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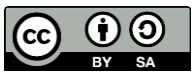

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Using Vlog to Improve Speaking Skills of the Eleventh Grade Students of Senior High School

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Abstract

The objective of this research is to find out whether using vlog can improve the speaking skills of the eleventh-grade students of SMAN 5 Palu. This research applied quasi-experimental research design. The sample of this research were the eleventh grade IPA 1 and IPA 4 consist 33 students. The sample were selected by using purposive sampling. The data were collected by administering a speaking test conducted before and after treatment, or pre-test and post-test. The data were analyzed using t-test to compare mean score of pre-test and post-test of experimental and control class. The result showed that the mean differences of the experimental and control class were (46.67) and (51.21). While the post-test was (75.76) and (56.97). Further analysis indicates, t-counted (13.43) is greater than t- table (1.670). There was improvement of the students speaking skill. It is concluded that the alternative hypothesis (Ha) was accepted and null hypothesis (H0) was rejected. It means that using vlog give good effect in improve students speaking skill of SMAN 5 Palu.

Keywords: *improve, speaking, skills, vlog*

Introduction

In the 21st century, speaking is the most important skill in learning English as a language use in the world (Rao, 2019). One of the four skills that can be apply routines and situations in daily life that rely only on sending and receiving messages is speaking (Lomri, 2016). In other words, speaking is how we interact with others on a regular basis. Given that effective having speaking skills is important, so teaching speaking is also important.

Based on the curriculum 2013 (K13), the purpose of teaching speaking English at the high school level is to enable students to communicate socially by conveying the meaning of oral skills and giving response or comments on the speech using appropriate expressions. It means that students are expected to be able to give information interactional and transactional, related to the environment and academic context. In order to achieve the demand of the curriculum the students are required to be fluent in using the appropriate vocabularies, and correct pronunciation to express grammatical expressions to converse or deliver messages orally with teachers, friends, or others, whether in the classroom or in real conversation.

However, in Indonesia, where English is considered as a foreign language, the lack of motivation and confidence among the students are the two common reasons (Juhana, 2012). In addition, based on observation, the researcher found problems faced by students in speaking skills. First, they are nervous in speaking English. Second, their vocabulary is limited. Third, having trouble in pronouncing words. Fourth, the primary factor contributing to their speaking problems is their fear of making mistakes when speaking English in front their peers. They become less active in putting together spoken sentences as a result. They consequently tend to stay quiet during educational activities.

Therefore, it needs an innovative interesting learning tool that will inspire students to confidently and creatively communicate their thought. Use of technology as a learning tool is one solution. As is well known, kids today are more accustomed to using smartphones. This means that students use their smartphones as companions in daily activities. Vlog is one of the media from technology that can help students to improve students' speaking skills. Students can find out their level of English by creating vlog where they record themselves speaking while learning new vocabulary and speaking with proper pronunciation. With the use of video vlog, students can practice their speaking skills whenever they are.

That way it helps students to speak with correct pronunciation and learn a lot of new vocabulary. They can also choose any topic that suits their interests. This will make students can increase their confidence and more comfortable speaking. by making video vlog students can record themselves speaking, they can identify how far they have gotten in good English. Abdullah (2018) states vlogs as the current learning media because they are easier to make, concise, interesting and keep up with the times. Therefore, using vlog as a learning media provides a great opportunity for students to improve their speaking skills.

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Method

In this research, the researchers used quasi-experimental design, specifically nonequivalent control group design. It means that there were experimental group and control group as a comparison. The experimental class was taught using vlog, while the control class was not taught by using vlog. The population in this research is the eleventh-grade students of SMAN 5 Palu. Eight classes that consist of 282 students. In this research, the researcher used purposive sampling technique to choose the sample. The researcher used XI IPA 1 as the experimental class and XI IPA 4 as the control class, based on the consideration of the result of observation in school that these classes are facing the same problems in speaking, they are still lack of practicing speaking, low self-confidence, afraid of making mistakes, and lack of vocabularies.

