long semester break. The teaching and learning process material was about “Self-Introduction,” which the students were taught about it and asked to practice introducing themselves in the classroom.

In addition, the students were also given some vocabulary lists based on the material. In particular, the teacher-researcher also asked another researcher to observe to ensure that the observation would be presentable. In the observation, the teacher-researcher found that the students have problems with vocabulary.

2) The Students' Problems

The problems can be seen from the observation done. The teacher-researcher tested their vocabulary bank by asking them to guess the meaning of certain words, such as the meaning of agree, stand, fail, afraid, justice, faults, punish, create, *memohon*, *ancaman*, *tantangan*, speak, *tamu*, *ketua*, occasion, *memanggil*, *bijaksana*, and the synonym of Angry: Mad as well as an antonym of Happy: Sad, Clean: Dirty. Some students answered the meaning of some of the words correctly, but most of them answered incorrectly and even did not know the meaning of the words given. Moreover, surprisingly, they did not even know the meaning of

“Vocabulary,” which means “*Kosa Kata*.” Hence, it can be concluded obviously that the students still have limited vocabulary.

3) The Teacher’s Problem Including the Method in Teaching Vocabulary

Instead of the students’ problems, the teacher-researcher also has problems in it which the teaching vocabulary method is quite boring and monotone. The teacher-researcher only gives vocabulary lists in the power point based on to the material being taught and reads them all to the students as well as asks the students to listen and repeat the vocabulary lists.

It is also claimed a problem the fact that the teaching and learning processes are monotone and boring. However, it can still be improved by implementing a more enjoyable and fun way of teaching students vocabulary. Thus, the teacher-researcher used English Speech videos on YouTube to enrich the students’ vocabulary bank.

4) The Classroom Environments and the Students’ Enthusiasm

The classroom situations of the observation before implementing the steps of this research were the students made noise, played on their smartphones, came and went in and out of the class without any permission, were not responsive, and even one student slept during the class. In addition, some students, whether boys or girls, did not really pay attention to the teachers.

Besides, the students were quite excited to participate in the teaching and learning process. Thus, it is truly hoped that the implementation of teaching using English Speech Videos on YouTube can engage them, attract their attention and change better the classroom environments or situations. Because of this reason, the classroom environment needs to be improved.

5) The Description of the Research Interviews

a) The Results of the Interview with the Students

The interview was also done at the same time as the observation. The interview was done using a group discussion interview and a question guideline with possible probes. Here are the following results of the interview:

- (1) It is difficult to remember the words
- (2) It is hard to pronounce certain words
- (3) It is challenging to understand the meaning
- (4) It is difficult to distinguish certain words, such as
Introduce and introduction, meet and meet-up, etc.
- (5) It is pretty hard to spell the correct spelling of the words
- (6) The students also feel nervous, afraid, and shy in learning
vocabulary.

The students' problems found are numerous in their English vocabulary. However, here are some solutions to overcome the difficulties being faced according to the students:

- (1) Keep learning and practicing
- (2) Keep reading and repeating the words being learned or memorized
- (3) Practicing in front of a mirror
- (4) Translating the unfamiliar words

The interview was conducted in order to know the exact students' problems, including their solutions to overcome the problems being faced. The results of the interview showed that the students had experienced problems enriching their vocabulary.

Based on the problems and solutions found from the interview and observation. This research would somehow help them to overcome the problems by having more fun and enjoyable steps of the teaching and learning process.

b) The Results of the Interview with the Teacher

The interview with the other English teacher was done in 28 November 2022 with an interview guideline made with possible probes. The teacher stated that the teacher usually teaches vocabulary to students by teaching them the vocabulary that they frequently use every day, for instance: "May I go to the restroom," etc. The teacher applies the step since it is effective to remember the words more easily because the students use them every day. Additionally, it will get difficult if the students are taught vocabulary that they are not

familiar with. Then, as a result, teaching them the familiar and easy vocabulary to make them get used to it is necessary.

The teacher also pinpointed that a specific rubric score is used to assess the students. The reason for using the assessment in order to ensure that the students are assessed enough. The elements of the assessments are the basic vocabulary in order to be fluent in speaking. Moreover, seventh graders students have problems which are spelling, translation, and pronunciation. The students do not have a good enough vocabulary. However, their vocabulary increases since they learn every day. The students have basically different levels, most of them are beginners, and some of them are intermediate. Furthermore, in learning English, some students have enough vocabulary already. However, most of the students still need to enrich their vocabulary.

c) The Description of the Pre-Test

The pre-test was conducted on Friday, 29 July 2022, for 60 minutes with 40 questions, from 09.10 a.m. until 10.10 a.m. The Pre-Test was attended by 27 students out of 28 students. The questions consist of 4 parts, they are: Part I) Guess the meaning, Part II) Matching the words “Synonyms,” Part III) Antonym, and Part IV) Spelling. Each Part has ten questions.

The questions were made by considering the students' levels which are beginner. Thus, the questions are still answerable.

The implementation of the pre-test went well, as expected. In particular, the teacher-researcher explained the rules of the pre-test, such as the time, the kinds of questions, and the steps to answer all the questions. Moreover, the students did the pre-test immediately after knowing and agreeing on the rules. During the process of the test, some students still asked the teacher-researcher about the steps to answer the questions that they did not understand yet, then the teacher-researcher re-explained and re-told about it.

The students made much noise before the pre-test. However, during the pre-test, they did it well and seriously without seeing the others' answers since it was unallowed. In addition, some of the students submitted the pre-test paper sheets 10 to 15 minutes before the limit time, and the rest submitted the pre-test paper sheets 5 minutes before the limit time. However, it is fortunate that the students who did the test more quickly made much noise and bothered the others who had not done it yet. Thus, some reflections are made to overcome this. Here are the following reflections:

- (1) The next test of this research should be organized well by managing the students' behaviour before conducting the test and after finishing the test.
- (2) The students must submit their paper test sheet at least 5 minutes before the limit time, and the teacher-researcher must ask the students to always re-check their answers before submitting. In other words, they will not be allowed to submit their work at least 5 minutes before the limited time.
- (3) Giving more clear directions on the paper sheets.

Furthermore, in the post-test 1, all reflections made in the pre-test were implemented in this post-test 1. However, there is still that needs to be reflected from the post-test 1, which the teacher-researcher needs to really check the questions so that there will be no spelling errors or wrong placement of questions and answers. As a result, this reflection will be implemented in the next cycle.

