THE EFFECTIVENESS OF VIDEO VLOGGING AS MEDIA

TO IMPROVE STUDENTS' SPEAKING SKILLS

(A Case of the 11th Graders of SMA Islam Sultan Agung 1 Semarang)

FINAL PROJECT

Presented as Partial Fulfillment of the Requirements to Obtain the Bachelor

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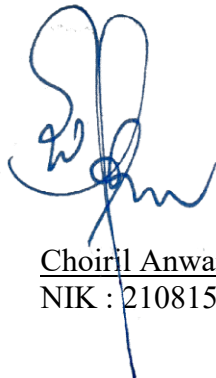
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ii

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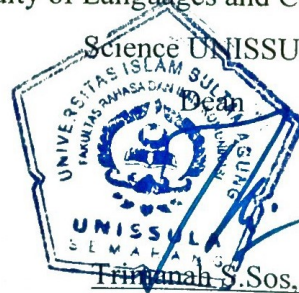
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iii

STATEMENT OF ORIGINALITY

Hereby, I honestly declare that the final project that I have wrote does not contain the works or parts of other people's works, except those mentioned in the quotation and references, as a scientific paper should. If my statement is invalid in the future, I strongly agree to accept an academic sanction in the form of revocation of my thesis and the degree that I got from that paper.

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ABSTRACT

Setiana, Devika Riyanto. 2023. The Effectiveness of Video Vlogging as Media to Improve Students' Speaking Skills (A Case of the 11th Graders of SMA Islam Sultan Agung 1 Semarang). A Final Project, English Education Study Program Faculty of Language and Communication Science, Universitas Islam Sultan Agung Semarang. Advisor: Choiril Anwar, S.Pd., M.Pd.

This study aims to find out whether the use of video vlogging is effective to improve students' speaking skills for 11th Graders of SMA Islam Sultan Agung 1 Semarang. This was a quantitative study with quasi experimental research design. The Population of this study was eleventh graders of SMA Islam Sultan Agung 1 Semarang, and the sample of this study consisted of 34 students of XI IPS 1 as the experimental class, and 32 students of XI IPS 3 as the control class. Content validity was used in this study. The validity was done by asking the English teacher and lecturer to be the expert judgments to validate the instruments using rubric validation. To measure the reliability of this study, the Cronbach Alpha Formula was used. This study used SPSS 25 to analyze the data from the speaking test through several activities. The instrument for collecting data in this study was a speaking test. The result of this study showed that the pre-test mean score of experimental class was 52.65 and the control class was 53.13. After getting the treatment the post-test mean score of experimental class was 64.12 and the control class was 59.25. The result of the analysis showed that there was a significant difference. The data were analyzed by using t-test formula. The result of the Independent Sample test of post-test that Sig. (2-tailed) was $0.024 < 0.05$. It means that H_0 is rejected and H_a is accepted. Based on the the result of analysis, it means that the use of video vlogging is effective as media to improve students speaking skill.

Keywords: Video vlogging, Speaking

INTISARI

Setiana, Devika Riyanto. 2023. Keefektifan Video Vlogging sebagai Media Untuk Meningkatkan Keterampilan Berbicara Siswa (Kasus Siswa Kelas XI SMA Islam Sultan Agung 1 Semarang). Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Bahasa dan Ilmu Komunikasi, Universitas Islam Sultan Agung Semarang. Pembimbing : Choiril Anwar, S.Pd., M.Pd.

Penelitian ini bertujuan untuk mengetahui apakah penggunaan video vlogging efektif untuk meningkatkan keterampilan berbicara siswa kelas XI SMA Islam Sultan Agung 1 Semarang. Penelitian ini merupakan penelitian kuantitatif dengan *quasi experimental*. Populasi penelitian ini adalah siswa kelas XI SMA Islam Sultan Agung 1 Semarang, dan sampel penelitian ini terdiri dari 34 siswa kelas XI IPS 1 sebagai kelas Eksperimen, dan 32 siswa kelas XI IPS 3 sebagai kelas kontrol. Validitas isi digunakan dalam penelitian ini. Validasi dilakukan dengan meminta guru bahasa Inggris dan dosen menjadi *expert judgment* untuk memvalidasi instrumen menggunakan rubrik validasi. Untuk mengukur reliabilitas penelitian ini digunakan rumus *Cronbach Alpha*. Penelitian ini menggunakan SPSS 25 untuk menganalisis data tes berbicara melalui beberapa kegiatan. Instrumen pengumpulan data dalam penelitian ini adalah tes berbicara. Hasil penelitian ini menunjukkan bahwa nilai rata-rata pre-test kelas eksperimen adalah 52,65 dan kelas kontrol adalah 53,13. Setelah mendapatkan perlakuan nilai rata-rata pos-test kelas eksperimen adalah 64,12 dan kelas kontrol adalah 59,25 Hasil analisis menunjukkan bahwa terdapat perbedaan yang signifikan. Data dianalisis dengan menggunakan rumus t-test. Hasil uji Independent Sample post-test bahwa Sig. (2-tailed) adalah $0,024<0,05$. Artinya H_0 ditolak dan H_a diterima. Berdasarkan hasil analisis, berarti penggunaan video vlogging efektif sebagai media untuk meningkatkan keterampilan berbicara siswa.

Kata kunci: Video vlogging, Berbicara

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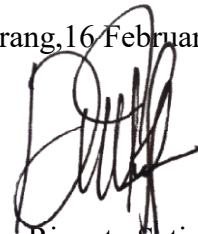
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Devika Riyanto Setiana
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TABLE OF CONTENT

x

LIST OF TABLE

LIST OF FIGURE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter divided into several parts. They were background of the study, reasons for choosing topic, the research question, objectives of the study, hypothesis of the study, limitation of the study, significance of study, definition of key terms, and outline of the study.

1.1 Background of the Study

English is a foreign language that important for students because it is an international language that plays an important role in communicating in the world. In English there are four skills: listening, speaking, reading, and writing, as well as with 3 components: vocabulary, grammar, and pronunciation. These skills and also the components must be taught to students, so they will have good proficiency in English both written and spoken. For some students speaking is an important skill to learn because mastering speaking skills is the most important aspect of learning English. Tahir (2015) says that if someone can carry out the conversation with other people then it can be said to be succesful in learning a foreign language. Therefore, when teaching English at school, it is clear that more attention should be paid to the spoken language so that students can speak it fluently.

Speaking is a process of turning the idea into sound. Every single sound must have a meaning in it. It is a combination of background knowledge and structural language rules. In the common case, some speakers have difficulty speaking due to the limited vocabulary. Difficulty in speaking can also be affected

caused of no idea in the mind to deliver something. In this case, it means that speaking is not just producing sound but also producing meaningful sound. Parmawati and Inayah (2019) state that speaking is one of the language skills that focuses on verbal interaction because by speaking we can generate, send, or receive information accurately and fluently. When speaking, the speakers must pay attention and be careful in the use of vocabulary, grammar, and pronunciation. As we know that speaking does not look that simple so in practice many factors cause students to have difficulty speaking.

In language class, students often encounter problems with speaking skills. Students sometimes experience frustration in it. The problem that frustate students in speaking are caused by severeal things. First, students acquire less vocabulary to speak. Second, students are afraid of making mistakes while speaking, which makes them not quite confident. Third, students get learning and speak English skills only in the class-teacher center. Fourth, students have less motivation in learning English. It is similar to Wicaksono (2018) who states that the common problem of speaking includes accuracy, fluency, appropriateness, grammar, pronunciation, and vocabulary. However, the most basic matter to function them is engagement, bravery, and motivation.

