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MULTIGRADE ENGLISH DEPARTMENT STUDENTS TO
IMPROVE CONVERSATIONAL COMPETENCE IN
SPEAKING CLASS

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THE USE OF YOUTUBE VIDEO AS MEDIA IN MULTIGRADE ENGLISH DEPARTMENT STUDENTS TO IMPROVE CONVERSATIONAL COMPETENCE IN SPEAKING CLASS

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THE USE OF YOUTUBE VIDEO AS MEDIA IN MULTIGRADE ENGLISH DEPARTMENT STUDENTS TO IMPROVE CONVERSATIONAL COMPETENCE IN SPEAKING CLASS

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Abstract: Miller (1999:1) defines multigrade class as a class in which students of two or more adjacent grade levels are taught in one classroom by one teacher for most of the day. It is obviously hard to be imagined that a teacher teaches grade one, two, and three concurrently. This study also is highlighted of the using YouTube as a media where students can take any kind of references that can help them to improve their English skill is better. Such as; watching daily vlog from youtuber outside Indonesia, listening while singing English song by watching several lyrics video. weather news report, stand-up comedy, gossip news which telling about the Hollywood celebrity, etc. from those kinds of references that available in YouTube, it is hoped that students also can be more attracted to learn English clearly. Considering those all, teaching multigrade students possibly will not run well unless the students correspondingly add some varieties way to comprehend English easily. It needs something that make students are busy and focus on what will be learned and achieve later. Therefore, watching YouTube video is attempted in this study. This research belonged to qualitative research. The participants of the study in this research are eleven multigrade English students in speaking class who were taught by the researcher. The data of this study was taken from the students' response. those are taken from the interview of each group through online interview. The study are undertaken for a month while teaching learning activities are committed twice a week, 90 minutes for each meeting. This study brings in a simple finding that the students of multigrade class can be formed well-enough as well as single-grade class, nevertheless it is unavoidable that in the process oftenly faced the obstacle, such as lower grade students who sulking, quarrelling, and lecturer also has to do extra effort to keep the learning process is on the proper track. This is also indicates that using YouTube video as a media is effective to be implemented on multigrade class with limited number of participants because the different result possibly emerges when there are more participants and more various grades of students. It is hoped that there will be another researcher can make further research to get deeper study about the topic in the same field in order to get more enlightenment result about YouTube as a media of learning especially in teaching multigrade English students.

Keywords: *Speaking class, Multigrade students, YouTube*

Abstrak: Miller (1999: 1) mendefinisikan kelas multigrade sebagai kelas di mana siswa dari dua atau lebih tingkat kelas yang berdekatan diajarkan di satu kelas oleh satu guru untuk sebagian besar hari. Jelas sulit untuk dibayangkan bahwa seorang guru mengajar kelas satu, dua, dan tiga secara bersamaan. Studi ini juga menyoroti penggunaan Youtube sebagai media di mana siswa dapat mengambil segala jenis referensi yang dapat membantu mereka untuk meningkatkan keterampilan bahasa Inggris mereka lebih baik. Seperti; menonton vlog harian dari youtuber luar Indonesia, mendengarkan sambil menyanyikan lagu berbahasa Inggris dengan menonton beberapa video lirik. Laporan berita cuaca, stand-up comedy, berita gosip yang menceritakan tentang selebriti Hollywood, dll dari referensi semacam itu yang tersedia di YouTube, diharapkan siswa juga dapat lebih tertarik untuk belajar bahasa Inggris dengan jelas. Mengingat semua itu, mengajar siswa multigrade mungkin tidak akan berjalan dengan baik kecuali siswa dengan demikian menambahkan beberapa jenis cara untuk memahami bahasa Inggris dengan mudah. Dibutuhkan sesuatu yang membuat siswa sibuk dan fokus pada apa yang akan dipelajari dan dicapai nanti. Oleh karena itu, menonton video YouTube dicoba dalam penelitian ini. Penelitian ini termasuk dalam penelitian kualitatif. Peserta penelitian dalam penelitian ini adalah sebelas siswa bahasa Inggris multigrade di kelas berbicara yang diajarkan oleh peneliti. Data penelitian ini diambil dari respon siswa, yang diambil dari wawancara masing-masing kelompok melalui wawancara online. Penelitian ini dilakukan selama sebulan sementara kegiatan belajar mengajar dilakukan dua kali seminggu, 90 menit untuk setiap pertemuan. Penelitian ini membawa temuan sederhana bahwa siswa kelas multigrade dapat dibentuk cukup baik serta kelas tunggal,