To count the students' scores, the teacher-researcher used a formula to count the students' scores. Here is the formula:

$$\textit{Final Score} = \frac{\textit{Correct Answer} \times 100}{\textit{Total of Questions (40)}}$$

The results of the pre-test are shown as follows:

Table 4.1:

The Students' Scores of the Pre-Test

No	Name	Pre-Test Score	Level Of Ability
1.	A A F	40	Poor
2.	A R H	57,5	Average
3.	A L D	27,5	Poor
4.	A T S Z	60	Good
5.	A F Z	62,5	Good
6.	D R A	60	Good
7.	E P M	25	Poor
8.	F N A S	32,5	Poor
9.	F N A	52,5	Average
10.	F A H	72,5	Good
11.	K S K A	70	Good
12.	K A F	75	Good
13.	M. R P	92,5	Excellent
14.	M. D R A I	75	Good
15.	N N A-Z	32,5	Poor
16.	N T S	40	Poor
17.	N A N	42,5	Poor
18.	R D E	95	Excellent
19.	S A S	70	Good
20.	S Z P A	77,5	Good
Average Score of Post-Test 1		59,125	

Along with table 4.1, it was found that the students' average score was 59,125. It means that the students still had a low average score.

Table 4.2:

The Students' Frequency Score of the Pre-Test as quoted by (Harris, 1969)

Score Range	Level Of Ability	Frequency
80 – 100	Excellent	2
60 – 79	Good	9
50 – 59	Average	2
0 - 49	Poor	7

The 4.2 table designed has clearly shown that there were only two students who got excellent, nine students good, two students average, and 7 students poor out of 20 students.

Moreover, to calculate the average score, the teacher-researcher calculated the mean score by using the following formula:

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

$$Mx = \frac{1.282,5}{20}$$

$$Mx = 59,125\%$$

Diagram 4.1: The Chart of the Pre-Test Average of Students

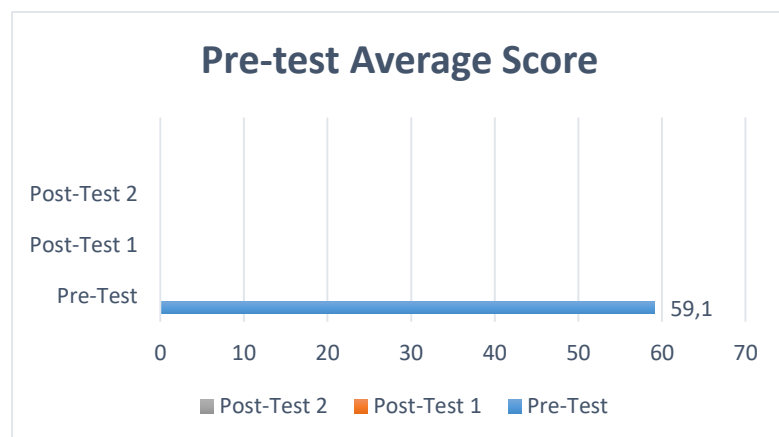


Diagram 4.1 made above shows that only 59,1 of the average pre-test score made by the students.

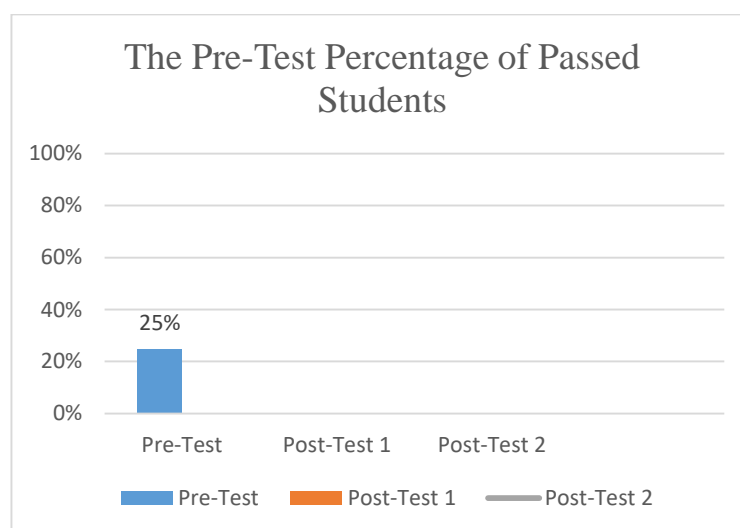
Furthermore, in order to obtain the class percentages which pass Minimum Mastery Criteria criteria / *Kriteria Ketuntasan Minimal (KKM)* 75 in 75% out of the 20 students, the teacher-researcher used the formula below:

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

$$P = \frac{5}{20} \times 100\%$$

$$P = 25\%$$

Diagram 4.2: The Pre-Test Percentage of Students who Passed the KKM/MMC with 75 Scores



It was also found that the diagram 4.2 reveals that only 25% out of 20 students who passed the KKM. The following figure 4.1 displays the process of the pre-test.



Figure 4.1: Conducting Pre-Test

2. The Description of Cycle-1 (Meeting 1, Meeting 2, & Post-Test 1)

The cycle 1 has been conducted for some meetings. The meeting consisted of three meetings, two meetings were used for explaining the material, and the rest was used to run the pot-test 1. In particular, the following table 4.3 shows the schedules of the Cycle-1:

Table 4.3:

The Schedules of the Cycle-1

Cycle 1	Meeting 1 (13 August 2022)
	Presenting the English Speech Video from Kim Nam Joom and teaching some elements of vocabulary, specifically synonyms.
	Meeting 2 (27 August 2022)
	Presenting the English Speech Video from Kim Nam Joom and teaching some elements of vocabulary, specifically antonyms.
	Meeting 3 (30 August 2022)
	Conducting the post-test 1.

Moreover, figure 4.2 below describes the teaching and learning in Cycle-1.



Figure 4.2: Teaching Vocabulary using English Speech on YouTube Videos in Cycle-1

a. Plan

At this first stage, the teacher-researcher first watched the English Speech Video chosen and selected the vocabulary used based on the video. Making the material put in a PowerPoint is the next step in planning and creating the lesson plan. In addition, the teacher-researcher was also accompanied by another observer in order to ensure that the teaching and learning process was done appropriately based on the lesson plan. Thus, creating a lesson plan activity checklist was also implemented and given to the other observer.

Remarkably, the vocabulary taught was selected from the first English Speech Video is from Kim Nam Joom or RM, the leader of the group BTS entitled “*Speak Yourself*” (https://youtu.be/MvJSyU_zuLY). The video was chosen due to the big subtitles and the vocabulary used in the video, which is easy, and the video can help to enrich the students’ vocabulary bank by looking at the aspects mentioned.

Additionally, the English Speech Video has more than 30 words. However, in the first and second meetings, the teacher-researcher only taught several words to the students in order to make it more effective by considering their level. The words chosen in the first and second meetings were considered on the easiness of the words that the teacher-researcher chose as long as the students' vocabulary can increase by maximizing the English Speech Video on YouTube.