Video vlogging is one of the media that can be used to achieve goals in leaning to speak, video vlogging is one of the right alternative ways to transform old media such as textbooks to become more attractive because they will be closer to the students' backgrounds. Video vlogging or video blogging is a journalistic documentation video uploaded on the web or social media whose contents can be

about anything the uploader wants. As we know that students in this era are closer to smartphones than books or reading papers. It means that smartphone is a partner in the daily activities of students. This can be identified from the way they tend to do online communication, status post, and sometimes also do vlogs in Indonesian which are then uploaded to their social media. That shows their acceptance of smartphones. It is also supported by the development of existing technology that will indirectly affect the students in the classroom. This fact supports the media to play its role in the teaching and learning process through existing provisions. Media can be described as a tool in education used to convey the learning process to increase effectiveness and efficiency in achieving learning objectives (Sanaky, 2013).

Video vlogging can be used as a learning media in the classroom to improve students speaking skills. Video vlogging can be used as a way to get students to talk indirectly. With the use of video vlogging, 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 the students can increase their confidence and more comfortable speaking. By making video vlogging students can record themselves speaking, then they can identify how far they have gotten in good English. In that way, students will be enthusiastic and motivated about learning English. By using vlogging in classroom activities, the teacher will also follow current technological developments. As stated by Mutmainna (2016) that

participating in the role of technology in English classrooms is one of the latest approaches and techniques applied in teaching and learning English.

Based on the explanation above, the researcher is interested to find out the effectiveness of video vlogging as media in improving students speaking skills.

1.2 Reasons for Choosing Topic

The researcher chooses the tittle "The Effectiveness of Video Vlogging as Media to Improve Students' Speaking Skills at SMA Islam Sultan Agung 1 Semarang" because of the following reasons:

1. Speaking skills are important skills because success in English can be measured by speaking skills, but it is quite difficult for students to learn because speaking is not just making sounds there are other supporting aspects.

2. In speaking skills, the researcher found that students faced many obstacles such as a lot of grammar errors, improper pronunciation, less vocabulary, lack of confidence, afraid of making mistakes in speaking, and ultimately less motivation in learning English, especially speaking skills.

3. The researcher proposed to use video vlogging as a recommended media to improve students' speaking skills because, with video vlogging, learning will be more fun and not boring. Students will gain direct practice also get a lot of new vocabulary, know the right pronunciation, and know the extent of their speaking ability so it will make students comfortable, more confident, and motivated in speaking.

1.3   Research Question

The researcher had a problem that was going to be answered as follows: Is the use of video vlogging effective to improve students speaking skills of the 11th graders of SMA Islam Sultan Agung 1 Semarang?

1.4   Objectives of the Study

Based on the statement of the problem above, the objective of the research is to find out whether the use of video vlogging is effective to improve students' speaking skills for 11th Graders of SMA Islam Sultan Agung 1 Semarang.

1.5   Hypothesis of the Study

According to Lolang (2014), they are Null Hypothesis (H_0) and Alternative Hypothesis (H_a). H_0 shows that a population parameter has a certain value. Otherwise, in H_a that the population parameters have a different value from the statement mentioned in H_0. In this examine, the speculation became formulated as follows:

1.   Null Hypothesis (H_0)

There is no significant difference in the mean score of students' speaking achievement in the speaking test between the students who learn speaking through video vlogging and those who learn speaking not through video vlogging in 11th grade students of SMA Islam Sutan Agung 1 Semarang.

2.   Alternative Hypothesis (H_a)

There is a significant difference in the mean score of students' speaking achievement in speaking test between the students who learn speaking through

video vlogging and those who learn speaking not through video vlogging in 11th grade students of SMA Islam Sultan Agung 1 Semarang.

1.6 Limitation of the Study

The researcher used video vlogging as media in the learning activity. The material is restricted and linked to the students. This study focused on the 11th grade students of SMA Islam Sultan Agung 1 Semarang. The researcher would like to give more emphasis on video vlogging to engage the students' toward media and how students' progress of speaking on it. To make this use go more effective, the material provided is based on the syllabus which is relevant towards the lesson plan.

1.7 Significance of the Study

The research will be significant study as follows :

1. Practically

   a) The Students

   It is expected that students to have experience in improving their speaking skills differently and creatively. In that way hopefully, they improve their skills in speaking.

   b) The Teachers

   To enrich the teachers' knowledge with the appropriate method which is using video vlogging as media in a learning activity to improve students speaking skills.

   c) The Researchers

To facilitate the next researcher in formulating problems and making decision at the time of research. As well as providing new references in the use of video vlogging in improving the quality of students' speaking skills.

2. Pedagogically

a) Hopefully, this research will help the teacher to use one of the strategy in using media to teach speaking and to improve students' speaking skills. The research also can inspire to apply of various teaching techniques.

1.8 Definition of Key Terms

1. Video vlogging

   Video vlogging is a video that everyone can create and then edit in the most creative way possible (add images, text, and sounds) and then upload or share on social media platform like YouTube, Facebook, and others (Fidan & Debbağ, 2018). In vlogging, a single person typically talks to a camera about a range of topics, including personal or global. (Lee, 2017).

2. Speaking

   Speaking is a productive oral skill consisting of structured verbal utterances to convey meaning (Nunan, 2003). Speaking is a productive language skill (Siahaan, 2008). So, speaking is the ability of a person to produce sounds that are meaningful and understandable to others, and as a result, can produce good communication.

1.9 Outline of the Study

Chapter I is the introduction that includes of the background of the study, the reasons for choosing the topic, the research questions, the objectives of the study, the hypothesis of the study, the limitation of the study, the significance of the study, the definition of the key terms, and the outline of the study.

Chapter II This chapter discusses the reviews of the literatures that used in this study consists of , speaking skill, video vlogging, the use of video vlogging in teaching and learning process, and the last is about review of previous study.

Chapter III is about the research method. It contains of research design, the subject of the study, the instrument of the study, the validity, and reliability of the instrument, the data collection technique, and data analysis.

Chapter IV consists of findings and discussion. This chapter explains the descriptions of data and analysis of data

Chapter V is closing. This chapter consists of a conclusion and suggestions
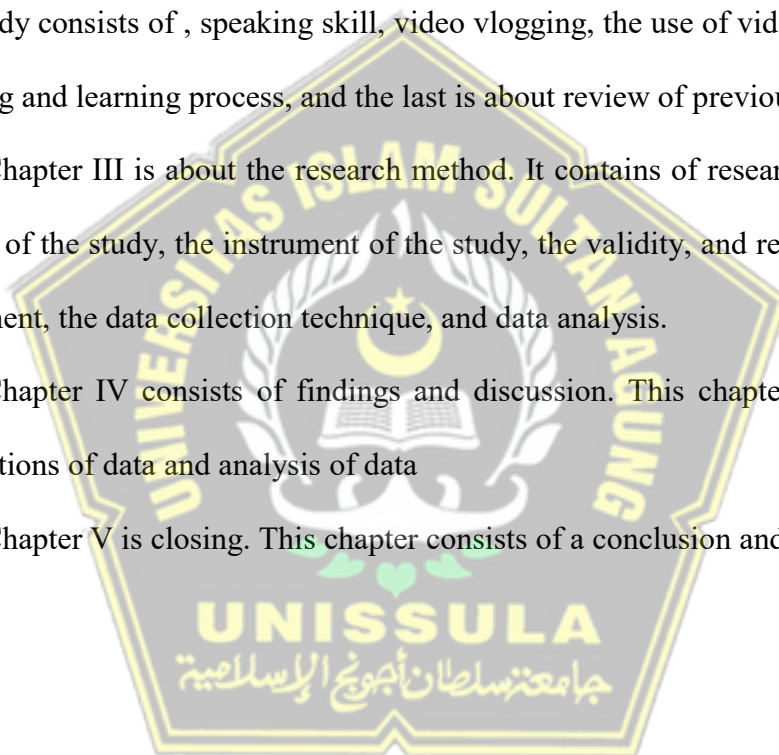
CHAPTER II

REVIEWS OF RELATED LITERATURE

This chapter discusses the reviews of the literatures that used in this study consists of, speaking skill, video vlogging, the use of video vlogging in teaching and learning process, and the last is about review of previous study.

