

THE EFFECT OF PROJECT BASED LEARNING BASED VLOG ON STUDENT'S SPEAKING SKILL ACROSS DIFFERENT PERSONALITY

Moh. Ahsin

English Language Teaching Study Program
Postgraduate School, Universitas Islam Malang, Indonesia
Email: moh.ahsin1995@gmail.com

Abstract

This research was intentionally conducted to investigate the effect of project based learning based vlog on student's speaking skill across different personality. this study had three research objectives, to analyze whether the students who taught by using PBL-Based-Vlog have better speaking score than taught by conventional teaching, to analyze whether the introvert students have better speaking score than extrovert students, and whether there is any interaction between PBL-Based-Vlog and students' personality. This study was conducted at SMPN 1 Pamekasan Madura where K13 was implemented as the curriculum in this school. Two classes of eight-grade in second semester academic year 2019/2020 were selected as sample. This research used quasi-experimental design. The result showed that: First, the mean of experimental group was gotten 79.66 while control group was gotten 71.00. It is implied that the experimental students taught by using PBL-Based-Vlog have better speaking score than the control group students who taught by conventional technique, H1 was accepted. Second, H2 rejected because introvert students had not better speaking score than the extrovert student. The last, H3 also rejected because there was no interaction between the use of Project Based Learning Based Vlog and students' personality in speaking skill.

Keywords: Project Based Learning (PBL)-Based-Vlog, Speaking Skill, Personality

INTRODUCTION

Recently, a study of innovative strategy applied on English second language has been growing rapidly. It is needed to develop English teaching and learning process across revolution era where the teaching must be accordance with something modern. One proof development of teaching and learning activity is the involvement of ICT (Information and Communication Technologies) in classroom. Patil (2011) defines that ICT is a new branch of knowledge that has been vastly influencing in the field of education. It has given rise to a new discipline as an Education Technology.

In teaching speaking, Thornbury (2005) argues that there were six criteria for speaking task namely; Productivity, it deals with language use in order to provide communicative skill, purposefulness is making sure that speaking task has clear

outcome, interactivity supports student's condition in speaking bravely because they are used to speak in front of audients, Challenge meant the task should be attractive, safety meant the task must be guaranteed the students feel such as confident, in short they can do without much risk. While, authenticity meant the speaking task should related with their real-life language use.

The criterion of speaking task above can be implemented as project based learning, Brown and Lee (2015) stated both (experiential learning and project based learning) are the same things which have the same activities such as language context, competent or skills, and authentic process, real-work. However, they mentioned an example of project based learning such as making a video project of advertisement a product and service.

Creating video in the form of Vlog (video blogging) was a trend activity, Vlog known as video blogging where the activities were to share, tell, inform, review, react, something recorded by using video camera then publish it into social media. This technique was applied on language teaching without exception English. This is what we called innovative strategy applied teaching English and many studies argued that vlog is suitable technique in improving speaking skill

Therefore, researcher investigated a study entitle the effect of project based learning based vlog on student's speaking skill across different personality. Interestingly, this study used student's personality as attribute variable, because according Brown (2007) cognitive factors were not the only one factor on student's learning achievements. There were some other factors affected the students that was affective factors of the learner namely; cleverness, talent, motivation, individually, learning style, etc. those could be effected the learning achievement. According Jung's cited in Kodhareza cited in Wulandari et al (2017) argued that there were two characters of personality. These are expressive person (extrovert) and reticent person (introvert). Brown (2002) stated that extrovert is being easy to talk with but introvert is being shy and prefer being alone. Brown also stated that both had advantages and disadvantages. One of the advantages of extrovert is enjoy group work in class and the disadvantage is unlike individual work. While the introvert is usually have good study skill and the disadvantage is unlike group work. Then, this study wanted to assess the following previous studies but in different ways.

Rakhmanina and Kusumaningrum (2017) conducted a related research with their finding mentioned that teaching speaking by using Vlog was succeed effectively than expository strategy. However, the students who had high learning motivation had higher speaking ability. They also assessed the interaction the independent and dependent variables which the result there was an interaction between the strategies of teaching and the motivation in the teaching English speaking.

Marzuki and SittiNurpahmi (2017) conducted a related study with the themes using vlog in teaching speaking. Based on their findings of the computed data analysis revealed there is significant in the student's speaking scores. The result implied that the pro-test student's score achieved higher than pre-test score. With other words, vlog could be increased speaking performance.