Furthermore, the vocabulary taught in the first meeting of this cycle consisted of 30 vocabulary which, 20 synonyms, and 10 words with definitions as well as translations in Indonesian. Meanwhile, the second meeting of this research consisted of 30 vocabularies which 20 antonyms and 10 words with definitions as well as translations in Indonesian.

In order to ensure that the synonym and definitions of the vocabulary are taught correctly, the teacher-researcher used Thesaurus (<https://www.thesaurus.com/>) and Cambridge Dictionary (<https://dictionary.cambridge.org/>).

Furthermore, to give a glimpse of the lesson plan for a little bit, the material of the meeting one consisted of some vocabulary aspects which were synonyms, and superordinates including the pronunciation, translation, and spelling of the words, the

definition of certain words as well as the articles (a, an and the) and singular and plural nouns.

While meeting two consisted of some vocabulary aspects, which were antonyms, and superordinates, including the pronunciation, translation, and spelling of the words, the definition of certain words, as well as the use of this, that, these, and those as the implementation of teaching grammar in vocabulary class.

The materials were also connected to the syllabus of the 7th grade of Junior High School. Particularly, the lesson plan can be seen in the appendix III. On the other side, in the planning stage, the questions of post-test 1 were also made to be assigned to the students after finishing the teaching and learning processes. The questions of the post-test 1 can be looked at in the appendix VI.

b. Action

In action, the meeting 1 of the first cycle of the research was conducted on Saturday, 13 August 2022, for one hour 20 minutes or 80 minutes, from 09.00 a.m to 10.20 a.m. The meeting 2 was implemented on Saturday, 27 August 2022, at the same time as meeting 1, which was one hour 20 minutes or 80 minutes, from 09.00 a.m to 10.20 a.m. The teacher-researcher was accompanied by the other observer in the classroom. After that, preparing all the pieces of equipment needed to teach the

students was accomplished to ease the teaching and learning process. Furthermore, the teacher-researcher must teach the students based on the lesson plan made.

In the meeting one and two, preparing all the pieces of equipment needed in the classroom was the first thing to do. Opening the class by saying salaam, good morning, and asking about the students' conditions as well as praying, were also done after preparing the class. Moreover, as a reflection of discipline behaviour, checking the students' presence was also done. After that, the teacher told the students about what they were going to do and learn in the classroom at that time. In particular, as a main practical activity, watching the English Speech Video was accomplished as the first step to enriching the students' vocabulary by maximizing it. Furthermore, giving motivation in each meeting was also done in order to motivate the students.

The synonym, antonyms, and the words with definitions as well as the translation, were taught by giving a list of synonyms, including the meaning in the PowerPoint. While the pronunciation, the teacher-researcher asked the students to listen and repeat after the teacher in order to make sure that they could pronounce the words appropriately. Meanwhile, the spelling itself, the students were required to spell the words on the whiteboard with the teacher while memorizing the words. The

teacher would ask the students to remember the vocabularies that had been learned in the previous slide and ask the students to say the correct spelling, and the teacher would write the spelling on the whiteboard.

As additional knowledge based on the theory of (Ur Penny, 1996), which one of the elements in teaching vocabulary is grammar, then articles a, an and the, singular and plural nouns and the use of this, that, these and those, were conducted in the implementation of the teaching and learning process.

The post test 1 was accomplished on Tuesday, 30 August 2022, for 60 minutes with 40 questions, from 09.00 a.m until 10.00 a.m. The post-test 1 was done to measure how far the students' improvements in enriching their vocabulary after learning vocabulary through the English Speech video. The questions of the post-test 1 are somehow different from the questions of the pre-test. The questions of the post-test 1 were obtained from the vocabulary that the students have learned and memorized in the teaching and learning processes. The questions of the pre-test and post-test 1 can be seen in the appendix VI.

The questions consisted of 6 parts, they are: Part I) Guess the meaning, Part II) Write the Indonesian meaning of the following words, Part III) Write the English meaning of the following words, Part IV) Matching the words "Synonyms," Part V)

Matching the words “Antonyms,” and Part VI) Spelling. Each Part consists of different questions; Part I, II, III, V & VI consist of 5 questions for each Part; however, Part IV consists of 10 questions. In Particular, the questions were made by considering the students’ level, which is a beginner. The purpose is to make the questions could be answerable for the students.

c. Observation

In this phase, the teacher-researcher observed while teaching and learning process through field notes written by the other observer. The field notes were used in order to observe the classroom situation, the students’ enthusiasm, and the students’ responses.

In the first meeting, unfortunately, the classroom situation was not as exciting as expected at the opening of the class. However, it was definitely super-excellent in the fact that the students truly paid attention to the video when watching the video. The students were excited to enrich their vocabulary by maximizing the English Speech Video on YouTube.

It can be proven by their enthusiasm and quietness during the teaching and learning process, which are different from the previous meeting.

In the second meeting, the students’ enthusiasm was more improving and became more interactive than in the first meeting.

It can be seen the fact that the students were silent and truly paid attention to watch the video. The students also followed the teacher's instructions which were to listen and repeat, spell and write all the vocabulary taught. Unfortunately, at the end of the class, there was a student with special needs made a little noise in the classroom. However, it could be solved by the teacher by calming him down, and it did not really bother the other students since it occurred at the end of the class.

The students were also excited when they were asked to write the material on each book since they must write the material on each book. They were asked to write the material since it is needed as a memorization activity the fact that they would be able to learn and read the material at home. The students were all enthusiastic about enriching their vocabulary by maximizing the English Speech on the YouTube videos. The classroom environment was also improving.

Additionally, the process of the post-test 1 was running well as expected and even better than the implementation of the pre-test. It is assumed better since the students answered all the questions calmly and well. Particularly, before the post-test 1 was done, the teacher-researcher asked the students about their memorization on the vocabulary that they had learned. After that, the teacher-researcher gave the paper sheets to each student

and explained how to answer each Part of the post-test 1 correctly, as well as told them the submission deadline. Furthermore, the students were not allowed to open their books during the post-test in order to avoid cheating. Additionally, the students were not allowed to see the other students' answers as well. All these rules were informed before the students conducted the post-test 1.

Moreover, there were still some students who asked how to answer a certain Part of the post-test 1 by calling the teacher-researcher then the teacher-researcher told the students how to do it correctly. During the post-test 1, the students did it calmly within 60 minutes. And the students are not allowed to submit their paper sheets if there is still enough time. However, the students were allowed to submit the paper sheets at least 5 minutes before the deadline in the purpose to re-check their answers.

d. Reflection

In the meeting 1, all the plans were going well; however, there was a problem found during the implementation of the teaching and learning process in the classroom, which was suddenly a lost internet connection. However, it could be solved by the teacher-researcher by re-connecting the internet

connection. Then, in the next meeting, the teacher-researcher has to ensure that the internet connection is stable.

Moreover, in the meeting 2, since the teaching and learning process of the meeting 2 went well and there were no problems found, there was no reflection.