namun tidak dapat dihindari bahwa dalam proses sering menghadapi hambatan, seperti siswa kelas bawah yang merajuk, bertengkar, dan dosen juga harus melakukan upaya ekstra untuk menjaga proses pembelajaran berada di jalur yang benar. Ini juga menunjukkan bahwa menggunakan video YouTube sebagai media efektif untuk diimplementasikan pada kelas multigrade dengan jumlah peserta yang terbatas karena hasil yang berbeda mungkin muncul ketika ada lebih banyak peserta dan lebih banyak nilai siswa yang berbeda. Diharapkan ada peneliti lain yang dapat melakukan penelitian lebih lanjut untuk mendapatkan kajian yang lebih mendalam tentang topik di bidang yang sama guna mendapatkan hasil pencerahan yang lebih banyak tentang YouTube sebagai media pembelajaran khususnya dalam pengajaran bahasa Inggris kelas rangkap.

Kata kunci: *Kelas berbicara, siswa Multigrade, YouTube*

INTRODUCTION

Considered as a *lingua franca*, English is used in many countries around the world (Crystal, 2003). English plays an important role in many aspects of life, such as business, tourism, education, technology and the international relationship. In educational area, English is taught as second or foreign language by countries where English is not their mother-tongue including Indonesia. Therefore, in Indonesia, English material subject can be found from the junior high school to university level as one of subject that should be taught. In formal school, students commonly learn English with their classmate in the same level of grade and in University levels it is mostly found to be taught by using media to improve their skills better. Nevertheless, by any circumstance, studying English should be committed within various grade of students, which can be called as multigrade class.

Miller (1999) defines multigrade class as a class in which students of two or more adjacent grade levels are taught in one classroom by one teacher for most of the day. It is obviously hard to be imagined that a teacher teaches grade one, two, and three concurrently. Furthermore, Miller (1999) compiles several quantitative and qualitative researches of multigrade and multi-age class which are done by several researchers (Rule, 1983; Stone 1987; Veenman, 1995; Mason and Burns, 1995). The following table are the researchers and their findings.

Table 1.1. Previous Researches

Researcher	Year	Research Place	Participants	Multi-grade Range	Subjects/Achievements	Findings
Rule	1983	Primary schools at Arizona, U.S.	Grades 3-6	Two consecutive grade levels	Reading and Mathematics	The multigrade classes did not appear to affect reading and mathematics achievement negatively
Stone	1987	Primary schools at U.S.	Grades 2-3	Two consecutive grade levels	Mathematics, Reading, Language, Science, and Social Studies	No significant differences between the multigrade students and the single-grade students in overall achievement
Veenman	1995	Primary schools at U.S.	Not Specifically Stated	Not Specifically Stated	Not Specifically Stated	There were no consistent differences in student achievement between multigrade and single-grade classes.
Mason and Burns	1995	Primary schools at	Not specifically stated		Not specifically stated	major admin-

		California, U.S.				istrative constraints prevent many principals from purposeful placement of students in multigrade classes
Kral	1995	Primary schools at Denmark	Grade 2, 4, 6	Two-three different levels	Mathematics, Reading, Language.	No systematic differences were found between the combination and single-grade class
Miller	1999	Peru, Sri Lanka, Vietnam	50-150 students	Two-five different levels	Multisubject	Multigrade class in those countries established because of forcefulness factors

It can be assumed that most of studies found that multigrade class can be run as well as single-grade class even though more or less it is needed extra efforts of the teacher to organize them. In this research, multigrade students divided in to two categories; public, and critical students' level in speaking class in English department students. It should be underlined that multigrade students here, coming from the university students' level. Further most students at this level already have a mature way of thinking and also students in this level have the authority to handle mobile phone or any other gadget because the responsibility that they have already had.

This study also is highlighted of the using YouTube as a media where students can take any kind of references that can help them to improve their English skill is better. Such as; watching daily vlog from youtuber outside Indonesia, listening while singing English song by watching several lyrics video, weather news report, stand-up comedy, gossip news which telling about the Hollywood celebrity, etc. from those kinds of references that available in YouTube, it is hoped that students also can be more attracted to learn English clearly. Motivation will be come up by the times students enjoying the video. As we know, this time, social media is ingrained in millennial students. They can not be separated with it. Students' daily activity lives are fixated by the use of their gadgets. Like updating daily stories, googling any information they need, as well as entertainment which it can easily got by watching videos on YouTube. Moreover, using YouTube video in learning process can help students understand more about English language (Nasution, 2019). Also, in Nasution (2019) YouTube can be accessed not only in the classroom but also it can be accessed outside the classroom to be seen in their free time, in order to make them watch any videos that can help them learning English.