2.1 Speaking Skill

In the teaching and learning process, four skills must be taught to students. There are listening, speaking, reading, and writing. Furthermore, Speaking is an important skill to learn because success in learning English can be measured through a person's ability to speak.

2.1.1 Definition of Speaking Skill

Speaking activities is a process of changing the form of thoughts or feelings into meaningful speech or language sounds. Speaking is not only a meaningless sound but conveying thoughts or feelings to others through speech or spoken language (Dewi & Purwaningsih, 2018).

Damayanti and Anwar (2019) says that speaking is the process of interaction between the speaker and interlocutor in which they can understand each other. Speaking has many benefits and functions in daily life. By speaking, people can share their ideas, feeling, and information with others.

Rakhmanina and Kusumaningrum (2017) defines speaking as a productive skill that provides a real result for someone learning a foreign language. Students learn to transfer their ideas, thoughts and knowledge to other people and speak

English well by learning vocabulary, intonation, pronunciation, fluency, grammar and creativity.

So, speaking is the process of interaction between the speaker and the interlocutor that contains meaningful sounds or utterances to convey ideas, thoughts, feelings, information, or knowledge to others, by learning appropriate vocabulary, intonation, pronunciation, fluency, grammar, and creativity.

2.1.2 Aspects of Speaking Skill

Brown (2001) says, speaking is a development of the relationship between speaker and listener. It determines the logical, verbal, psychological, and phsical rules that need to be applied in specific communication situations. The main purpose of speech is communication, and it determines the rules to be followed in that situation.

1.   Comprehension

Comprehension is the ability or skill of a person to understand anything the speaker says to them. Intelligibility is ability to apprehend and process the vastness of speech. Comprehension of a second language is more difficult because it cannot be directly observed and must be inferred through explicit verbal and nonverbal responses, artificial means, or the intuition of the teacher or researcher. The debriefing procedure is complex and risky, but it means that participants fully understand the implications of the study design (Cohen, 2014).

 2. Fluency

Fluency refers to thinking words in a language, confusing thoughts, etc. It is one of the most important aspects of measuring how well you speak a language

without problems. Pollard (2008) defines fluency as the ability to speak fluently and accurately for communication. Fluency means the free and uninterrupted transmission of spoken language. In the teaching and learning process, if the teacher wants to check the student's fluency, the teacher will allow the students to express their thoughts freely without interruption. The goal is to help students speak fluently and easily. Teachers do not correct immediately because too much correction interrupts the flow of the conversation.

3.   Grammar

Grammar is how arrange words into correct sentences. The function of grammar is to adjust the correct meaning of a sentence according to the context. It is also used by all communicators to avoid misunderstandings and is a rule for students to make correct sentences in both written and oral conversations (Marzuki et al., 2018). Grammar is essential for students to be able to form correct sentences when communicating orally or in writing in English and English. Grammar is defined as a systematic way of knowing and predicting a speaker's or listener's ideal knowledge of a language. This is done through a set of rules or principles that can be used to generate every well-formed or grammatical utterance in a language (Purpura, 2012). Nelson and Greenbaum (2015) argue that grammar refers to a set of rules that enable us to combine words in our language into larger units.

4.   Vocabulary

Vocabulary is the foundation of language, choosing the right words to use according to the context of the speech. Using the right vocabulary facilitates

communication and understanding. One of the keys to successful communication is the power of words. Vocabulary means correct diction or the most important thing in a language, especially speech. Knowing a wider vocabulary also facilitates the communication of thoughts, feelings and ideas both verbally and in writing (Turk, 2003).

5.   Pronunciation

Pronunciation is an important component of language. Because when someone speaks well, his words are understood. It is about how a particular person pronounces a word in a language or how a word is pronounced. Nunan and Carter (2001) argue that speech plays a central role in both personal and social life. Through the way people speak, they express their identity as individuals and show that they belong to a certain group. community. There are also occasional conflicts with this matching function. Our pronunciation is responsible for the clarity of words, whether or not we are able to convey meaning.

2.1.3 Types of Speaking

Teaching speaking aims to get students to be more active, therefore it will be student-centered. In the classroom, of course, we will find students with different skill backgrounds that not all of us can know. To find out is to divide the students' speaking types so that students can demonstrate their speaking skills based on ability. Brown and Abeywickrama (2010) proposes five types of speaking as explained in the following.

1.   Imitative

This type of speaking requires the students to copy a word, phrase, or a sentence. Pronunciation is the main aspect of the assessment although grammar also takes part as the scoring criteria. What needs to be highlighted in imitative speaking is that the communicative competence of the language is not essential. They need to acquire some information, and then reproduce it orally without having to add extra explanation. What comes out from them is solely the information they hear. Students must pay attention to certain vowels and intonations, Next they should imitate properly (Derakhshan et al., 2016). In this stage, students play the role of reflecting sound. Grammatical structure is ignored here.

2.   Intensive

Intensive speech does not emphasize pronunciation or phonological aspects. Answering some tasks requires semantic understanding but little interaction with other parts. Examples of activities include reading aloud, completing sentences, and forming conversations. Speaking out loud is beyond imitation. Students cover the language component. At this level, mastery is expressed through mastery of grammar and vocabulary.

3.   Responsive

The speaker is stimulated to speak quickly because the authenticity of the conversation is important, so the. In class, reactive speaking becomes a habit. Students focus on providing answers to the questions received. The form of the question is narrow, because it requires a simple answer to answer.

4.   Interactive

Sentence severity and complexity are key differences between reactive and conversational languages. The number of people talking is also important because sometimes it takes more than one person to have a conversation. Students are given more opportunities to speak and add some types of expressions such as slang, collocation, sarcasm and other expressions. This way of speaking is a bit complicated. It has many built-in linguistic expressions.

5. Extensive

Extensive speaking covers a wide range of voices. Augmented voice is arguably the highest voice skill that requires a strong linguistic component. Extensive speaking are oral productions that include speeches, oral presentations, and storytelling. An extended internship gives students more opportunities to demonstrate their language skills

2.1.4 Teaching Speaking

Learning to speak is one method students can use to make sense of communication. But it definitely takes a lot of practice to get there. Thornberry (2005) states that speaking is a part of our everyday life that we take for granted. Speaking requires practice and is repeated many times, so students need plenty of time to practice. Furthermore, Nurhayati (2016) argues that the study of speech is not limited to grammatical and semantic rules. It suggests that you need to acquire knowledge about how to use the language. Therefore, when teaching speaking, appropriate methods and strategies should be used so that students can easily understand the content. Don't forget the correct phonological features of the

language and the correct command of the accent. According to Nunan (2003), learning to speak means engaging students in language learning to:

    a. making sounds and sound patterns in English,

    b. the use of word and sentence stress, intonation and rhythm of the second language,

    c. choose appropriate words and expressions according to social situations, audiences, situations and topics,

    d. organize your thoughts in a meaningful and logical order,

    e. using language as a means of expressing values and judgments, and

    f. uses language quickly and confidently, with the unnatural pauses of fluency. In language teaching, how students speak in class and engage in learning is the language learning objective that teachers need to be aware of.