However, the criteria of success in this research has not completely achieved yet. There is only one criteria of success that has been reached, which is the improvements of the classroom environments. Meanwhile, the students' scores of the test have not achieved the criteria of success. Thus, this classroom action research must be continued in the next cycle to achieve the all criteria of success.

3. The Description of Cycle-2 (Meeting 1, Meeting 2, & Post-Test 1)

The cycle 2 has been implemented for some meetings. The meeting consisted of three meetings, 2 meetings were used for explaining the material, and the rest was used to conduct the post-test 2. In particular, the cycle 2 schedules are shown in the following 4.4 table:

Table 4.4:

The Schedules of the Cycle-2

	Meeting 1 (20 September 2022)
	Presenting the English Speech Video from Leonardo DiCaprio and teaching some elements of vocabulary, specifically synonyms.
Cycle 2	Meeting 2 (21 September 2022)
	Presenting the English Speech Video from Leonardo DiCaprio and teaching some elements of vocabulary, specifically antonyms.

Meeting 3 (27 September 2022)
Conducting the post-test 2.

Therefore, the following 4.3 figure displays the teaching and learning process of vocabulary class by using English Speech on YouTube Videos.



Figure 4.3: Teaching Vocabulary using English Speech on YouTube Videos in Cycle-2

a. Plan

In the cycle-2, the implementations of planning were almost the same as in the cycle-1 which watching the next English Speech Video and selecting the vocabulary choices based on the video were firstly accomplished to create the materials through PowerPoint and the lesson plans. The purpose was to make sure that the teaching and learning processes could run well. Particularly, another observer was also asked to accompany the teacher-researcher and was given the lesson plans, including the activity check-lists.

Moreover, the vocabularies taught in the cycle-2, both meeting 1 and meeting 2 were obtained from the English Speech Video by Leonardo Dicaprio entitled “Climate Change” (<https://youtu.be/tfsfrWxXKFA>). The video was chosen due to

the short duration, the big subtitles, and the vocabulary used in the video, which is easy to understand; the video can help enrich the students' vocabulary bank by looking at the aspects mentioned. On the other side, this cycle used a different video since avoiding boredom in the classroom is needed and even crucial.

Furthermore, the vocabulary taught in the first meeting of this cycle consisted of 30 vocabulary which, 20 synonyms, and 10 words with definitions as well as translations in Indonesian. Meanwhile, the second meeting of this cycle consisted of 30 vocabularies which 20 antonyms and 10 words with the definitions as well as translations in Indonesian.

The materials meeting one and two of this cycle were the same as the first cycle. However, the vocabulary and video delivered as well as the grammar materials of cycle-2 were somehow different; in the first meeting, the grammar was about the use of prepositions of place, while in the second meeting, the grammar discussed the use of prepositions of time. In particular, the materials were also connected to the syllabus of the 7th grade of Junior High School. The lesson plan can be seen in the appendix III. Additionally, the post-test 2 questions were also created in the planning stage. The questions of the post-test 1 can be looked at in the appendix VI.

b. Action

The action step of this cycle was accomplished on Tuesday, 20 September 2022, for the first meeting for 1 hour 10 minutes from 09.00 a.m – 10.10 a.m. And in the second meeting was conducted the next day, on Wednesday, 21 September 2022, for 1 hour 10 minutes from 10.30 a.m – 11.40 a.m. The teacher-researcher was re-accompanied by another researcher since the previous researcher could not accompany the teacher-researcher.

Preparing all the types of equipment needed before the class, such as the LCD, the speaker, the laptop, and so on, was the first thing to do. Then, making sure that teaching the students based on the lesson plan was done as well for all meetings of this cycle. In short, all the activities of the cycle-1 were conducted. The things that made it different were the materials, including the vocabulary and grammar delivered.

Furthermore, the post-test 2 was conducted on Tuesday, 27 September 2022, for 60 minutes with the same number of questions which were 40, from 14.30 p.m – 15.40 p.m. The Post-test 2 was accomplished in order to measure the improvements of the students in enriching vocabulary. On the other hand, it was done since the post-test 1 still failed or still could not reach the criteria of success. The format questions of the post-test 2 were the same as the format questions of post-test 1. However, the

vocabulary choices were totally different since the video was different as well. In particular, the questions of the post-test 2 were obtained from the vocabulary that the students have learned in the meeting 1 and meeting 2 of the cycle-2. (The questions of the pre-test and post-test 2 can be seen in the appendix VI.

c. Observation

In the cycle-2, the field notes written by another researcher were extremely useful and beneficial for this research since observing the classroom situation, the students' enthusiasm, and the students' responses are needed to have more rich data.

In the first meeting, it was found that the students became more interactive and excited than in the previous meeting. The pieces of evidence are the students follow the teacher's instructions by paying attention, staying silent during the class, and following all the activities in the classroom well, such as spelling, writing the materials, listening, and repeating all the words taught. In spite of the fact that there were still some students sitting in behind of the class who were not as excited as the students sitting in the front of the class, the students were enthusiastic about enriching their vocabulary by maximizing the English Speech on YouTube video. The classroom environment was also improving.

Moreover, it was totally increased since the students became much more interactive in the meeting 2 since the students watched the video silently and calmly. The quietness they did, the instructions from the teacher that they followed, have successfully increased the classroom environment.

On the other side, the post-test 2 was going well, as expected as well since the reflections of the previous tests were all applied to it. As usual, before the post-test 2, the teacher-researcher reviewed the vocabulary that they had learned. After that the teacher-researcher informed the rules and how to answer the test properly as well as gave the paper sheet to each student.

d. Reflection

The overall meeting 1 and meeting 2 of this cycle were going well, as expected. However, the same problem as the cycle-1 occurred again: losing internet connection. Solving this kind of problem was an easy thing for the teacher-researcher since the lesson plan has its backup plans, one of which is to open the downloaded speech video when internet troubles occur.

In meeting 2, a problem was also found, which the LCD was quite hard to be used. However, plugging in the other cable could successfully overcome this problem within a few minutes.

In discussions towards this step, some reflections were made, such as:

- 1) Make sure that the internet connection is stable,
- 2) Downloading the video used is needed, and
- 3) Ensuring the equipment can be used well is crucial.

Moreover, since the post-test 2 has successfully achieved the criteria of success, more than 75% of the students passed the Minimum Score of the test, which is 75. And the classroom environments are also increased. Hence, there is no reflection made, and this research is finally stopped in the cycle-2.