In this research, tests are the main instrument used for collecting data. The researcher conducted two types of oral tests pre-test and post-test using student audio recordings. Pre-test was given before starting treatment to determine the students' level of skill in speaking. To develop the students' speaking skill, the treatment was given to the experimental class for six meetings. Each meeting took 2 x 45 minutes. In the learning process, the researcher applying the treatment by viewing the students the video that they need to imitate according to the provided topic.

The students paid attention to the video, then the students made a project to a vlog like the one that had been shown. After making a vlog the students were given the chance to give comment, feedbacks and suggestions regarding their friends. Only after they finished evaluating each other, the researcher was allowed to provide a review of frequently-made mistakes in the student's vlog. Therefore, it would motivate them to their speaking skill. Post-test given to determine the students' progress in speaking after the treatment is completed. The result both tests were analyzed by using scale of scoring which consist of speaking capability such as fluency and accuracy proposed by (Heaton, 1988). To analysis the data the researcher used statistical analysis. The researcher analyzed the individual score (students' score), by applying the formula stated by (Arikunto, 2006).

Result

The Result of Pre-test

The researcher conducted the pre-test of the experimental class on April, 23th 2024, while the control class on April, 29th 2024.

Table 1. The Result of Pre-test of Experimental Class.

NO	Initials	Score Components		Obtained	Maximum	Standard
		Accuracy	Fluency	Score	Score	Score
1	ADB	2	3	5	10	50
2	ANA	2	2	4	10	40
3	A	2	3	5	10	50
4	AL	2	3	5	10	50
5	AR	3	3	6	10	60
6	BF	2	2	4	10	40
7	CRK	2	2	4	10	40
8	CA	3	3	6	10	60
9	DA	2	3	5	10	50
10	DLA	2	3	5	10	50
11	DR	2	2	4	10	40
12	FMN	2	2	4	10	40
13	FS	2	3	5	10	50
14	GS	2	2	4	10	40
15	HM	3	2	5	10	50
16	IKRH	2	3	5	10	50
17	I	2	2	4	10	40
18	MFAD	2	3	5	10	50
19	MR	3	2	5	10	50
20	MU	2	2	4	10	40
21	NR	2	2	4	10	40
22	NU	2	3	5	10	50
23	NS	2	2	4	10	40
24	NA	3	2	5	10	50
25	NF	2	2	4	10	40
26	NM	3	3	6	10	60
27	SS	3	3	6	10	60
28	RY	2	2	4	10	40
29	TD	2	2	4	10	40
30	TAP	3	2	5	10	50
31	TRA	2	3	5	10	50
32	W	2	2	4	10	40
33	Z	2	2	4	10	40
			TOTAL			**1540**
			MEAN			**46.67**

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After calculating the total score of the students, the researcher calculated the mean score of the students:

$$= \frac{\sum x}{N}$$
$$= \frac{1540}{33}$$

Based on the table, it can be seen that none of the students passed on the standard score at SMAN 5 Palu, that is 70. The highest score by the students was 60 while the lowest score was 40 with the total of all score is 1540 and mean score of experimental class on the pre-test is 46.67 with the number of subjects of 33.

Furthermore, the control class result of the pre-test can be seen as follows:

Table 2. The Result of Pre-test of Control Class

NO	Initials	Score Components		Obtained Score	Maximum Score	Standard Score
		Accuracy	Fluency			
1	AF	3	3	6	10	60
2	A	3	3	6	10	60
3	AAR	3	2	5	10	50
4	AM	2	2	4	10	40
5	AAS	3	2	5	10	50
6	CFK	3	2	5	10	50
7	FYS	3	4	7	10	70
8	GS	3	3	6	10	60
9	H	3	3	6	10	60
10	IM	2	3	5	10	50
11	ISS	3	2	5	10	50
12	IW	2	3	5	10	50
13	JAR	2	3	5	10	50
14	KRR	3	2	5	10	50
15	KA	2	3	5	10	50
16	KF	2	3	5	10	50
17	KAA	3	3	6	10	60
18	LF	3	3	6	10	60
19	MF	2	3	5	10	50
20	MAR	2	3	5	10	50
21	MFS	3	3	6	10	60
22	MR	2	3	5	10	50
23	MAHB	2	3	5	10	50