By means of that, this study is arranged to know whether or not there is a significant effect of teaching multigrade English students in speaking class progression of speaking performance. The method used is YouTube as media, and the competence of students would be noticed is in the fluency of speaking and behavior during teaching learning activities.

The participants of this study are university students' level who belong to young learners. Brown (2007:2) states that there are learners' characteristics factor considering second language acquisition. This also behaved on them as young learners. This study is divided into two main groups, later will be called as group A and B. The following are the characteristics and will be put in the table below by using Scott and Ytreberg (1990) which distinguish young learners into two main groups concept;

Table 1.2. The Learners' Characteristics using Scott and Ytreberg (1990) Theory

Group A	Group B
- Be able to talk about what they are doing	-Be able to decide their views of the world.
- Be able to tell what have they done or seen	

<ul style="list-style-type: none"> - Be able to plan activities - Be able to argue for something - Be able to tell what and why they think - Be able to use logical reasoning (in certain circumstance) - Be able to use vivid imaginations - Be able to understand direct human interaction - Be able to understand that they are bond by rules even though do not have idea of their meaning. 	<ul style="list-style-type: none"> - Be able to rely on the spoken word to convey and understand meaning. - Be able to make some decisions about their own learning. - Be able to distinguish what they like and don't like doing. - Be able to develop sense of fairness - Be able to work with others and learn from others. - Becomes more criticize/ask questions all the time
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By means of those all, Scott and Ytreberg (1990:5) add some concept should be implemented in teaching young learners:

- a) Words are not enough; which means teachers do not rely on the spoken word only. Most activities for young learners should include movement and involve the senses.
- b) Play with the language; let them talk to themselves. Teacher should make up rhymes, sing songs, tell stories. It is very natural stage of foreign language learning.
- c) Language as language; most students have the awareness of language. The spoken word is often accompanied by other clues to meaning – facial expression, movement, etc. Teacher should make full use of these clues. Because sometimes, it is a bit difficult for them to understand English language since it is not their mother-tongue.
- d) Variety in the classroom; since concentration and attention spans are short, variety is a must – variety of activity, pace, organisation, voice.
- e) Routines; students benefit from knowing the rules and being familiar with the situation. Teacher should have systems, have routines, organise and plan the lesson. Use familiar situations, familiar activities.
- f) Cooperation not competition; teacher should avoid distributing reward and prizing to make them compete one to another. Other forms of encouragement are more effective. Group the children whenever possible.
- g) Grammar; young learner students have an amazing ability to absorb the language through play and other activities which they find enjoyable. How good they are in a foreign language is not dependent on whether they have learnt the grammar rules or not. In practice, teachers should note the structures, functions, and grammar items which they want the students to learn as well as those they already know, but the actual teaching should only include the barest minimum of grammar taught as grammar.
- h) Assessment; even though formal assessment may not be a compulsory part of work, it is always useful for the teacher to make regular notes about each young learner's progress.

Considering those all, teaching multigrade students possibly will not run well unless the students correspondingly add some varieties way to comprehend English easily. It needs something that make students are busy and focus on what will be learned and achieve later. Therefore, watching YouTube video is attempted in this study. According to Almurashi (2016), YouTube can be used as a media to learn English. Difficulties that students experience in learning English, can be elucidated by watching a lot of references video that they like to see which existing there, this also use to enrich their knowledge of vocabulary or how to speak English correctly. Like, watching daily vlog from youtuber outside Indonesia, listening while singing English song by watching several lyrics video, weather news report, stand-up comedy, gossip news which telling about the Hollywood celebrity, etc. Margana (2019) states YouTube can be used as a learning media which provide a lot of videos around the world and students can use that to get more references for them to practices their English, it can be also as assistance for them to improve students' experiences in acquiring new vocabulary or emending their speaking, reading, writing and grammatical structures.

METHODS

This research belonged to qualitative research. Like what Creswell (2012) stated, "In qualitative research, statistical analysis is not needed to analyze the data, neither is it in this study, there is no any numbers in this research are formed using statistics analysis. Ttranscriptions form from students' responses or practices which is used to be analyzed. Besides that, this study also investigates students' response from the YouTube video as learning media. From these points, descriptive qualitative method is applied for this study.