Safitri and Khoiriyah (2017) were examined a related study entitled student's perceptions of the use of vlog in increasing speaking skill, whereas the findings showed that the students' reaction on the use of Vlog by English were good through some strategies. However they revealed, by using vlog as media in teaching speaking the students could have gotten a good English speaking skill.

Wulandari, Saputri and Nurlindah (2017) were conducted a study about Extrovert and introvert students in speaking ability where the object of the research was university students. The finding revealed that there was significance between both score of speaking. It was implied that the extrovert students achieved higher than introvert students in speaking score, they concluded that the characteristics of extrovert students contributed to the achievements of speaking ability.

Kartikasari (2018) conducted a research with the topic of implementing a project based learning in the class through creating vlog in teaching English speaking where the object of research was the Junior High School which is used recount text. On the result, she concluded that PBL was effectively and efficiently could have facilitated the students to play active commutatively in the class or out site class especially in learning English speaking.

In line with some studies above, there are crucial issues in the preliminary studies which needed to be investigated. Firstly, the three previous studies above were conveyed that teaching English by video blog is effective because the students who taught by video blog have better speaking skill than other technique, however it could be improve student's speaking performance. Beside the students' reaction on the use of Vlog by English language generally were good. In fact, the students could have gotten a better English skill by using Vlog as its technique. Then, the result of implementing project based learning above is known play important in succession of communicative language class especially in speaking activities. Another finding of that research there was one class who had a good score in pronunciation, however this research of PBL generally ensured that PBL was effectively and efficiently could have facilitated the students to play active commutatively in and outside the classroom. The next is a study of personality; they were extroverted and introverted students in speaking ability. The result showed that the extrovert student's personality could have achieved better in speaking than the introvert students. The characteristics as extrovert had positive contribution on their speaking ability in several things, such

as easy going to talk with, working with other people, etc. In short, it was better than the introvert characteristics.

Secondly, based on the preliminary study, the gap in this research intended to examine the effectiveness of PBL Based-Vlog on student's speaking skill in different personality. Which is the previous study did not consider that factor. In this research PBL becomes the strategy of the teaching English where the vlog as medium of speaking then produce a project of English video blog. Student's Personality could be a factor of this research viewed introvert and extrovert. Interestingly, in the case of personality, this research assumed contrast with previous study, the previous study ensured that extrovert could have achieved better than introvert. In this research researcher declared hypothesis that introvert students could have achieved better in speaking score, with a theoretical basic of introvert had a good study skill than extrovert. These concerns are the gaps of the previous study which would be conducted in this research.

Hence, three objectives in this study was planned they are; The first is to analyze whether the students who are taught by using PBL-Based-Vlog have better speaking score than taught by conventional teaching. The Second, to analyze whether the introverted students have better in speaking score than extroverted students. Third, to analyze whether there is any interaction between PBL-Based-Vlog and student's personality.

METHOD

Experimental design was used as the research design of this study, According to Ary, Jacob, Sorensen and Razavieh (2010) Experimental was involved a study of the impact of a system which is involved manipulation in one variable on another variable then those manipulated variable are called the experimental treatment or the independent variable. However, this research was used quasi-experimental design because the sample used in this study was not scrambled but using the real intact classes without any randomized. Therefore, this research had three variables. The effect of PBL-Based-Vlog on student's speaking skill, conventional technique and student's personality.

The eight-grade of SMPN 1 Pamekasan at second semester academic year 2019/2020 was chosen as the population of this study, that grade consisted tens classes each class consisted 30 students. Two classes were chosen as the target of the research (sample). In deciding group, the lottery was used by researcher where the result shown that Eight-C class was the experimental group and Eight-B class was the control group.

The data in this study were collected from the student's score of speaking test in both groups. The administration of data collection was gotten from two things, first,

from the questionnaire of personality students, second, from the speaking test in both groups. At the first time, researcher came to the class to share the questionnaire personality student. It was characteristics of communication and interaction with people which were consisted of 10 questions. Time allocation was 30 minutes and 5 minutes was briefing in understanding that questionnaire and it directions. The purpose of this questionnaire is in order to know the student's personality whether extroverted or introverted in both groups.

Then, the treatment to the both group were given. Each group had eight meetings which applied different technique. Control group had PBL-based-Vlog whereas control group had conventional technique. Both groups had the same topics namely simple present tense, continuous tense and degree of comparison. After process of treatment was done, researcher gave post-test. Time allocation was 90 minutes for each group. For experimental group that test was allocated during English lesson, they are tested to create a project of speaking monologue in the form of Vlog related with topics given, they did it outside the class. For control group tested in the form of speaking dialogue in the class. The scoring of the test considered the aspects of speaking, in this research used four aspects; grammar, vocabulary, fluency, and pronunciation where tabulated into speaking scoring rubric. After all the collections data were done, researcher directly analyzed those data into SPSS computation version 22.