4. The Improvements of the Students' Vocabulary

The improvements of the students vocabulary after using the English Speech on YouTube Videos can be seen obviously in this research. The improvements were divided into two aspects, which are the classroom environments, and the students' scores. Moreover, the improvements are described in the following paragraphs:

a. The Classroom Environment Improvements

Since the process of teaching and learning was conducted before implementing the strategy of this research, some classroom environments, including the students' enthusiasm and behaviour, here is the comparison table of the classroom environments before and after maximizing the English Speech Video on YouTube as displayed in table 4.5:

Table 4.5:

The Comparison of Classroom Environments of each Cycle

Pre-Research	Cycle-1	Cycle-2
<i>The Indicators:</i>	<i>The Indicators:</i>	<i>The Indicators:</i>
1. The students made noise and played their smartphone	1. The students were silent and paid attention	1. The students became more interactive
2. The students were going in and out of the class without any permission and were not responsive especially the boys and even	2. The students followed all the teacher's instructions	2. The students followed all the instructions of the teacher well
3. One student slept during the class.	3. The students were excited to write the material on the book	3. The students watched the video more calmly
4. The students whether boys or girls did not really pay attentions to the teachers.	4. The students were also enthusiast to learn	4. The students truly paid attention to the teacher
		5. The students were enthusiast to enrich their vocabulary as well

Table 4.5 has been obviously showing that the classroom environments and the students' enthusiasm changed due to the use of English Speech on YouTube Videos.

b. The Students' Vocabulary Improvements

1) The Improvements of Post-Test 1

The improvements between pre-test and post-test 1 were made by the students after learning vocabulary from the English Speech on

YouTube Videos; here is the improvement as written in the following 4.6 table:

Table 4.6:

The Students' Scores of the Post-Test 1

No	Name	Pre-Test Score	Level Of Ability
1.	A A F	52,5	Average
2.	A R H	67,5	Good
3.	A L D	85	Excellent
4.	A T S Z	87,5	Excellent
5.	A F Z	62,5	Good
6.	D R A	90	Excellent
7.	E P M	57,5	Average
8.	F N A S	50	Average
9.	F N A	92,5	Excellent
10.	F A H	80	Excellent
11.	K S K A	95	Excellent
12.	K A F	87,5	Excellent
13.	M. R P	67,5	Good
14.	M. D R A I	82,5	Excellent
15.	N N A-Z	62,5	Average
16.	N T S	80	Excellent
17.	N A N	62,5	Good
18.	R D E	87,5	Excellent
19.	S A S	95	Excellent
20.	S Z P A	95	Excellent
Average Score of Post-Test 1			77

Table 4.6 above reveals that out of 20 students, 77 average score was made and improved between the pre-test and post-test 1.

Table 4.7:

The Comparison of the Students' Frequency Scores of the Pre-Test & Post-Test 1

Score Range	Level Of Ability	Frequency	
		Pre-Test	Post-Test 1
80 – 100	Excellent	2	12
60 – 79	Good	9	4
50 – 59	Average	2	4
0 - 49	Poor	7	0

Table 4.7 informs that twelve students got excellent, four students got good, four students average, and zero student got poor.

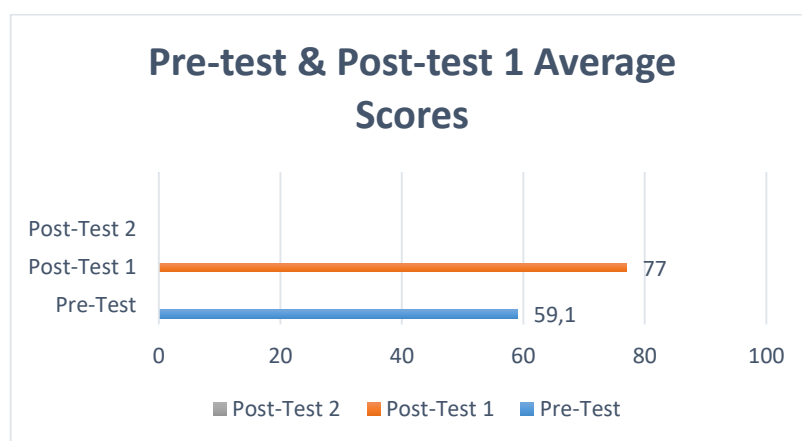


Diagram 4.3: The Comparison Chart of Average Scores of the Students in the Pre-Test, & Post-Test 1

Diagram 4.3 shows the comparison of the pre-test and post-test 1 average scores, which in the pre-test 59,1 and in the post-test 1, 77. It means a significant improvement was made.

Furthermore, in order to obtain the class percentages which pass Minimum Mastery Criteria criteria / *Kriteria Ketuntasan Minimal*

(KKM) 75 in 75% out of the 25 students, the teacher-researcher used the formula below:

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

$$P = \frac{12}{20} \times 100\%$$

$$P = 60\%$$

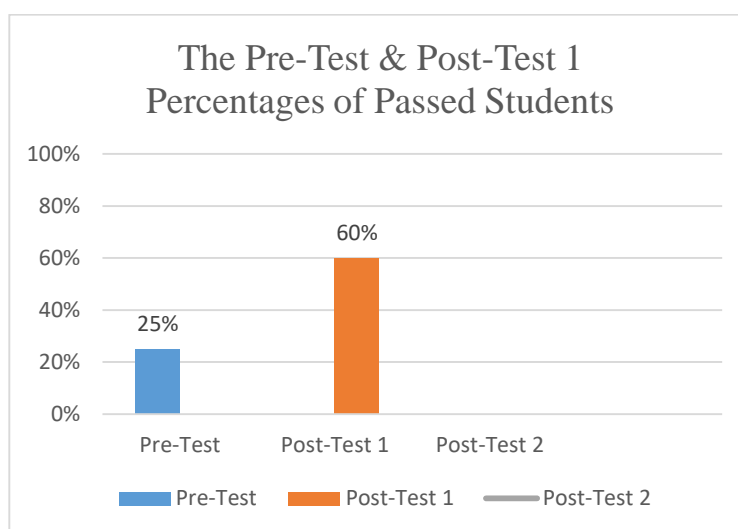


Diagram 4.4: The Percentage Comparison of the Students who Passed the KKM/MMC with 75 Scores

Diagram 4.4 has also proven that the percentages of passed students improved. In the pre-test, it was only 25%, in contrast with the post-test 1, it was found 60% of passed students. The following figure 4.4 describes the post-test 1 situations



Figure 4.4: The Process of Post-Test 1

2) The Improvements of Post-Test 2

The improvements of the post-test 2 are written by comparing the whole tests implemented in this research. Here is the following improvement as revealed in the table 4.8 below:

Table 4.8:

The Students' Scores of the Post-Test 2

No	Name	Pre-Test Score	Level Of Ability
1.	A A F	85	Excellent
2.	A R H	100	Excellent
3.	A L D	97,5	Excellent
4.	A T S Z	100	Excellent
5.	A F Z	87,5	Excellent
6.	D R A	100	Excellent
7.	E P M	92,5	Excellent
8.	F N A S	65	Average
9.	F N A	92,5	Excellent
10.	F A H	100	Excellent
11.	K S K A	92,5	Excellent
12.	K A F	92,5	Excellent
13.	M. R P	100	Excellent
14.	M. D R A I	100	Excellent
15.	N N A-Z	85	Excellent
16.	N T S	72,5	Good
17.	N A N	97,5	Excellent
18.	R D E	100	Excellent
19.	S A S	100	Excellent
20.	S Z P A	100	Excellent
Average Score of Post-Test 2		93,25	

Additionally, the following figure 4.5 represents the process of post-test 2 of this research.