The participants of the study in this research are eleven multigrade English students in speaking class who were taught by the researcher. They were grouped into one class. They obviously have different ages, personality, and background of knowledge. It is hoped that the purpose of the research has varied and determined results. The participants are considered as representative of group A and group B of young learners students from basic speaking class and critical thinking and debate class which is believed that they already have a mature age to be able in operating mobile phone and any other gadget that can access YouTube, not only in the class but also in their home.

This research used 2 procedure to collect the data: 1) Observation, in this activity, observation has been used by the researcher to collect the data. It is done by recording the students individually when they are having conversation with their partners related to topic that is given by the lecture. From the recording, it is gotten whether their speaking skill is improved or not. It can be seen from the way they give a comment and idea that their speaking skill is improved. The conversation runs smoothly and they have big confident on exploring the idea.; 2) Interview, this interview is done for all of the 11 students. They are interviewed about their responses about the implementation of YouTube video for speaking Class. Each student gives good response on using YouTube video as a media of teaching and learning. They can improve their speaking skill because they have some guidance to express their idea. By having some idea, they Will have big confident on commenting their partners' speech. Below are the guided questions. Like, Problems, advantages and the disadvantage of using YouTube, students response to it.

The study are undertaken for a month while teaching learning activities are committed twice a week, 90 minutes for each meeting. The teaching learning activities is lead by an English lecturer. In the process, the participants are taught based on combination of pedagogical. In each meeting, a theme is delivered once but the task for each level of grade are treated differently. The lecturer asked the students to learn English especially in speaking skill by using YouTube videos as it has been implemented by dividing into several themes. Students are asked to practice their speaking skill by watching video practices on YouTube. So, it is not only in the class that learning took place, but also when they were at home, they can practice their English. The following themes are in the table below:

Table 2.1. The Videos' Theme

Meeting	Theme	Description
1.	Greetings	Expression of greeting, requesting, parting
2.	English Song	English song Lyrics video
3.	Hobby	Asking about their own hobby
4.	My Pets	Asking and encouraging students about animals they pet
5.	Movies	Understanding the vocabularies and speech acts on the movie
6.	Weather	Describing things in every season like raining and summer and how to overcome it
7.	Politic situation	Asking about their opinion in political aspects
8.	Social Media	How can they adapt to social media, positive and negative aspect?

Those themes are used because it's a common topic in which learners can practice English easily. Most of them have known from their background knowledge they have.

The data analysis technique was carried out in three stages, namely: 1) Data reduction, that is a form of sharp analysis, classifying, directing, removing unnecessary, and coordinating the data needed according to the focus of the research; 2) Data display, display of data is the stage for

understanding what is going on and what should be further analyzed and taken the necessary actions; 3) Drawing conclusion, this stage begins after the data has been collected and temporary conclusions have been drawn; these conclusions are then continuously analyzed and their validity checked to arrive at a perfect conclusion about the use of YouTube as a media in multigrade English department students to improve conversational competence in speaking class.

RESULTS AND DISCUSSION

In order to ascertain the findings of instructional strategy implementation, the results are stated into a kind of summary that has been grouped in the table below:

Table 3.1. Result of the Research

No.	Name	Gender	Group/Grade	Behaviour during teaching-learning activities	Speaking performance
1.	Students A	Female	Basic speaking Class	-too many conversations that arise, more like in hurry. Still do not understand about time limitation -More sociable.	-Fluently to utter some sentences -Can respond some expression of greeting.
2.	Students B	Male	Basic speaking Class	-even still a bit shy but he has started to get used to talking. -Not as moody as before. -Asking more than others because of her difficulty of comprehension.	-More fluent of uttering some vocabularies. -Can respond some expression of greeting.
3.	Students C	Female	Basic speaking Class	-Interest on material of song and it's a bit effective to cover her speaking performance	-Still need a lot of practices to utter some vocabularies, but she is able to recall that by given clues.
4.	Students D	Female	Critical Thinking and Debate Class	-More sociable. -Confident to speak up in loud voice.	-Fluent of uttering some vocabularies of political opinion, weather, and fluent in describing how to use social media. -Can respond every expression of greeting, request, parting.
5.	Students E	Male	Basic speaking Class	- even still a bit shy but he has started to get used to talking. -the confidence he has little bit improved.	-Fluent of uttering some vocabularies -Able to utter simple phrases.
6.	Students F	Female	Basic speaking Class	-Obedient, calm. -More active in learning process. -More confidence.	-Fluent of uttering some vocabularies -Can make and respond some expression of greeting, request, parting. -Able to make simple phrases and sentences.
7.	Students G	Female	Basic speaking Class	-Obedient, calm. -More active in learning process.	-Fluent of uttering some vocabularies -Can make and respond some expression of greeting, request, parting. -Able to utter simple phrases and sentences.