2.2   Video Vlogging

Aran et al.(2014) states that vlogs used as a means of communicating with large audiences, are a result of the video-making process. The two applications of video and blog are used to exchange ideas online. Where blogs are more about writing ideas, videos are more about expressing ideas. Combining the two means bringing together the ideas of spoken and written language, and this can be done digitally.

Lee (2017) describes that on blogs it is common to speak in front of the camera on a variety of topics, including personal topics and topics that relate to the world at large. A vlog is a medium for a videographer or commonly he is

known as a vlogger to communicate information, opinions, ideas and even published magazines through videos for unintended audience to see in the world.

Video blogging is very similar to that of a video component that offers a many online distributions for anyone to create and publish content (Maulidah, 2018). Similarly, in the form of visual videos, a collection of videos that serve as documentation on a particular topic is considered as a means of communication.

2.2.1 The Benefits of Video Vlogging

According to Watkins (2012) there are three benefits of using video vlogging when teaching. First, teachers have many options for encouraging students to speak in class. When using vlogs in the teaching-learning process, it should be taken into account that they increase the speaking time of the students. More speaking practice helps students acquire new vocabulary, reduce grammar errors, increase self-confidence, develop fluency, and reduce anxiety. Students can also practice speaking on their own outside of class.

Second, vlogging can also help students self-assess their performance. Before sending their vlog to the teacher or posting it on social media, they can see the results of their work to spot errors such as repeated pronunciation, grammatical errors or vlog content they may want to add or remove, then they can make improvements based on to their level of understanding. The second attempt could be done easily if the teacher thinks that the students can improve their performance.

The last is that the teacher or even other students can provide feedback. Feedback is usually always in written form, but vlogging feedback may be

considered for smaller classes. If students have a vlog with the instructor's tips, they can watch it repeatedly so they don't miss the teacher's advice, suggestions, or critiques. Understanding of students with each other and substantive collaborative learning is possible in a positive way.

2.2.2 The Stages of Video Vlogging

Gao et al. (2010) says that there are three stages of the vlog life cycle :

    a. Production: A vlogger creates a video, edits it, sends it to the host and converts it into a new vlog.

    b. Publishing: New vlogs are shared online and are starting to gain momentum in the vlogosphere, with other vlogs frequently linked to. At this point other vloggers can view and comment on the video. Some vlogs have established themselves as experts in their field.

    c. Archives: As vlogs become outdated or useless, they may be archived or even discarded.

Sun (2009) argues that vlogging has several stages. Each stage has its own purpose and specific to-do list.

1. Conceptualize

   The first step is to think about what you need to plan your vlog. The most difficult thing students have to deal with is to try to solve a particular task. It is benefical for teachers to suggest some additional topics and questions to students before creating a vlog (Watkins, 2012).

2. Brainstorm

During the brainstorming phase, students begin creating vlog concepts. Content is what they want their video to convey. Create a script and translate it from the default language (Indonesian) to the target language (English). This is a continuation of the previous step with practical results and focuses on a specific theme.

3. Articulation

Articulation is the act by which the learner begins to repeat the act of speaking. However, the students can edit the video before uploading. They can also insert images, songs, words, etc. to make their video more interesting. So at this stage they show creativity and speaking skills.

4. Monitoring

Before uploading a video, students should verivy that the content of the video is appropriate and matches the rubric grade assigned by the teacher. Once done; once the download is complete, the student will watch the video again to confirm.

5. Evaluation

In this step, students make self-corrections relevant to their work. They can ask their teacher or friends for their opinion about it. They can revlog if there are any errors in meaning, format, etc.claims that there are several stages in vlogging activity.

2.3 Video Vlogging in Teaching and Learning Process

Teachers and students enjoy teaching and learning with fundamental technology concepts such as the use of video vlogging. Teachers could prepare

their teaching materials in the form of videos, upload them to the Internet and use them in the classroom. The main condition is only one, the teacher should be very knowledgeable about internet and video vlogging. Teachers can also give students access to their vlogs for class substitutions, homework, and more. For students, vlogs could help them improve their English skills. Students could better tell stories, express ideas and more. They could also be included as project assignments in video blogs. This project task is considered effective for them to improve their ability to communicate in foreign languages. For example: The teacher gives instructions on how to create a short self-presentation monologue. Then the students are invited to record their monologue, edit it and upload it to their blog sites or social media on the internet. The teacher can personally judge it at home or wherever he has his gadgets in hand (Rakhmanina and Kusumaningrum, 2017).

According to Daryanto (2011), the use of video will give a new dimension to the classroom, because video shows students a moving image accompanied by sound. Furthermore, videos can also depict a phenomenon that may be difficult to show through explanations or pictures.

To implement video vlogging projects in the classroom, both teachers and students should creat active learning exercises. This provides more benefits and the possibility of restructuring the activity itself to master the subject matter.

However, it is undeniable that both teachers and students will encounter obstacles in using video vlogging as a learning medium. The problem that may occur is a bad internet connection, the teacher can work around this by doing it

offline then if there is an internet connection the teacher can continue it again or assign students to do it when they have a stable network. The next is probably limited time. When the students spend too much time on it, the teacher must give them a time limit, so that they can make proper planning. The obstacles that arise also encourage the teacher to always be creative in finding alternative ways to solve existing problems or obstacles.

2.4   Review of Previous Study

The first Marzuki et al. (2018) conducted a study entitled "The Use of Digital Vlog Media to Enhance Students' Speaking Skill". This study focused to find out whether using of digital vlog enhance the students speaking skill and the students' perception toward the use of digital vlog media in learning speaking English. The students of the English department of IAIN bone in the academic year 2018/2019 was the population of thhis study. A random sample was used in this study. The sample for this study consisted of 40 students. 20 students as the control group and 20 students as the experimental group. This study was a quantitative method with a quasi-experimental design. The results showed that the experimental group's pre-test and post-test increased from 57.22 to 68.06 using digital vlog and the control group's mean score from the pre-test to the post-test using telling stories increased 55.83 to 58.24. This suggests that amplification was higher in the experimental group than in the control group. The use of digital video has a positive impact on English learning. The mean score of the students' perception was 74.57. It can be concluded that the use of digital vlogs was

effective in improving the students' speaking skills, and the students had a positive perception of learning to speak through digital vlog media.

The second research is from Rahmawati et al. (2018) conducting a research entitled "The use of Vlogging to Improve Student Speaking Skill". This research purposed to find out the using vlogging to improve students' speaking skills. The population was the students at the 11th grade IPA 3 of SMA Muhammadiyah 1 Ponorogo in the academic year 2016/2017. The sample of this research consisted of 28 students. This research was CAR (classroom action research) consisting of two cycles. As a result of the checklist observation, it was found that the class situation was more favorable. Students more active and interested in the class. The questionnaire results showed that the students are more interested, confident, and enjoy using video vlogs to practice speaking. The test results showed an improvement from cycle I to cycle II. The undergraduate score rate in cycle I was 53.57%. At the same time, cycle II students score was 100%. The conclusion was that the implementation of vlogging to improve the students' speaking skills at the 11th grade IPA 3 of SMA Muhammadiyah 1 Ponorogo in the academic year 2016/2017 was successful.