RESULTS AND DISCUSSION

Result

This point is deal with the result of data analysis. They were in the form of data of the student's speaking skill test of both groups. The following is descriptive statistic of post-test of both groups.

Table 1. Descriptive Statistic of Post-test PBL-Based-Vlog and Conventional

	PBL-Based-Vlog	Conventional
Number of student	30	30
Highest score	95	90
Lowest score	65	55
The Mean score	79.66	71.00
The Standard deviation	9.090	9.773

The descriptive statistics in table above presented the different score achievement of both group in the highest, lowest, mean and standard deviation. In these aspects above experimental group totally achieved higher than control group

such as the mean score of the post-test Experimental group was achieved 79 while control group was 71. The result of the standard deviation of the experimental group was 9.090. While, control group was 9.773 It implied that experimental group achieved higher score than control group based on the table of descriptive statistic above. It can be concluded that the post-test score of the students who implemented PBL-Based-vlog teaching achieved better then implemented conventional teaching.

The result of Post-test

The following are the results or outputs data analysis of each research problems which was computed by using application SPSS V22. In analyzing those research problems there were two kinds of test. Research problem 1 and 2 were used independent t-test, while research problem 3 was used two-way ANNOVA.

The Output of statistical analysis of research problem 1

Both groups were gotten post-test in the same day but different time of lesson and different technique of treatment. The score of the students' speaking skill of both groups were presented below:

Table 2 Output of statistical analysis of both post-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Differenc e	Std. Error Differenc e	95% Confidence Interval of the Difference	
									Lower	Upper
HASIL	Equal variances assumed	.261	.611	3.556	58	.001	8.66667	2.43694	3.78859	13.54474
	Equal variances not assumed			3.556	57.699	.001	8.66667	2.43694	3.78805	13.54528

Table 2 performed the t_{obt} was 3.556 while the df of the post-test was 58. The t_{obt} was 2.001 at the level .05. Moreover, t_{obt} was higher than t_{table} ($3.556 > 2.001$). It could be implied that the H_0 was rejected, it meant that the students who was taught by using PBL-Based-Vlog have better speaking score than those who taught by using conventional teaching.

The Output of statistical analysis of research problem 2

The output of the second research problem is to analyze the result score of students' personality (introvert and extrovert). Whether introverted students could have better speaking score than extroverted students, the result as below:

Table 3 Output Post-test of Students' Personality

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
HASIL	Equal variances assumed	2.542	.116	.017	58	.987	.04464	2.69555	-5.35108 5.44037
	Equal variances not assumed			.017	57.916	.987	.04464	2.66424	-5.28858 5.37786

Table 3 above showed that the t_{obt} was .017 and the df of the post-test was in 58. However, t_{obt} was lower than t_{table} (.017 < .987). It can be concluded that H02 was accepted, and it can be implied that introvert students have not better speaking score than extrovert students.

The Output of statistical analysis of research problem 3

The data gained in the post-test of the third research problem of this research was used analysis of variance (ANOVA). In this case, researcher wanted to analyze the interaction between the PBL-based-vlog and student's personality.

Table 4 the analysis of interaction between PBL-Based-vlog and Personality

Tests of Between-Subjects Effects						
Dependent Variable: HasilBelajar						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	
Corrected Model	1156.032 ^a	3	385.344	4.201	.009	
Intercept	333610.426	1	333610.426	3636.575	.000	
Kelas	1155.880	1	1155.880	12.600	.001	
Personality	22.547	1	22.547	.246	.622	
Kelas * Personality	7.274	1	7.274	.079	.779	
Error	5137.302	56	91.738			
Total	346800.000	60				
Corrected Total	6293.333	59				

a. R Squared = .184 (Adjusted R Squared = .140)

An interaction between PBL-Based-Vlog and students' personality showed in the table above, from the table presented the F was .079 with the significant p-value is .779. It was higher than the significance level of research (.779 > .05) it meant that the H03 was accepted, and it can be implied that that there was no interaction between PBL-Based-Vlog and Student's personality in speaking skill.