8.	Students H	Female	Critical Thinking and Debate Class	-Becomes more alive in uttering statements -Active in learning process.	-Able to utter plenty of vocabularies precisely -Understand about the theme of political aspects even she has no idea about the topic -Able to utter complex phrases and sentences.
9.	Students I	Male	Critical Thinking and Debate Class	-Becomes more active. -His dependent on friends is diminished.	-Able to utter plenty of vocabularies. precisely, but less than his level friends. -Can make and respond of the conversation, but less fluent than his level friends. -Able to utter complex phrases and sentences. -Able to utter plenty of vocabularies precisely -Understand about the theme of political, weather, and fluent in describing how to use social media. -Able to utter complex phrases and sentences.
10.	Students J	Female	Critical Thinking and Debate Class	- Becomes more alive in uttering statements -Active in learning process.	-Able to utter plenty of vocabularies precisely -Understand about the theme of political, weather, and fluent in describing how to use social media. -Able to utter complex phrases and sentences.
11.	Students K	Female	Critical Thinking and Debate Class	-Active, alive, keep on curious, persistent. -Active in learning process.	-Able to utter plenty of vocabularies precisely -Understand about the theme of political, weather, and fluent in describing how to use social media. -Able to utter complex phrases and sentences.

Based on the table of the finding above, it can be determined that most of the students have done a great process of learning English. It is demonstrated that using YouTube video as a media can improve their comprehension in understanding English material. In the process that they have done, they learned English easier. Both different level students (basic speaking Class and critical thinking and debate Class) enjoy learning activities although they are in different semester. So, this result is very significant since they can adapt together, talk together in the same place. It can be seen from when the observation is done. They can have good adaptation although they are in different grades. When They are having a conversation together, it runs smoothly. There is no any gap between them, they are discussing the topic by commenting their partners bravely and clearly. Before lecturer asked them to watch YouTube, several of the students felt difficult to comprehend English. Mostly because of the confidence aspect that they have. Richards (2008: 24) states that students sometimes have a difficulty in uttering their idea because they feel that they have to avoid to speak moreover in the class that everyone can see them. This situation could happen because of lack of understanding. So, YouTube video can be as a support media for them, because they can have a correction about what they have already done in the class. For instance, about the political term, they got more comprehension about the knowledge after watching YouTube. For the reason that YouTube provides a lot of information that the students need. Not only about the knowledge, but they could also get feedback like the idioms, dictions, pronunciation, how to spell correctly, etc. from that point, students can encourage themselves to speak. Even though several of the students still got their stuttering in speaking but the change before and after they used YouTube as the support media is seen. It is important, because they can express their idea courageously.

Furthermore, the lecturer also have to be more interactive to make the class can be enjoyed as fun as possible. Because, YouTube here only can be as a backing media to make the students

can have any other reference aside from the book. Lecturer has to be more energetic in order to make students can learn very well and not making the class bored. Since the learning process implemented not only in the class but also outside the class. Lecturer should have to improve their way in teaching in order to make the students can get what the lecturer requires. The lecturers necessarily can get training also on how to teach distance learning situations to be more attractive (McLeod, 2019; Applefield, J. M., Huber & Moallem, 2001). From YouTube, it is provided a lot of sources like video how to be a good educators for the lecturers who want to get trained free of charge.

CONCLUSION

This study brings in a simple finding that the students of multigrade class can be formed well-enough as well as single-grade class, nevertheless it is unavoidable that in the process oftenly faced the obstacle, such as lower grade students who sulking, quarrelling, and lecturer also has to do extra effort to keep the learning process is on the proper track. This means that YouTube video Will give much beneficial for learners. It is proven from the way how they speak and give comment. Beside that, they are having big confident on exploring their idea since they are in different level of classes. The participants' inner competence is also thing should be considered for further study as for the various combination of participants of this study are two low achiever students, one student as medium achiever while the rest considering as high achiever students. Finally, it is stated that there is a significant effect of teaching multigrade english students in speaking class using YouTube as the media in learning process.

Because of the limited time, it is hoped that there will be later in the future another researcher can make further research to get deeper study about the topic in the same field in order to get more enlightenment result about YouTube as a media of learning especially in teaching multigrade English students.

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