The third, Afrilliani et al. (2020) conducted research entitled "The Use of Vlog to Improve Students' Speaking Skills: An Indonesian Case". The purpose of this study was to find out how collect students could improve their sepaking skill through video vlog. The population was high school 9th grade students from Bandung. The sample consisted of one group which consist of 40 students in the class. Quantitative method and pre-experimental study was used in this research.

As a result, found that there was statistically significant difference in exposure before and after the test when using video vlog in the treatment section. It can be concluded that impart speaking skills to the subjects have improved significantly.

As a whole, the previous research had been explained by the researcher to ensure that this research is disparate from the studies above. The differences between the the first previous studies compared with this study is that the study was conducted in a university whereas while this study took place in senior high school.

The difference the second review studies is that the methods used are different, in the second study using classroom action research (CAR), with observation checklists, questionnaires, and tests. The author used quasi experimental research with tests, namely pre-test and post-test as instruments so that it accurate to measure the effectiveness of vlogging videos to improve students' speaking skills.

The difference the last review studies is the design of the third study is a pre-experimental design with only one group pre-test and post-test design consisting of 40 students in the class, while the writer used a quasi-experimental design with two groups one group as the experimental class and the other as the control class pre-test and post-test that are not chosen randomly.

These finding from all previous study showing that using vidio vlogging as media to teach has a positive impact on students speaking skill. The similarity of my research with previous research was that both use vidio vlogging as media to

improve students speaking skills. The difference between current reserch with first, second, and third research is in subject, method, and design of the study.

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CHAPTER III

RESEARCH METHOD

This chapter presents about the research method used by the researcher. The research method is a system used for collecting the data to be analyzed to find out a new information of the related topic. It is consists of design of the study, subject of the study, variable of the study, instrument of the study, validity and reliability of the test, the procedures of the study, and data analysis.

4.1 Design of the Study

The researcher used quasi experimental research to find out the effectivenes of video vlogging to improve student's speaking skill. A quasi-experimental study design is an experimental design that is conducted as if it resembles a real-life situation (Yunus, 2010). This design was performed in two groups, a control group and an experimental comparison group. The researchers used a unequal control group design, meaning that the experimental and control groups were not randomly selected (Creswell, 2012).

The quasi-experimental study design applied in this study was a non-randomized control group before and after testing. The researchers used a non-random sampling method to accurately select the experimental and control groups due to the researchers' limited understanding of the similarities between the two groups. In the experimental design, researchers evaluate experimental classes before and after treatment. Another class, on the other hand, acts as a control class and is isolated from the processing.

The design in this study can be seen as follows:

O_1	X	O_2
O_3	-	O_4

O_1: Pre-test before given treatment for experimental class

O_2 : Post-test after given treatment for experimental class

O_3: Pre-test in the control class

O_4 : Post-test in the control class

X: Treatment for experimental class

- : Without treatment

(Yunus, 2010).

3.2   Subject of the Study

According to Sugiyono (2015), research subject is an attribute or nature or value of a person, object or activity that has certain variables that are set to be studied and concluded. The subject of this study was the students of SMA Islam Sultan agung 1 Semarang. To serve some specific information to the participants of this study, the researcher explain the subject of the study through the following aspects: population and sample.

According to Kasiram (2010), the population is defined as the whole of the research target object. The population in this study was 11th graders of SMA Islam Sultan Agung 1 Semarang. It consists of two classes and the number of the students in eachclass was 28-34 students.

The sample is part of the researched population (Arikunto, 2010). The samples of this study was two classes of 11th graders students of SMA Islam Sultan Agung 1 Semarang which choosen by using purposive sampling. According to Prasetyo and Jannah (2005), purposive sampling is a sampling technique with certain considerations, for example by specifiying spesific criteria to be selected as samples. Usually, to select samples by purposive sampling, researchers chose sample by selecting people who know or have competence related to the research topic. To choose the sample, the researcher used purposive sampling based on the recommendation from the teacher.

3.3 Variable of the Study

As indicated by Arikunto (2010) variable is something that is or has been studied. There are two variables in this study. They are independent variable (x) and dependent variable (y).

1. The independent variable is a variable that can influence or cause a change in the dependent variable. Independent variables must be the treatment variable (Arikunto, 2010). The use of video vlogging was the independent variable of this study was

2. The dependent variableis the result of the existence of the affected variable of the independent variable (Arikunto, 2010). The the students' speaking skill was dependent variable of this study.

3.4 Instrument of the Study

The researcher used speaking as the research instrument to collect data in this study. Research instrument is a measurement tool such as tests, questionnaires,

interview guides, and observational guidelines that the researchers use to collect data during study (Sugiyono, 2015). In this study pre and post-test in the form of extensive speaking for example monologue text, were used as instruments for data collection tools. The test conducted by the students in speaking English. The researcher gave a topic related to the material and the students developed the topic in front of class. For the post-test, it same with pre-test that both of experimental and control class spoke to the class about the relevent material, but on different topic.

3.4.1 Pre-test and Post-test

Instrument is the general term used by reseacher to rever to measuring device. Pre-test and post-test were speaking tests were implemented in the classroom.

Pre-test is a conducted by researcher in the experimental and control class before giving a treatment to measure and determine the level of speaking skills of students before the treatment of video vlogging to the experimental class. Post test is a test perfomed by researcher on experimental and control class after the treatment. The post-test testing makes it possible to assess the effectiveness of the treatment. The purpose of post-test is to identify differences between two classes after the treatment. The test was administrated to students in 11th grade students of SMA Islam Sultan Agung 1 Semarang.

In giving scoring, the researcher has some criteria in scoring the test, and follow scoring criteria in speaking test based on Harris (1996)

Table 3.1.

Speaking Scoring Rubric

Aspects	Score	Criteria
Pronunciation	5	There are few traces of foreign language.
	4	People recognize certain accents, but they are always understandable.
	3	Pronunciation issues require careful listening and can sometimes lead to misunderstandings.
	2	Due to pronunciation problems, it is very difficult to understand and is often asked repeatedly.
	1	Pronunciation problems that make speech almost incomprehensible.
Grammar	5	Make some (if any) noticeable mistakes in grammar and word order.
	4	Sometimes makes grammatical or word order errors that do not obscure the meaning.
	3	Frequent mistakes in grammar and word order.
	2	Many grammatical and word order errors it is difficult to understand and often require rephrasing sentences.
	1	Grammar and word order errors are so severe that speech becomes almost unintelligible.
Vocabulary	5	Vocabulary and idioms are used in much the same way as native speakers
	4	Inappropriate terminology may be used, forcing you to restate ideas for vocabulary and fairness.
	3	Often use the wrong words and the speech is somewhat limited due to the lack of vocabulary.
	2	Often misspells words and mismatches somewhat restrict speech.
	1	The conversation is nearly impossible due to the limited vocabulary.
Fluency	5	Speech is fluent and requires less effort than a native speaker.
	4	Speaking speed seems to be somewhat dependent on language issues.
	3	Language problems greatly affect speed and fluency.

	2	Usually indecisive and often forced into silence due to language restrictions.
	1	Conversation is almost impossible because it is so choppy and fragmented.
Comprehension	5	Seems to understand everything without difficulty.
	4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
	3	Can understand almost everything at a normal pace, although some repetition may be required.
	2	It is very difficult to following what is speak. Can understand only slow, frequently repeated "social conversations"
	1	Not understand even simple conversation.