Discussion

In line with the theme of this study, it was PBL-based-vlog on students' speaking skill across different personality (Extrovert and Introvert). This study investigated some research problems these are mentioned above. In the first research problem, the researcher discovered that the students of experimental group who taught by using PBL-Based-Vlog achieved better and higher speaking score than the student of control group who are taught by using conventional technique. It was proven in the level of significance on the previous point which tabulated in the form of table. Mentioned, the significant p-value was 001. This was less than the significant level .05. However, generally all students were improved their speaking score. It was proven form the table of descriptive statistic, that table presented the experimental group had achieved higher score than control group in all aspects. It can be implied that PBL-Base-Vlog could have improved the students' speaking skill. However, by implementing PBL-Based-vlog in teaching English speaking could have some advantages such as; the students could have achieved confidences, the students could have engaged the aspect of speaking skill, in fact, this technique helped the student toward real life practice in improving student's speaking skill.

The second research problem, researcher analyzed whether introvert students have better speaking score than extrovert students. The findings result stated that the introvert students did not have better speaking score. Researcher can be drawn conclusion that the good students speaking score was not influenced by the students' personality.

The last findings of the third research problem of the research revealed that there was no interaction between PBL-Based-Vlog and students' personality in speaking skill. Therefore, it could be implied that PBL-Based-Vlog had not given positive relationship yet in students' personality on students' speaking skill.

Relationship between the research findings and the existing studies

In line with the research findings, in this part researcher wanted to analyze the relationship between the research findings with the existing study. Whether any relation or not with the previous study. From the first research problem of this research the researcher found that the post-test score of experimental group after given treatment by using PBL-Based-Vlog achieved higher than the control group

which given conventional teaching. It meant that PBL-Based-Vlog was effective technique to improve students' speaking skill. This result is significantly accurate based on the previous study.

Based on the research the experimental group achieved better score than the control group. It means that the PBL-Based-Vlog was better than the using conventional teaching. Since the experimental group was taught by using PBL-Based-Vlog and this technique is more effective in improving students' speaking skill. The first research finding of this research is supported by Rakhmanina and Kusumaningrum (2017) showed that learning English speaking through video blog is more effective than expository. They assumed that Vlog could help students in improving ability of English speaking. Students can do better on some speaking activities such as; storytelling, giving an ideas, speech, dialogue and monologue. However the students could be made the video blog as project assignment as evaluation of cognitive skill. Whereas, that project assignment could be engaged student's motivation in learning English speaking toward improving their communication skill.

This finding also supported by Marzuki and SittiNurpahmi (2017) show that video blog was able to improve the student's speaking performance. Implementing video blog to the students' speaking skill can improve in all terms; accuracy, pronunciation, grammar, and vocabulary. However, the findings of the research revealed that the students' speaking skill in the pronunciation aspect gained a significant development.

The second research finding of this research shown that introvert's students have not better speaking score than extrovert students. This result supported with the previous study that conducted by Wulandari et al (2017) the characteristic of extrovert personality played important in communicative skill, those given a positive contribution on their speaking skill. Therefore, extrovert student personality had better ways in speaking than the introvert. In short, the second research finding both result of this research and the previous study there is related each other.

CONCLUSION

The conclusion, In line with the findings and the discussions the conclusion of this research could have showed that, The first, student's score in speaking skill who taught by using PBL-Based-Vlog was achieved higher or better than the student's score who taught by using conventional teaching. The second, the introvert students had not better speaking score than the extrovert student. The significant was proved in the result findings of the analysis independent t-test. And the third research problem was found that the result findings of the analysis interaction between PBL-Based-Vlog and students' personality in speaking skill were not significant. It could be

implied that there was no interaction between the use of PBL-Based-Vlog and students' personality in speaking skill.

In suggestions, in line with the information provided of the study, the researcher would like to offer some suggestions related to the research to convey in this study. The suggestions were expected to be taken as consideration by researcher to do the research in the same field. Moreover, it was also expected to be suggestions for the teacher to teach speaking better. The teacher can use PBL-Based-Vlog as alternative in helping the students improve their speaking ability in learning process because the result of this study had good positive contribution in learning process. Beside, PBL-Based-Vlog can encourage speaking's habit and also can support students to speak automatically.

Researcher wished that the results of this research will be useful to other study in the future as well in different problems. The researcher wished that this research will be useful for other researcher notably those who will conduct a study in field of teaching English speaking, deciding a strategy for teaching speaking, choosing task or assessment in teaching speaking. With the great hopes, the next researchers will be able to use this research as the additional reference, preliminary study, comparative study, which will be discussed in different sides, aspects, or gaps.

However, another research problem in this research had found yet, those become the weakness of this study. They are the introvert student had not better speaking score than the extrovert student and there is no interaction between the PBL-Based-Vlog and students' personality. And the important thing is the theoretical of science renewable, in order to develop toward research.

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