24	MA	3	3	6	10	60
25	MR	2	3	5	10	50
26	NIND	2	3	5	10	50
27	NNFD	2	3	5	10	50
28	RDS	2	3	5	10	50
29	SAP	2	2	4	10	40
30	SSR	2	2	4	10	40
31	TM	2	2	4	10	40
32	WS	2	2	4	10	40
33	Y	2	2	4	10	40
			TOTAL			1690
			MEAN			51.21

After calculating the total score of the students, the researcher calculated the mean score of the students:

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

$$= \frac{1690}{33}$$

Based on the table, it can be seen that only one student passed based on the standard score. The highest score by the students was 70 while the lowest score was 40 with the total of all score is 1690 and mean score of control class on the pre- test is 51.21 with the number of subjects of 33.

The Result of Post-test

The post-test was given after the treatment was done in the experimental class. The experimental class was given the post-test on May 27th, 2024, while the control class got the post-test on May 28th, 2024.

Table 3. The Result of Post-test of Experimental Class

NO	Initials	Score Components		Obtained Score	Maximum Score	Standard Score
		Accuracy	Fluency			
1	ADB	**4**	**4**	**8**	**10**	**80**
2	ANA	**3**	**4**	**7**	**10**	**70**
3	A	**4**	**4**	**8**	**10**	**80**
4	AL	**4**	**4**	**8**	**10**	**80**

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5	AR	**3**	**4**	**7**	**10**	**70**
6	BF	**4**	**4**	**8**	**10**	**80**
7	CRK	**4**	**4**	**8**	**10**	**80**
8	CA	**4**	**5**	**9**	**10**	**90**
9	DA	**3**	**5**	**8**	**10**	**80**
10	DLA	**4**	**4**	**8**	**10**	**80**
11	DR	**3**	**4**	**7**	**10**	**70**
12	FMN	**3**	**3**	**6**	**10**	**60**
13	FS	**4**	**4**	**8**	**10**	**80**
14	GS	**4**	**4**	**8**	**10**	**80**
15	HM	**3**	**4**	**7**	**10**	**70**
16	IKRH	**3**	**4**	**7**	**10**	**70**
17	I	**4**	**3**	**7**	**10**	**70**
18	MFAD	**3**	**4**	**7**	**10**	**70**
19	MR	**4**	**4**	**8**	**10**	**80**
20	MU	**3**	**5**	**8**	**10**	**80**
21	NR	**4**	**4**	**8**	**10**	**80**
22	NU	**4**	**3**	**7**	**10**	**70**
23	NS	**4**	**4**	**8**	**10**	**80**
24	NA	**3**	**4**	**7**	**10**	**70**
25	NF	**3**	**4**	**7**	**10**	**70**
26	NM	**4**	**4**	**8**	**10**	**80**
27	SS	**4**	**5**	**9**	**10**	**90**
28	RY	**3**	**4**	**7**	**10**	**70**

29	TD	**3**	**4**	**7**	**10**	**70**
30	TAP	**3**	**4**	**7**	**10**	**70**
31	TRA	**3**	**4**	**7**	**10**	**70**
32	W	**4**	**4**	**8**	**10**	**80**
33	Z	**4**	**4**	**8**	**10**	**80**
			TOTAL			**2500**
			MEAN			**75.76**

After calculating the total score of the students, the researcher calculated the mean score of the students:

$$= \frac{\sum x}{N}$$
$$= \frac{2500}{33}$$

Based on the table, it can be seen that only one student did not pass based on the standard score. The highest score by the students was 90 while the lowest score was 60 with the total of all score is 2500 and mean score of experimental class on the post-test is 75.76 with the number of subjects of 33.