Figure 4.5: The Process of Post-Test 2

The table 4.8 gives the improvement of the post-test 2 which found that 93,25 average score was made here. The table 4.9 below also shows the comparison of the students' frequency scores of the pre-test, post-test 1, and post-test 2.

Table 4.9:

The Comparison of Students' Frequency Scores of the Pre-Test, Post-Test 1, & Post-Test 2

Score Range	Level Of Ability	Frequency		
		Pre-Test	Post-Test 1	Post-Test 2
80 – 100	Excellent	2	12	18
60 – 79	Good	9	4	1
50 – 59	Average	2	4	1
0 - 49	Poor	7	0	0

Table 4.9 shows that among the pre-test, post-test 1, and post-test 2, the post-test 2 has made such a significant improvement that eighteen students got excellent, one student got good, and 1

student got average. The following diagram 4.4 compares the pre-test, post-test 1, and post-test 2 average scores.

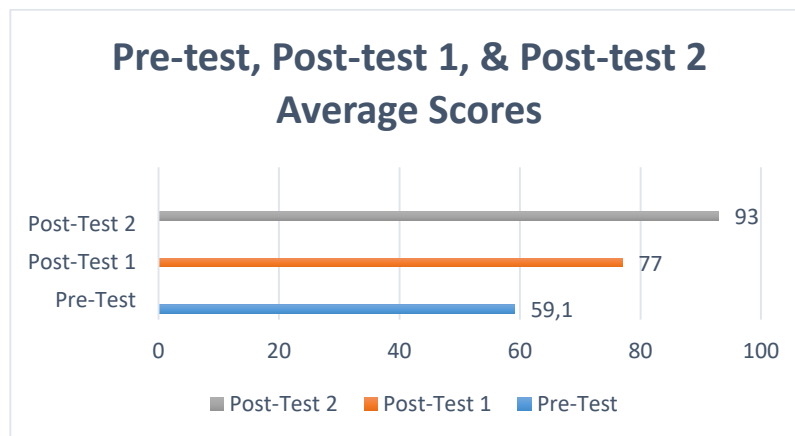


Diagram 4.5: The Comparison Chart of Average Scores of Students the Pre-Test, Post-Test 1, & Post-Test 2

Diagram 4.4 represents that the improvement of the the whole test average score, which is in the post-test 2 93 average scores of the students was made.

Furthermore, to obtain the class percentages which pass Minimum Mastery Criteria criteria / *Kriteria Ketuntasan Minimal (KKM)* 75 in 75% out of the 25 students, the teacher-researcher used the formula below:

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

$$P = \frac{18}{20} \times 100\%$$

$$P = 90\%$$

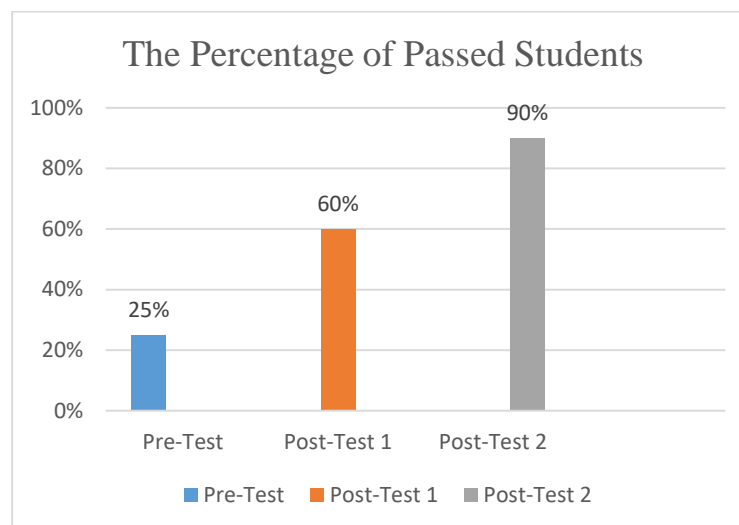


Diagram 4.6: The Percentage Comparison of Students who Passed the KKM/MMC with 75 Scores

The above diagram 4.5 shows that the post-test 2 has made such a really significant improvement of the students who passed the KKM which was 90% made.

B. DISCUSSION

1. The Implementations of the English Speech Videos in the Teaching and Learning Process

The observation finding has clearly proven that the students had their own challenges in enriching vocabulary since the students could not answer the questions of the teacher-researcher when asking the meaning of particular vocabulary in the classroom. It was found that there were only some students who could answer the questions, yet most of them could not. The result of the student interview also reinforces that they have struggled in enriching their vocabulary, which makes it hard to remember the words, pronounce them, understand the meaning of the words, and so forth.

It is also supported by Susanto (2021), who believed that most students had experienced vocabulary challenges, such as: verbalizing the words, writing and spelling them, grammatical differences, and selecting the proper implication and context of the words as well as the idioms. On the other hand, it was also revealed by the other English teacher that the students have problems in enriching the vocabulary, such as difficulties in spelling, translating, and pronouncing the vocabulary.

The problem pieces of evidence are also supported by the result of the pre-test. The pre-test was conducted in order to reveal how the quality of the students' vocabulary. In short, the result of the pre-test has clearly shown that the students have indeed experienced a vocabulary lack. It is found in the pre-test that out of 20 populations, there were only 5 students who passed the KKM, which is 75 with an average score 59,125, and only 25% out of 20 students passed the KKM. And the frequency scores found would also reinforce this proof that only two students got excellent, nine good, two average, and seven poor. It means that it has revealed that the vocabulary lacks of students truly occurred.

However, unfortunately, the problems were not only found in the students themselves but also in the teacher as well. The teacher taught vocabulary in the classroom with a monotone and boring method. Therefore, it was fortunate to find that the teacher only taught the students vocabulary on the whiteboard or only gave lists of vocabulary from the PowerPoint. To weigh the evidence, one of the factors of the decrease in

the success in teaching and learning is caused by the monotonous teaching methods, which is the teacher's method and media in presenting the materials has become the main cause of students' motivation to learn (Harjudanti, 2021).

It means that the teacher was not creative in delivering the material by using the technology around. However, it is assumed that being innovative and creative in teaching is crucial to perform well and to have such improvements in teaching and learning (Žydžiūnaitė & Arce, 2021). As a result, the classroom environments were found to be uncondusive and noisy, and the students' enthusiasm still needed to be improved.

