

THE EFFECT OF VLOG ON STUDENTS' SPEAKING ABILITY AT MTsN 1 KEDIRI

Ahmad Septiyan Nugroho

English Language Teaching Study Program
Postgraduate School, Universitas Islam Malang, Indonesia
Email: septiyan.noegrohoo@gmail.com

Abstract

This research aims to determine the effectiveness of vlog media in improving students' speaking abilities better at 7th L students at MTsN 1 Kediri. This research used a design of pre-experimental through one cluster pre-test and post-test. The material provided was a descriptive text. The instrument in pre-test, students are ordered test orally in the class one by one directly, the researcher gives them a topic then the students tell it. while in post-test, students are ordered to make Vlog to speak up by recording. Both of pre-test and post-test must be done about two until five minutes. This research was conducted in 7th L class MTsN 1 Kediri with 20 students as respondents. In this study, data of the research was a test score. The researcher obtained two data from the pre-test and post-test. In this study there were 2 raters. The first rater was a teacher; and the second rater was a researcher. The reliability of this research was inter-rater agreement where there was agreement on the tolerance for different scores between raters. the split score was 2 or more in scale of 1-5. The researcher only used the smaller scores of the split score to be calculated. there are four steps to analyze the data. First, calculating the mean of the scores from the pre-test and post-test. Next, comparing the mean of the pre-test and post-test. Next, calculating the homogeneity test. Lastly, calculating the significance level of the difference in the average data through Paired Sample t-Test. This method is done using SPSS 21. From the analysis above, it could be decided that there was a significant difference in the test results between the pre-test and post-test results of the 14 students that were counted. The students' mean score on the post-test was 92.125 and the mean score from the pre-test was 46.625. The different mean was 45.5 and the significant value was .000. So, the researcher resolved that the use of Vlog was very effective in improving the speaking achievement of 7th L class at MTsN 1 Kediri.

Keywords: *Vlog, speaking, better*

INTRODUCTION

Students have some difficulties in speaking ability. Zhang (2009) says that talking stays the most troublesome expertise to dominate for most of communicating in English student and they are as yet stumbling in imparting orally English. Some students feel difficult to speak or ask something in English. Actually, there are some factors that cause the students get the difficulties when they speak English. They are not sureness to speak English in class. They also feel worry when they have mistaken in speaking English. Furthermore, the students are less in content mastery. So, they cannot express something to say in speaking class. In other case students less motivation and there is not speaking habit from the teacher and students during classroom activity. Therefore, giving media is important. Arsyad (2002) states that media is something that used by someone or teacher to make easy on transferring the material or the subject to the student.

In this era Vlog (Video Blog) is very popular as place to share humans' expression, ideas, even opinions in social network. The researcher is interested in Vlog as alternative media in teaching learning. In Vlog, people can create their contents as interest as possible, because they can free share their ideas in form of speaking to communicate, exchange information, and express their own opinion. Vlog allows contextual clues to be offered. In previous research by Bisc, et al (2019) states that the improvement of Vlog learning media gives huge outcomes both from learning results, understudy reactions and audits and approvals of specialists. The presence of this exploration, it tends to be recommended for future examination to focus closer on innovativeness in the improvement of learning media in future investigations. In this study, the main problem is whether the students' speaking ability better after being taught using Vlog media.

There are some previous studies which are similar or in line related to Vlog media in speaking class. The research summarizes some previous studies that can be used as guidelines for the researcher. The first research from Anggraeni (2020) has conducted that her research used mixed methods qualitative and quantitative research. In qualitative has been collected data by interview and observation, while quantitative information was gathered from the consequence of understudies' Vlogging evaluations. The members of her examination are 40 understudies of English Language Study Program. The objective of her examination is she will zero in on utilizing Vlog as a learning media to further develop understudies talking ability. The finish of her examination is utilizing Vlogging apparatus is potential for advancing talking abilities and foster understudy's modular proficiency, close to that Vlogging has likewise other fascinating perspectives to be concentrates with regards to connection to the English learning. Based on some previous study above, the researcher applies

the different methods. For the researcher required to identify the comparison of scores in the use of vlog through pre-test and post-test, the researcher used pre-experimental methods, this method has never been used by previous research. Subjects are 20 students of 7th L class at MTsN 1 Kediri.

In teaching and learning English, the researcher wants to apply Vlog as alternative media development. It will be applied in Islamic Junior high school, exactly in MTsN 1 Kediri. The researcher wants to know whether Vlog has effect to achieve speaking ability in the school. Through pre-experimental, the researcher wants to compare teaching before and after using the media. The reason the researcher chooses junior high school as subject of research is the researcher has not found the previous research which used this grade yet. In the class before, teacher just teaches students orally in front of the class. so that students get less preparation to practice speaking in the class. they still think to arrange words by words even sentences by sentences. they look less expressive to practice. So, by Vlog media is probable to be able to make students more expressive, fluent, understand, and improve their pronunciation better.