Table 4. The Result of Post-test of Control Class

NO	Initials	Score Components		Obtained Score	Maximum Score	Standard Score
		Accuracy	Fluency			
1	AF	3	4	7	10	70
2	A	3	4	7	10	70
3	AAR	3	4	7	10	70
4	AM	3	3	6	10	60
5	AAS	3	2	5	10	50
6	CFK	3	3	6	10	60
7	FYS	3	5	8	10	80
8	GS	3	3	6	10	60
9	H	3	3	6	10	60
10	IM	2	3	5	10	50
11	ISS	3	3	6	10	60
12	IW	3	3	6	10	60
13	JAR	2	3	5	10	50

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14	KRR	3	2	5	10	50
15	KA	2	3	5	10	50
16	KF	2	3	5	10	50
17	KAA	3	3	6	10	60
18	LF	3	3	6	10	60
19	MF	3	3	6	10	60
20	MAR	2	4	6	10	60
21	MFS	3	3	6	10	60
22	MR	3	3	6	10	60
23	MAHB	2	3	5	10	50
24	MA	3	3	6	10	60
25	MR	3	3	6	10	60
26	NIND	2	3	5	10	50
27	NNFD	2	4	6	10	60
28	RDS	3	3	6	10	60
29	SAP	2	3	5	10	50
30	SSR	2	2	4	10	40
31	TM	2	3	5	10	50
32	WS	2	2	4	10	40
33	Y	3	2	5	10	50
			TOTAL			**1880**
			MEAN			**56.97**

After calculating the total score of the students, the researcher calculated the mean score of the students:

$$= \frac{\frac{\sum y}{N}}{33} \frac{1880}{}$$

Based on the table, it can be seen that there are four students passed based on the standard score. The highest score by the students was 70 while the lowest score was 40 with the total of all score is 1880 and mean score of control class on the post-test is 59.97 with the number of subjects is 33.

The Result Deviation and Square Deviation

Table 5. The Result of Score Deviation of the Experimental Class

NO	Initials	Students' Standard Score		Deviation	Square	
		Pre-test	Post-test			
		x_1	x_2	$x_2 - x_1$	$x_2 - x_1$	
1	ADB	50	80	30	900	
2	ANA	40	70	30	900	
3	A	50	80	30	900	
4	AL	50	80	30	900	
5	AR	60	70	10	100	
6	BF	40	80	40		1600
7	CRK	40	80	40		1600
8	CA	60	90	30	900	
9	DA	50	80	30	900	
10	DLA	50	80	30	900	
11	DR	40	70	30	900	
12	FMN	40	60	20	400	
13	FS	50	80	30	900	
14	GS	40	80	40		1600
15	HM	50	70	20	400	
16	IKRH	50	70	20	400	
17	I	40	70	30	900	
18	MFAD	50	70	20	400	
19	MR	50	80	30	900	
20	MU	40	80	40		1600
21	NR	40	80	40		1600
22	NU	50	70	20	400	
23	NS	40	80	40		1600
24	NA	50	70	20	400	
25	NF	40	70	30	900	
26	NM	60	80	20	400	
27	SS	60	90	30	900	
28	RY	40	70	30	900	
29	TD	40	70	30	900	
30	TAP	50	70	20	400	

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31	TRA	50	70	20	400	
32	W	40	80	40		1600
33	Z	40	80	40		1600
	Total	**1540**	**2500**	**960**		**30000**
	Mean	**46.67**	**75.76**	**29.09**		**909.09**

From the table, it can be seen that the total score of the experimental class in the pre-test was 1540, while the total score in the post-test was 2500. Furthermore, the highest deviation is 40 and the lowest is 20.