In fact, since the students have faced problems in enriching vocabulary and the teacher only taught the students in boring and monotone ways, then the increase of technology such as YouTube must be maximized well. Therefore, Riswandi (2016) strongly stated in his research that YouTube videos produce sound accompanied by a picture that can also enrich students' vocabulary.

In spite of the fact that they have experienced some problems in enriching vocabulary, however, the students also have their own ways of solving the problems. Yet, by maximizing the existing technology, such as English Speech on YouTube Videos, the students would be able to enrich their vocabulary bank as well as the classroom environments. Additionally, since every teacher is forced to adapt a great learning classroom environment to attract the students to study comfortably and motivate them

to learn Riswandi (2016), then it is argued that YouTube is a great opportunity to create a better classroom environment that will make learners take an interest in the teaching and learning process (Binmahboob, 2020). Thus, YouTube is hugely assumed can engage students' enthusiasm to learn and can improve a better classroom environment.

Particularly, for this reason, the use of English Speech on YouTube Videos must be maximized to overcome the problems found so that the students can enrich their vocabulary and the teacher would have more fun and enjoyable way of teaching vocabulary to the students by maximizing the existing technology. Existing literature by Phillips et al. (2017) has extensively stated that an enjoyable classroom environment will lead learners to gain positive impacts, specifically physical activity. Another research investigated by Kabooha & Elyas (2018) has proven that 77% of the population agreed that using YouTube Videos to enrich the English Vocabulary bank is enjoyable.

Therefore, the English Speech Videos in this research were different. In the cycle-1, the video was from Kim Nam Joom or RM, the leader of the group BTS (https://youtu.be/MvJSyU_zuLY). And the English Speech Video by Leonardo Dicaprio entitled "*Climate Change*" (<https://youtu.be/tfsfrWxXKFA>) was used for the cycle-2. The purpose is to avoid the students' boredom in the classroom. Furthermore, Binmahboob (2020) stated that YouTube videos alleviate the boredom that can accompany traditional language classes in which all students are passive,

and the instructor exerts all effort. Hence, the videos selected in this research were different between the cycle-1 and cycle-2.

Additionally, to highlight the main points of the research, great implementations to overcome the problems found are needed. Hence, the use of Classroom Action Research with some steps by (Kemmis and McTeggart, 1988) must be implemented. The steps consist of plan, action, observation, and reflection.

Furthermore, to enrich the students' vocabulary, maximize English Speech on YouTube Videos by implementing all the steps of Classroom Action Research (CAR). In order to achieve the success of the research, the researcher conducted two cycles. Therefore, Latief (2011) gives an argument that if the problems occurred have not been successfully been achieved yet, then the implementations must be reworked to ensure that all problems are entirely solved. Moreover, this present research consisted of two cycles to make sure that the Classroom Action Research succeeded by looking at the criteria of success. Both cycles had two meetings for each, post-test 1 and post-test 2.

Hence, the implementation of maximizing it between the two cycles consisted of the plan, which was the first step to do. In both cycles, the plan refers to the planning of the research, such as the teacher-researcher watching the videos chosen to select the vocabulary that would be delivered in each meeting of the cycle. After watching and selecting the vocabulary, creating power points and lesson plans were also done to ease the process

of the research. In particular, the use of PowerPoint to implement the strategy is definitely beneficial since it allows the users to present their materials with colored texts, images, simple animation, and even sound, which will also be extremely and significantly effective in attracting and engaging students' attentions and participations (Alkash & Al-Dersi, 2013). On the other side, Sahin-taskin (2017) pointed out that the lesson plans made are also important to help teachers to handle the class activities prepared, determine what kinds of activities, when to apply the activities, and be more prepared and standardized.

On the other hand, asking another observer to accompany the research process was also done to ensure that the teaching and learning processes were finished appropriately according to the lesson plans made with lesson plan checklists. As quoted Latief (2011), the researcher is allowed and even required to have a collaborator to assist in observing the implementation of the teaching and learning processes or the scenarios.

In addition, the vocabulary choices for the whole meeting of each cycle consisted of synonyms, antonyms, and super ordinates, including the pronunciation, translation, and spelling of the words, the definition of certain words as well as grammar. The reasons for teaching those aspects mentioned are since the theory stated by Ur Penny (1996), who stated that the elements of teaching vocabulary are the form of pronunciation and spelling, grammar, collocation, aspects of meaning (denotation,

connotation, and appropriateness), and aspects of meaning (synonyms, antonyms, hyponyms, co-hyponyms, super ordinates, and translation).

Although only some elements were taught in the classrooms by, considering the level of the students is still a beginner. The number of vocabulary were considered due to the level of students they need to learn. Therefore, each three-week cycle introduced about 20 major new words, with each presentation lasting about one minute (Dfugosz, 2000). Additionally, children appeared to learn a large number of new words, and the young child was required to learn six new words in a single session (Golinkoff et al., 1992). Moreover, based on Nagy & Herman, (1987) as cited in Justice et al. (2005), Every day, young children learn about 9 to 10 new words.

Making sure that the vocabulary taught is correct is needed. Thus, using Thesaurus (<https://www.thesaurus.com/>) and Online Cambridge Dictionary (<https://dictionary.cambridge.org/>) was also implemented in the planning. In addition, it is positive to verify that the use of a thesaurus is necessary in purpose to have a controlled and structured vocabulary (Martínez-González & Alvite-Díez, 2019). The other main point is the use of the Cambridge Dictionary to ensure that students are influenced to master pronunciation and vocabulary, which can be an alternative to overcome pronunciation and vocabulary mastery difficulties (Ambarwati & Mandasari, 2020). Particularly, the materials of the teaching and learning processes were also connected to the syllabus. In the planning stage,

creating the questions of post-test 1 and post-test 2 were also accomplished in order to measure the students' improvements.

After planning all the things needed in this research, taking action to finish all the plans was definitely needed as well, which is the next step of Classroom Action Research. In each meeting of both cycles, the teacher-researcher must finish all the plans systematically and appropriately. First of all, the teacher-researcher watched the videos chosen in the classroom for each meeting and each cycle. The students were fully required to watch the videos calmly and quietly since the purpose of it was to enrich their vocabulary. The significant progress in utilizing YouTube to improve students' vocabulary has been verified by Kabooha & Elyas (2018); the majority of the research population believes that it is an effective tool.

After that, synonyms and antonyms were taught by adding the words and the Indonesian translations of the words. Dfugosz (2000) In learning to read in a foreign language, a child has to memorize not only the shape but also the meaning of the words. It is possible for language learners to improve their memory for semantically related words by teaching synonyms and antonyms (Tajik, 2018). Besides, some other words, including the definitions of each word, were delivered in the classroom as well. Therefore, the students' force to know the meaning, meaning, and opposite meaning has created a need to learn vocabulary and immersing in the meanings of particular words will make sure that the student's

vocabulary is rich and massive and will help them to express themselves easily and to use the words appropriately (Mukhtoralievna, 2022).