(Harris, 1996)

3.5 Validity and Reliability of the Test

3.5.1 Validity of the Test

Validity is an instrument which is used to onfirm whether an instrument is valid and suitable for use in this research. The test is valid if it can use elements of the instrument items to measure what it need to measure without deviating from the actual situation (Arikunto, 2010). The validity of the instrument can be performed from three sides or parts. There are content validity, constructs, and criteria (Yusup, 2018). In this study, the researcher used content validity. The validity of the content or content provides evidence on each element of the measurement instrument if it reflects all the outcomes that are being measured. The most feasible rule of thumb for accomplishing content validity classroom assessment is test execution specifically. Thus, the test as a primary instrument was developed based on a syllabus that matched to the curriculum. This means

that the content validity of this study will be used for grading while the students is working. The researcher also asked the supervisor and the English teacher of SMA Islam Sultan Agung 1 Semarang by using rubric that is by assessment rubric related the topic.

3.5.2 Reliability of the Test

Azwar (2010) definesreliability as referring to consistency measures, including measures of accuracy, and therefore defines reliability as a fundamental requirement before using tests to collect data.. Reliability that used in this study relates to the score's consistency in giving the same treatment. It means that from the first students until the last students get the same measurement.

The researcher conducted the test and the scores it, after measuring the test, the researcher calculated it through the Cronbach Alpha Coefficient. The result of alpha or the coefficient Cronbach's Alpha Reliability was interpreted used the standard level that is presented in table 3.2.
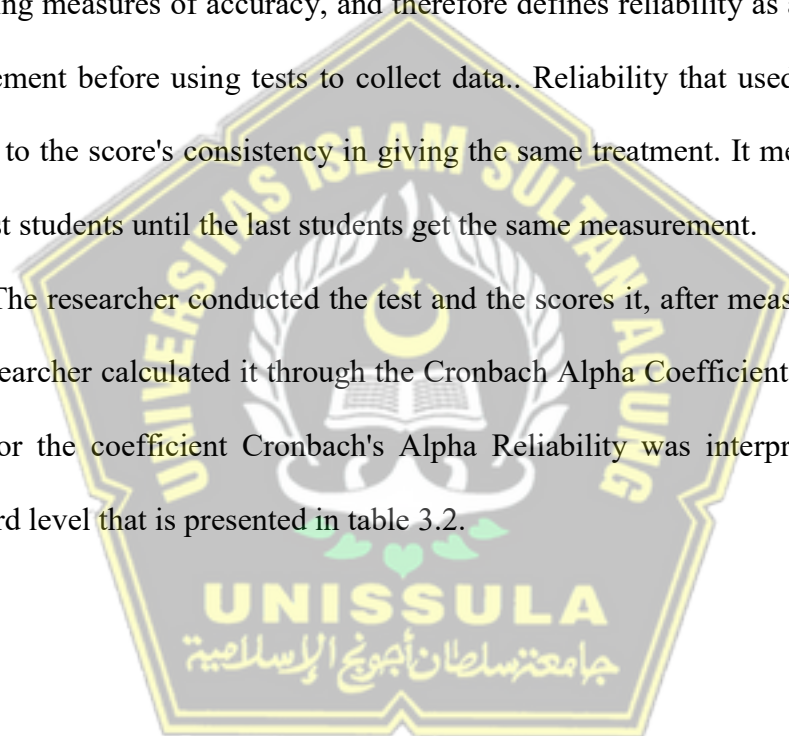
Table 3.2.

The Level of Standard Reliabity

Cronbach's Alpha Score	Level of Reliability
0.0 - 0.20	Very Low
>0.20 - 0.40	Low
>0.40 - 0.60	Fair
>0.60 – 0.80	High
>0.80 – 1.00	Very High

(Rasyid, 2015)

3.6   The Procedures of the study

The researcher collected the data in the manner as:

1. Asked permission to the headmaster and 11th grade English teacher of the SMA Sultan Agung 1 Semarang to conduct the study.

2. Selecting the population of this study, was the eleventh grade students of SMA Islam Sultan Agung 1 Semarang.

3. Randomly disposing the sample. There were two classes of the eleventh-grade students' of SMA Islam Sultan Agung 1 Semarang

4. Organizing the experiment. The writer took some phases from this study, those are :

   A. Pre-test

   Pre-test are conducted before this study. Issued to experimental and control group. Pre-test is conducted to know the general level of speaking of the students. The purpose of pre-test is to confirm the condition of the score od the students before the treatment. In the pre-test, the teacher

gave some topic and then the students developed the topic in front of the class.

B. Treatment

After conducting the pretest, the experimental group is given treatment by using video vlogging to teach speaking meanwhile the control group was taught using conventional technique. For the experimental class, the treatment was carried out two times. The process of the treatment gave some video vlogging, and then the students make some video vlogging with the stages that have been explained by the researcher. They were given topics related to the material. The learning process with video vlogging should be viewed several times, so that the students can understand the content of vlog and imitate the correct pronunciation of words, good grammar, etc.

C. Post-test

Post-test is a test performed by researcher on experimental and control class after the treatment. The use of the post-test makes it possible to assess the effectiveness of the treatment. The purpose of post-test is to identify the differences between two classes after the procces of the treatment. The post-test was given to students at the final meeting.

5. Collecting the data

Video recorder was use to collect data in this research. Video is richer than audio in some aspects since the speakers can be seen. Their body movement, their expression, their location give clues as to meaning and from

the video itself, background information can be filled in visually. Video recorder is to record the video.

6. Collecting the post-test data and then score it. Scoring pre-test and post-test of both classes. The score both classes are group on its criteria, the criteria are presented in table 3.3

Table 3.3.

The Score for Test

Criteria	Score
Excellent	86-100
Good	71-85
Fair	56-70
Poor	41-55
Very poor	≤ 40

(Mustakim and Ismail, 2014)

7. Analyzing data.

3.7 Data Analysis

After collecting the data, the researcher would analyze and process the data by using statistic computation through SPSS (Statistical Package for the Social Sciences) program.

In this study a statistical technique used is the t-test technique. It used to determine the difference between students who learn speaking by using video vlogging with students who are not learning without video vlogging .

Hypotheses to be tested in this study are :

H_0 : There is no significant difference in the mean score of students' speaking achievement in speaking test between the students who learn speaking

through video vlogging and those who learn speaking not through video vlogging in 11th grade students of SMA Islam Sultan Agung 1 Semarang.

H$_a$: There is a significant difference in the mean score of students' speaking achievement in speaking test between the students who learn speaking through video vlogging and those who learn speaking not through video vlogging in 11th grade students of SMA Islam Sultan Agung 1 Semarang.

As a prerequisite test research, before t-test, first test is normality and homogeneity tests on data to be analyzed. To identify the normality test, the criteria to be used to test the normality test are: if the result significance level if sig (2 tailed) > 0.05, it shows that the data is normality distributed. If the result significance level if sig (2 - tailed) < 0.05 it indicates that the data is not normally distributed.

The point of homogenity test is to discover the homogeneity of experimental and control class. The criteria to be used to test homogeneity of the test are : If Sig. (2-tailed) > 0.05, the variance of two data were the same and homogeneous. If Sig. (2-tailed) < 0.05, the variance of two data were the different and heterogeneous. After the data normal and homogenous, the researcher can conduct the t-test to identify whether the treatment effect is significant or not.

The researcher used t-test formula in SPSS program. Further, the criteria for the hypothesis are :

If t-value | < | t - table | and sig > 0.05, it means H$_0$ is accepted, and H$_a$ is rejected.