After calculating the experimental group score deviation, then proceed to calculate the mean score. The researcher used the same formula to calculate the previous mean score deviation:

From the results of above, it can be seen that the mean deviation score of the experimental class is 29.09. Then, calculated the deviation score of each student to get the square of the deviation. The researcher got the total squared score is 30000 with a mean squared deviation score is 909.09. Furthermore, the researcher analyzed and calculated the deviation and square of deviation in the control class which is stated in table 5 as follows:

$$= \frac{\frac{\sum x}{N}}{\frac{960}{33}}$$

Table 6. The Result of Score Deviation of the Control Class

NO	**Initials**	**Students' Standard Score**		**Deviation**	**Square**
		Pre-test	**Post-test**		
		x	x_2	$x_2 - x_1$	$x_2 - x_1$
1	AF	60	70	10	100
2	A	60	70	10	100
3	AAR	50	70	20	400
4	AM	40	60	20	400
5	AAS	50	50	0	0
6	CFK	50	60	10	100
7	FYS	70	80	10	100
8	GS	60	60	0	0

9	H	60	60	0	0
10	IM	50	50	0	0
11	ISS	50	60	10	100
12	IW	50	60	10	100
13	JAR	50	50	0	0
14	KRR	50	50	0	0
15	KA	50	50	0	0
16	KF	50	50	0	0
17	KAA	60	60	0	0
18	LF	60	60	0	0
19	MF	50	60	10	100
20	MAR	50	60	10	100
21	MFS	60	60	0	0
22	MR	50	60	10	100
23	MAHB	50	50	0	0
24	MA	60	60	0	0
25	MR	50	60	10	100
26	NIND	50	50	0	0
27	NNFD	50	60	10	100
28	RDS	50	60	10	100
29	SAP	40	50	10	100
30	SSR	40	40	0	0
31	TM	40	50	10	100
32	WS	40	40	0	0
33	Y	40	50	10	100
	Total	1690	1880	190	2300
	Mean	51.21	56.97	5.59	69.70

As seen in the table above, the total score of control group students in the pre-test 1690 while the total score obtained by students in the post-test was 1880. The result showed that the student who obtained the highest deviation was 20, while the lowest deviation was 0. Furthermore, the researcher calculated the mean deviation score of the control class:

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

$$= \frac{190}{33}$$

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From the result of above, it can be seen that the mean deviation score of the control class is 5.59. Then, calculated the deviation score of each student to get the square of the deviation. The researcher got the total squared score is 2300 with a mean squared deviation score is 69.70.

In addition, before analyzing the data using the t-counted formula, the researcher continued the calculation by calculating the square deviation of the number of the experimental and control class. Below is the calculation of the number of the sum square deviation of the experimental class:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$
$$= 30000 - \frac{(960)^2}{33}$$
$$= 30000 - \frac{921600}{33}$$
$$= 30000 - 27927.27$$
$$= \mathbf{2072.73}$$

Furthermore, by applying the same formula, the researcher calculated the sum square deviation of the control class as follows:

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$
$$= 2300 - \frac{(190)^2}{33}$$
$$= 2300 - \frac{36100}{33}$$
$$= 2300 - 1093.94$$
$$= \mathbf{1206.06}$$

Therefore, the sum of the square deviation of the experimental class and control class from the above calculations is 2651.52 and 1206.06. After getting the squared deviation score, the researcher calculated whether or not the results were improved using the t-counted. The following below is the presentation of the calculation:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx}\right) + \left(\frac{1}{Ny}\right)}}$$

$$t = \frac{29.09 - 5.59}{\sqrt{\left(\frac{2072.73 + 1206.06}{33 + 33 - 2}\right)\left(\frac{1}{33}\right) + \left(\frac{1}{33}\right)}}$$

$$t = \frac{23.5}{\sqrt{\left(\frac{3278.79}{64}\right)\left(\frac{2}{33}\right)}}$$

$$t = \frac{23.5}{\sqrt{(51.23)\ (0.06)}}$$

$$t = \frac{23.5}{\sqrt{3.07}}$$

$$t = \frac{23.5}{1.75}$$

$$t = \mathbf{13.43}$$

After getting the value of t-counted, the analysis was continued by counting the t-table. The researcher used 0.05 level of significance with the degree of freedom (df). The computation of interpolation by (Gujarati, 1995).