METHOD

This exploration utilizes pre-trial plan with one gathering pre-test and post-test. A pre-test gave an action on some trait or trademark that the scientist asses for members in an analysis before the gathering get a treatment, while a post-test estimated on some quality or trademark that is surveyed for members in a test after a treatment (Creswell, 2008).

There are 3 steps in this method, namely: pre-test, treatment, and post-test. Using vlog as independent variable and Students' achievement on speaking after being taught by using vlog as dependent variable.

The researcher takes the participants from the students of 7th grade at "MTsN 1 Kediri" academic year 2020-2021 which contain of 12 classes. it divides into Acceleration, higher, and regular class. The populations and samples are taken by the researcher at Acceleration (L) class. There are 20 students in the class. In pre-test, students are ordered test orally in the class one by one directly, the researcher gives them a topic then the students tell it. While in post-test, students are ordered to make Vlog to speak up about descriptive text by recording. both of pre-test and post-test must be done about two until five minutes.

The data is score of tests. the data is gotten from score of the test from students of seventh grade at MTsN 1 Kediri. the researcher gets two data from pre-test and post-test. In pre-test, students are ordered test orally in the class one by one directly, the researcher gives them a topic then the students tell it. while in post-test, students are ordered to make Vlog to speak up about

descriptive text by recording. Both of pre-test and post-test must be done about two until five minutes.

In the rubric score, there are 4 aspects that are calculated, including: pronunciation, grammar, vocabulary, and fluency. Each aspect has a scale of 1-5 where each rater should not have a difference in score of 2 or more. this is called a split score. the rater can count if there is no split score.

Table of Rubric score

Aspects	Scale	Criteria
Pronunciation	1	Too many mistakes making it difficult to implement
	2	So many mistakes that it is difficult to understand
	3	There are some errors and disturbing meaning
	4	There are errors but do not interfere with meaning
	5	Almost perfect
Grammar	1	The grammar mistakes are so severe they are difficult to understand
	2	Many grammar mistakes obstruct of meaning and often rearrange sentences
	3	Often makes grammatical mistakes that affect meaning
	4	Sometimes it makes grammatical mistakes but it doesn't affect the meaning
	5	No or few grammar errors
Vocabulary	1	Vocabulary is so partial that chat is impossible
	2	Using vocabulary mistakenly and limited vocabulary very difficult to comprehend
	3	Often using inappropriate vocabulary, conversation becomes limited because of limited vocabulary
	4	Sometimes using imprecise vocabulary
	5	Use the right vocabulary
Fluency	1	The pace is very slow with too many pauses
	2	Slow pace with frequent pauses
	3	Normal speed with few pauses
	4	Smooth enough with very few pauses
	5	Very smooth with no pauses

The students' speaking scores are evaluated by four aspects and each aspect has score or level. The total of maximum score of four aspects is twenty. The description of scoring system is as follow:

$$\text{Score} = \frac{\text{Total scale}}{\text{Maximum scale (20)}} \times 100$$

After getting the score on pre-test, the researcher provided action by using vlog in speaking class. The treatment was started on February 5 until 29, 2021. The teacher was the researcher. Teaching and learning process were held for about 25 minutes for each meeting. The activity consisted of 2 minutes introduction, 20 minutes for main activity, and 3 minutes for closing. In the main

activity, the teacher presented the material about text of descriptive. The teacher offered clear explanation and instruction of what should they do to make and presented text of descriptive. The teacher displayed the illustration to vlog in the power point. The teacher enquired the students to made script text and presented in the class. Teacher gave students time for about 2-5 minutes to have practice. After getting the treatment for three meeting, the teacher gave post-test by using vlog. The teacher asked the students to practice in vlog by recording for about 2-5 minutes. The post-test was submitted on February 23, 2021.

The reliability of this research was inter-rater agreement where there was agreement on the tolerance for different scores between raters. the tolerance for the difference in the score was 2. if there was a difference in scores of 2 or more, it was called a split score with a scale of 1-5. So, the researcher only used the smaller scores of the split score to be calculated, and discarded the split score.

In the scoring there are two raters, primary rater is the researcher and the second rater is English teacher. The counting of pre-test and post-test are taken from both of raters by average score. the scoring is based on the criteria above with 4 aspects, pronunciation, grammar, vocabulary, and fluency. Each aspect has scale 1 to 5. Then the raters enter into the formula to get the students' pre-test and post-test scores. Here, it can be known the score of speaking accomplishment between pre-test and post-test.

the researcher continues to analyze the data. there are four steps to analyze the data. First, calculating the mean of the scores from the pre-test and post-test. Then, comparing the mean of the pre-test and post-test. Next, calculating the homogeneity test. Lastly, calculating the significance level of the difference in the average data through Paired Sample t-Test. This method is done using SPSS 21.