If t-value | > | t - table | and sig < 0.05, it means H$_0$ is rejected and H$_a$ is accepted.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of description of school's profile, descriptions of the participants, validity and reliability of the instrument, analysis of pre-test, analysis of treatment, analysis of post-test, and discussion of the research findings. about.

4.1   School's Profile

Thhis study was carried out at SMA Islam Sultan Agung 1 Semarang which is located at Jl. Mataram No. 657, Wonodri, Semarang City, Central Java 50242. The location is very strategic because it is in the middle of the city but the location of the school is in the village, this keeps the atmosphere of the school conducive, comfortable, and safe.   SMA Islam Sultan Agung 1 Semarang itself has been accredited A. This school has a school branding with an Islamic cultural character, in which students are not only given academic education but are also prioritized in Islamic religious education. So this school has the character of an Islamic school culture that emphasizes congregational prayers, tadarus, and picking up dreams or making dreams come true with morning alms. In addition, this school also has achievements both at national and international levels. They also use character and systemic institutional management (MLBS).

SMA Islam Sultan Agung 1 Semarang has three majors, there are IPA, IPS, and, Bahasa with a total of 1046 students. There are 34 classes and each class is filled with 28-34 students. There are 60 teacher that has very good quality, especially English teachers who are very professional and experts in their fields. All school members are also very friendly, polite, and uphold Islamic values.

4.2   Participants of the study

The pstudy participants were the eleventh grade students of SMA Islam Sultan Agung 1 Semarang, and it involved two class , the experimental class in the XI IPS 1 class and control class in XI IPS 3 class. In the experimental class which is XI IPS 1, the students used the media of video vlogging in teaching activity and the control group used the usual method. They were non-randomly taken, based on the English teacher suggestion.

Table 4.1 The Participants

Group	Class	The Students		Total of Students
		Male	Female	
Experimental	XI IPS 1	-	34	34
Control	XI IPS 3	-	32	32
Total				66

This study used an experimental reserch design since the study's purpose is to determine the effectiveness of video vlogging as media by giving treatment to the experimental class and the control class without the treatment of video vlogging as media in teaching and learning process.

4.3   Validity and Reliability of the Instrument

This sub-chapter consists of validity and reliability used in this study.

4.3.1 Validity

This study instrument used was validated using content validity. Expert judgment about the substance and applicability of the research was used to determine whether this research is valid or not. The researcher also asked the

advisor and English teacher regarding the permission obtained to validate the instructional test of this study. Therefore, it could be said that the data is valid. Appendix 3 contains of validation rubrics.

4.3.2 Reliability

Reliability instruments are used to evaluate student consistency and competence. After conducted a test, the researcher measured the test, and then calculated it using the Cronbach Alpha Formula with SPSS version 25 for windows. The score for the reliability is obtained from the test held in the try-out class consisting of 28 students. It assessed based on 5 assessment aspects in speaking skills. Reliability created on 6 January 2023.

Table 4.2 Table Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.808	5

The table 4.2 showed that the reliability was 0.808. According to Rasyid (2015) it is included in the very high level of the standard level of reliability that is between >0.80-0.01. The cronbach's Alpha value is 0.808 it can be said to be reliable. As a result of the reliability test, 0.808 which shows that all variables with 5 items in this study are reliable and in a very high level of the standard level of reliability.

4.4 Analysis of the Pre-Test

This sub-chapter contains pre-test mean Score, Pre-test standard Normality, and pre-test standard homogeneity.

4.4.1 Pre-Test Mean Score

The Pre-test conducted before the treatment. In pre-test the same form of test was given to the experimental class and the control class. The form of the test is a speaking test. It conducted to measure the level of students' speaking skills. The pre-test was conducted on 11-12 January 2023. After calculating the results of the student's scores the pretest mean score of the students' speaking skills at the 11th class of SMA Islam Sultan Agung 1 Semarang at both classes can be presented the following table:

Table 4.3
The Classification Speaking Skill of the Experimental Class in Pre-Test

Class	Score	Classification	Number of Students
Experimental	86-100	Excellent	-
	71-85	Good	2
	56-70	Fair	11
	41-55	Poor	16
	≤40	Very poor	5
TOTAL			34

Table 4.3 showed the classification of score in the experimental group in pre-test that consist of 34 students, 2 students achieved good level, 11 students of 34 students achieved fair level, the most of students achieved poor level they are 16 students, and the last 5 students achive very poor level of the classification in speaking skill. Most student had poor level scores.

Table 4.4
The Classification Speaking Skill of the Control Class in Pre-Test

Class	Score	Classification	Number of Students
Control	86-100	Excellent	-
	71-85	Good	2
	56-70	Fair	10
	41-55	Poor	16
	≤40	Very poor	4
TOTAL			32

Table 4.4 above showed that the classification of score in the control group in pre-test that consist of 32 students, 2 students achieved good level, 10 students achieved fair level, the most of students achieved poor level they are 16 students, and 4 students achived the category of very poor score.

Based on the table 4.3 and 4.4 above it can be concluded that the classification speaking skill of the experimental class and control class got the same score in the pre-test. Both of them mostly got poor results, and not to got excellent scores.

Table 4.5
Descriptive Statistics of Control Class and Experimental Class in Pre-Test

Descriptive Statistics				
	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Pre-Test Experimental	34	52.65	1.604	9.351
Pre-Test Control	32	53.13	1.716	9.705

Table 4.5 showed the experimental class had 34 students while the control class had 32 students. The mean score of pre-test for experimental class was 52.60 with the standard deviation 9.351. The mean score of control class was 53.23 and the standard deviation was 9.705.

4.4.2 Pre-Test of the Standard of Normality

The Normality test is used to determine whether the data normally distributed or not. The normality test was analyzed using SPSS 25. The researcher analyzed the normality of experimental and control class data using the One Sample Kolmogrov-Smirov Test. To identify the normality test, the criteria to be used to test the normality test are: if the result significance level if sig (2 tailed) > 0.05, it shows that the data is normality distributed. If the result significance level if sig (2 - tailed) < 0.05 it indicates that the data is not normally distributed. The table below showed the normality distribution.

Table 4.6
The Normality of Pre-Test Data
One-Sample Kolmogorov-Smirnov Test

		Pre-Test Experimental	Pre-Test Control
N		34	32
Normal Parameters[,b]	Mean	52.65	53.13
	Std. Deviation	9.351	9.705
Most Extreme Differences	Absolute	.132	.140
	Positive	.132	.140
	Negative	-.088	-.088
Test Statistic		.132	.140
Asymp. Sig. (2-tailed)		.145[c]	.113[c]