Since the pronunciation and the spelling of the words are crucial to the teaching, then the teacher-researcher was teaching pronunciation by asking them to follow and repeat or, in other words using listen-repeat or repetition drills techniques. Bajri (2018) believes that repetition drills can effectively increase students' pronunciation skills.

Meanwhile, the spelling was taught by asking the students to spell the words they had learned and memorized by mentioning the letters of the words one by one then the teacher-researcher wrote the words on the whiteboard. Moreover, in order to ensure that the students would always remember the words, the teacher-researcher asked them to memorize them all by writing in their books. Furthermore, a related prior study has revealed that writing is a tool for memorizing characters, letters, words, and sentences (Yigitoglu, 2015).

In particular, teaching grammar is needed in vocabulary classes. Thus, grammar was always taught in each meeting of the cycles. In a vocabulary class, teaching grammar is crucial since it is also stated by the theory of (Ur Penny, 1996). This is also supported by another remarkable statement by Cabrera et al. (2018) said that teaching and learning English, grammar, and vocabulary have been assumed to the important aspects which will also allow the learners to get the points of the structures.

Additionally, giving motivation to the students was also highly essential. For this reason, the teacher-researcher was always giving motivation at the end of the class. The role of a teacher in motivating the students to learn is needed as motivation will affect on the students to learn and the students' performance, and students' learning is mostly controlled by motivation (Davion Johnson, 2017).

All the plan steps were done systematically and methodically while observing the classroom situations or environments and the students' enthusiasm as well as observing the things to be reflected in the next cycle or meetings.

It was found the observation has assisted in revealing how the classroom environments, students' enthusiasms were and what reflections were supposed to make. It was revealed that the classroom environments and the students' enthusiasm were highly changed before and after maximizing the English Speech on YouTube Videos. Before implementing it, the students made noise and played on their cell phones, went in and out of the class without any permission, were not responsive, did not really pay attention, and even one student slept.

However, it was surprising that the students became more paid attention, were more interactive, conducive, excited, and enthusiastic, followed all the teacher-researchers instructions, and watched the videos calmly after implementing them in both cycles. It means that it is obviously shown that English Speech on YouTube Videos is able to improve the

classroom environment and the students' enthusiasm. Kabooha & Elyas (2018) Also found that the students absolutely agree that YouTube Videos can offer a more interactive and interesting classroom environment to learn more fastly and quickly for the students. Therefore, all the plans and actions were going legitimately well. However, there were some problems also found during the actions.

Particularly, some reflections for the whole meeting and cycle were also stated since there were indeed some important points to fix in the implementation of enriching the students' vocabulary in the classrooms. In cycle 1, the reflections were made for post-test 1, where the questions must be organized well by checking the spelling errors and managing the students' behavior before and after the post-test 1.

On the other side, in cycle 2 there was a problem occurred during the meetings of cycle 2, in which the internet connection was unstable. Hence, it also has a reflection ensuring the internet connection is stable. It was such a normal thing that internet trouble might occur during the implementation; it is empowered by Clarin & Baluyos (2022), who said that an internet connection is one of the problems encountered in classes that need an internet connection. Moreover, one of the disadvantages of YouTube is that a stable internet connection is always necessary for using it (Nofrika, 2019).

As a result, the English Speech Video could not be played. However, the problem can be overcome by applying the backup plan in the lesson

plan, which is watching the downloaded video through Laptop without any internet connection. Dabija et al. (2018) define a backup plan as an essential way to set up an optimal condition in emergency situations and conditions. In addition, making sure that the pieces of equipment needed was also necessary to save time.

Overall, all the plans, actions, observations, and reflections of the Classroom Action Research by maximizing the English Speech on YouTube Videos went well as expected. It can be proven by seeing the students' score improvements in the pre-test, post-test 1, and post-test 2.

Furthermore, in order to prevent any misconceptions, the total of students is 28. However, there were 20 students who became the population of the research to get the data. The reduction of the population occurred since the three students were students with special needs, and the five students did not have complete scores on the whole test. As a result, only 20 students became the research population. Thus, this study only had 20 population of students and took the scores of the 20 population of students.

2. The Students' Improvements in Enriching Vocabulary

In the pre-test, the students still had low scores on the vocabulary test. Out of 20 students, only five students could pass the MMC, which is 75, with an average score of 59,125, and only 25% out of 20 students passed the MMC. The level of ability of the pre-test shows that only two students got excellent, nine students got good, two students got average, and seven students got poor.

In contrast, in post-test 1, it was found that the students had quite a significant improvement. The improvement can be seen in the number of students, which 12 students passing the MMC. It means that there were more 7 students who passed the MMC in post-test 1. On the other hand, the average scores also increased from 59,125 to 77, with 17,875 improvements. The percentage of passed students was also increasing in post-test 1, which is 60% with 35% improvements. Moreover, to reinforce the evidence, the students' frequency also makes significant progress. In post-test 1, there were twelve students got excellent, four students got good, and four students got average. However, the post-test two still did not succeed since there were only still 60% of students could pass the MMC. Then it must be continued in the next cycle.

Therefore, it was also found that the post-test 2 showed more significant progress of improvement. Post-test 2 has revealed that English Speech in YouTube Videos is truly able to enrich the students' vocabulary. The evidence can be looked at at the students' scores of the post-test-2. In post-test 2, there were 18 students passed the KKM. On the other hand, there were 18 students got excellent, 1 student got good, and 1 student got average. It has clearly revealed that there are 13 more students between pre-test and post-test 2, and 12 more students between post-test 1 and post-test 2. Moreover, the average scores of the post-test 2 also show the improvement significantly, which is 93,25. As a result, between pre-test and post-test 2, 34,125 improvements were made and 16,25 improvements

were made between post-test 1 and post-test 2. Furthermore, the percentage of passed students in the post-test 2 also has a significant improvement, 90% of the students passed the MMC, which is 75. Thus, a comparison of the passed students is made. Between pre-test and post-test 2, there is 65% difference in the students who passed the MMC. And between post-test 1 and post-test 2, there were 30% improvements.

Along with the improvements written, proven, and explained, it can be firmly and obviously stated that English Speech on YouTube Videos can definitely enrich the students' vocabulary with such significant improvements among all tests accomplished. Instead of the score improvements, the classroom environments and students' enthusiasm can also be improved by maximizing the English Speech on YouTube Videos. This Classroom Action Research has been successfully done since all the criteria of success were achieved. As a result, the Classroom Action Research is successful and is stopped here.