RESULTS

There are several results obtained from this research.

Result of Reliability Analysis

Through Inter-raters Agreement Inter-raters Reliable both raters made an agreement on the raw scores gained from the pre-test and post-test. the maximum score difference that is tolerated is 2. Based on the result of pre-test, there was 14 scores of students was agreed, and 6 scores were split. So, the researcher used the agreed scores to analyze and did not used 6 split score.

Result of Pre-test and Post-test scores from 2 raters

There were 14 students' scores that were counted. Based on the pre-test result was known that range of pre-test 37.5 and mean was 44.6429. The post-test was known that range of post-test 17.5 and mean was 91.429.

Result of Homogeneity of Variance

The result was identified that the significant value of homogeneity of variance was .004. it was lower than .05. So, the data of pre-test and post-test could be concluded that the data has not homogenous variances.

Result of Tests of Normality

Based on the Tests of Normality output table in the Kolmogorov-Smirnov test unit, the Sig. value of the pre-test was .093 and the value of post-test was .053. For the pre-test also post-test scores are higher than .05, so it was able to be resolved that the values of pre-test also post-test were normally distributed. Hence, the necessities or expectations for normality in the use of the paired t-test was contented.

Result of Paired Samples t-Test

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test - Post-test	-46.7857	11.7845	3.1495	-53.5899	-39.9816	-14.855	13	.000

From the table value of the Paired Sample t-Test above, it was known that the differences mean was 46.7857 and level of significant (2-tailed) was .000. It was resolved that there was a significant different between pre-test also post-test scores of speaking accomplishment, which means there was an effect of using vlog to intensification students' speaking ability at MTsN 1 Kediri.

DISCUSSION

The result of data analysis shows that Vlog takes significant effect on 7th L students' speaking accomplishment. It was known by the results of the calculation formula of the t-test were found and the Sig. (2-tailed) was fewer than the of significance level. It shows that the alternative hypothesis (Ha) was accepted and the null hypothesis (H₀) was rejected. So, it was able to be expected that the post-test scores better than the pre-test in students' speaking achievement which educated by Vlog Media.

In this study, there are similarities with previous research, namely using Vlogging tool is budding for encouraging speaking skills and progress student's modal literacy, beside that vlogging has also other exciting aspects to be studies in relation to the English knowledge (Anggraeni: 2020), the use of Vlog as

learning media is effective to service students in improving speaking skill by Vlog as a learning media to improve students speaking ability (Lestari 2019). So, Vlogs have an influence in improving students' speaking skills. Therefore, vlogs can be used as an alternative medium for speaking learning. Like as the implementation of Vlog on students' speaking ability at 7th L students of MTsN 1 Kediri, the students develop speaking skills and the score better. It means that the current study is in line with the previous researchers as recited.

CONCLUSION

Beginning the analysis of research findings, the researcher resolved that the use of Vlog at 7th L of MTsN 1 Kediri provided a good effect to the students' speaking ability better. The result of the test from 14 students as samples. The students' mean score from the post-test was 91.429. The mean score of pre-test was 44.643. Consequently, the researcher resolved that it was significantly effective to use Vlog to intensification students' speaking achievement at 7th L of MTsN 1 Kediri.

The researcher would like to deal recommendations, particularly for the teachers expectantly Vlog was able to be suitable and give progressive contribution in learning English specially speaking ability. However, there are a number of things that teachers need to do in implementing the vlog media, such as having permission from parents before posting any videos online that include students. In addition, the teacher must ask students to create a Vlog which can only be shared if someone has access to the site with a password. this is done in order to provide security.

For the other researchers, hopefully the results of this research on Vlog was able to be adding information and also be helpful to ways the future research about speaking abilities using Vlog. On the other hand, it is appropriate to carry out advance studies with different levels of students, further instruments, and the number of participants.

REFERENCES

- Anggraeni, A. (2020). *Vlog: A Tool for Students' Speaking Practice Enhancement*. Bandung. <http://jurnal.unswagati.ac.id/index.php/RILL>.
- Arsyad, Azhar. (2002). *Media Pembelajaran*. Jakarta: PT.RajaGrafindoPersada.
- Creswell, J. W. (2008). *RESEARCH DESIGN: Qualitative, Quantitative, and Mixed Methods Approaches (Second Edition)*. Lincoln: SAGE Publications.
- Hibra, B. A., Hakim, L. & Sudarwanto, T. (2019). Development of vlog learning media (video tutorial) on student materials. Tax at SMK PGRI 1 Jombang. *International Journal of Educational Research Review*, 4(3), 435-438.
- Lestari, N. (2019). *Improving the Speaking Skill by Vlog (video blog) as Learning Media: The EFL Students Perspective*. *International Journal of Academic Research in Business and Social Sciences*, 9(1), 915-925.
- Zhang, S. (2009). *The role of input, interaction, and output in the development of oral fluency*. *English Language Teaching*.