$$\text{t-table} = \frac{a}{b} \text{ x c}$$

The researcher computed the degree of freedom and the t-table as follows:
Degree of Freedom (df) = Nx + Ny – 2

= 33 + 33 – 2

= 64 (between 60 and 120)

The researcher computed the degree of freedom and the t-table as follows:
Degree of Freedom (df) = Nx + Ny – 2

= 33 + 33 – 2

= 64 (between 60 and 120) Level of Significance = 0.05

60 = 1.671

120 = 1.658

$$\text{t-table} = \frac{a}{b} \text{ x c}$$

$$= \frac{64-60}{120-60} \text{ x } (1.671 - 1.658)$$

$$= \frac{4}{60} \text{ x } (0.013)$$

$$= 0.00091$$

df (64) = 1.671 – 0.00091

= **1.670**

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The researcher obtained the value of t-counted as 13.43 and the value of t-table as 1.670. Thus, the result showed that the t-counted is higher than the t-table (13.43 > 1.670). It means that hypothesis is accepted. Furthermore, there is a significant difference in achievement between the experimental and control classes. In other words, using vlog can improve the speaking skills of grade students of SMAN 5 Palu.

Discussion

In applied vlog, there are several problems when the researcher applied vlog during her research. Students difficult to speak and express their ide as in English and using appropriate. They tend to make effort to search the proper words and hesitate to express their feeling because they were afraid of making mistakes. To solve the insecurity of making mistakes, the researcher motivated the students that it is okay to making mistakes during the learning process so they can express their ideas confidently.

Vlogs are very effective for students in addition to increasing motivation for several profound reasons, namely: Engaging and Interactive learning, Vlogs offer a more dynamic learning experience, using visual, audio and narrative elements that make the material easier to understand. This helps students be more focused and engaged, as they can see first-hand how concepts are applied in real life. Vlogs allow students to learn anytime and anywhere. Students can access the subject matter contained in the vlog at their convenience, thus allowing for repetition of the material and deepening understanding outside of class time. Vlogs often present information in a simpler, structured and to the point format.

This greatly helps students to understand the material without feeling overwhelmed by long texts or complicated explanations. Students who create vlogs or follow vlogs as part of their learning can develop digital skills, such as video editing, content creation, as well as skills using relevant online learning platforms. These skills are invaluable in the modern, digitized world. In this way, vlogging becomes an effective learning tool to improve student understanding, engagement and skills, much more than mere motivation.

Based on the data analysis the alternative hypothesis is conferred, this result stated that the results of this research are in line with the results written in previous studies previous research conducted by (Marzuki et al., 2018), (Rahmawati et al., 2018), and (Afrilliani et al., 2020). Based on the three previous studies above, the researcher found that using vlog to teach speaking skills was effective. In the pre-test, from the experimental class to the control class some of the students still use Indonesian to speak or say something. And in the post-test, from the experimental class students have begun to speak English well without reading the text. While in the control class, students still talk by looking at the next.

As a result, the researcher can conclude that this media was effective in improving the speaking skills of SMAN 5 Palu eleventh grade students. This statement is

supported by the research findings described in this study as well as the advantages of using vlog in teaching learning. In this research also, the researcher realized that this research was limited by the small number of meetings in the classroom because this research used an experimental design that only tested whether vlog affected improved students speaking skills.

Conclusion

After conducting the treatment for six meetings and analyzing the data, the researcher concludes that using vlog can improve the students speaking skill of the eleventh-grade students of SMAN 5 Palu, it means that the use vlog can enhance the theory and practice of Information and Communication Technology (ICT) based English learning. However, during the teaching and learning process there were students who did not use smartphone and also researchers experienced internet connection problems. Therefore, the hypothesis of this research is accepted or there is significance improvement in speaking skill after taught using vlog.

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