Based on the table 4.6 above, pre-test score of experimental class shows that total number of students (N) were 34 with the mean score was 52.65 and the standard deviation 9.351. The Sig. (2-tailed) was 0.145 which means that The Sig. (2-tailed) >0.05; H_0 was accepted; the data distribution of the pre-test score of the experimental class was normal. Then, pre-test score of control clas shows that the total number of students (N) were 32, the mean score was 53.13 and the standard

deviation was 9.705. The Sig. (2-tailed) was 0.113 which means that The Sig. (2-tailed) >0.05; H_0 was accepted; the data distribution of the pre-test score of the control class was normal. It explained that all of the samples based on both experimental class and control class were normal.
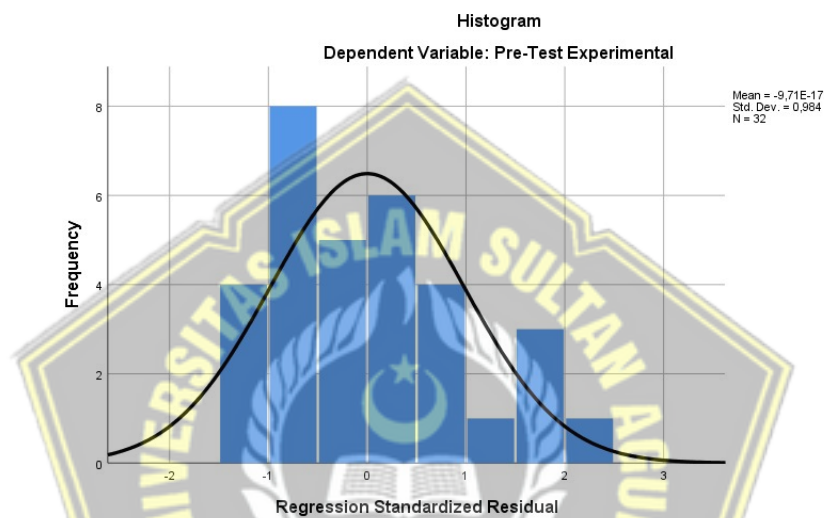

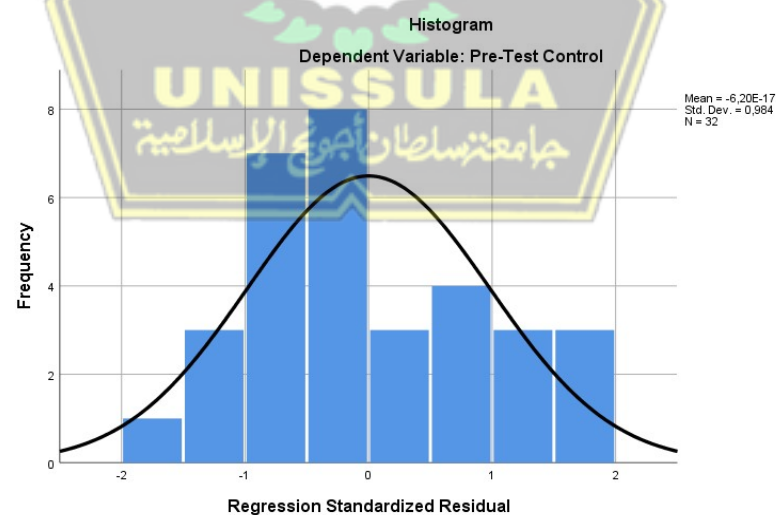**Figure 4.1 The Histogram of Pre-Test Score Experimental Class**

Figure 4.2 The Histogram of Pre-Test Score Control Class

4.4.3 Pre-Test of the Standard Homogeneity

The researcher analyzed the homogeneity by comparing the data of the pre-test of the experimental class and control class using homogeneity analysis or Levene's test using SPSS 25. The decision-making criterion in the homogeneity test is if Sig. (2-tailed) > 0.05, the variance of two data were the same and homogeneous. If Sig. (2-tailed) < 0.05, the variance of two data were the different and heterogeneous.

Table 4.7
The Homogeneity test of Pre-Test in Experimental and Control Class
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.151	1	64	.699

The table 4.7 above showed that Levene's Statistics was sig 0.151 with the sig 0.699. In addition 0.699>0.05, it means that both of experimental and control class have a homogeneous variance.

4.4.4 The Independent Samples T-Test of Pre-Test

The researcher analyzed the t-test after got the results of normality and homogeneity tests. The researcher examined the pre-test results from the experimental and control class by using t-test. This study used hypothesis testing to get the result. To prove the hypothesis, the result of t-test calculation was tested can be described as follows :

If t-value| < | t - table | and sig > 0.05, it means H_0 is accepted, and H_a is rejected.

If t-value | > | t - table | and sig < 0.05, it means H_0 is rejected and H_a is accepted.

The results of t-test by using independent sample t-test can be seen in the table below

Table 4.8
The Independent samples test of Pre-Test in Experimental and Control Class

Independent Samples Test

		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
Score Pre-Test	Equal variances assumed	.151	.699	-.204	64	.839	-.47794	2.34573	-5.16408	4.20820
	Equal variances not assumed			-.204	63.384	.839	-.47794	2.34841	-5.17031	4.21442

The table 4.7 above showed that the Sig. (2-tailed) is 0.839. It means that H_0 is accepted, and H_a is rejected because 0.839>0.05. So that there was no significant difference in the mean score of students' speaking skill in pre-test between experimental class and control class.

4.5 Analysis Treatment

This study was conducted on 11 January-2 February 2023. From experimental class and control class the data were collected. The experimental class was students of XI IPS 1 and the control class was students of XI IPS 3. The treatment by using video vlogging as a media was carried out in the experimental class. It consists of two meetings in the experimental class.

The first treatment was conducted on 18 January 2023. In the Experimental class, the teacher explained to the students about video vlogging media. Then the

researcher showed the video vlogging related to their material, which is personal later. That video was obtained from social media youtube with the title "How to write the personal letter". The researcher asked students to pay attention and comprehend the contents of that video to retell what they had heard from the video. Furthermore, the researcher chose the students at random and then they retells what they heard and comprehended from the video vlogging that was shown without a note. At the end of learning, the researcher explains the material that has been presented.

The second treatment was conducted on 25 January 2023. The second material presented was the same as the first meetings which were about personal latter because it was based on the syllabus. The researcher showed a video vlogging from youtube about how to write a friendly letter. Students were asked to make a good personal letter with the right generics structure and language features. They made transcripts of the personal letter addressed to their pen-pals which contains self-introduction, they must also comprehend what they wrote. Then the researcher assigned students to make video vlogging from what they wrote but without notes with their handphones and collected it via google drive.

In the first meeting, some students had difficulty to speak because they were not confident and felt afraid to make mistakes. Most of the utterances were grammatical errors and most of the words were pronounced incorrectly. However, on the second treatment students were more confident and seemed to understand what they were saying. In the form of video vlogging students explore more of the words with better pronunciation, fluency, and looked interest. When students

practice their speaking skills in every treatment, the researcher always reviewed and evaluated every process they did. After treatment, the researcher scored the pre-test and post-test of students' speaking skills.

4.6 Analysis of Post-Test

This sub-chapter contains the post-test data collection process in the experimental class and the control class. A post-test was given after the treatment in the experimental class was completed. The purpose of the post-test is to find out the students' speaking skills in the control class without treatment and in the experimental class with treatment. The post-test was held on 1 February 2023 for the experimental class and 2 February 2023 for the control class. The total number of students was 66 students. 34 students from the experimental class, and 32 students from the control class. The test was in the form of a monologue test and both class XI IPS 1 and XI IPS 3 received the same instructions as before which has been validated for validity and reliability. Post-test was conducted to measure the development of students' speaking skills.

Table 4.9
The Classification Speaking Skill of the Experimental Class in Post-Test

Class	Score	Classification	Number of Students
	86-100	Excellent	-
	71-85	Good	10
Experimental	56-70	Fair	19
	41-55	Poor	5
	≤40	Very poor	-
TOTAL			34

Table 4.10
The Classification Speaking Skill of the Control Class in Post-Test

Class	Score	Classification	Number of Students
Control	86-100	Excellent	-
	71-85	Good	**4**
	56-70	Fair	**19**
	41-55	Poor	**9**
	≤40	Very poor	-
TOTAL			**32**

Table 4.9 and 4.10 above showed that in experimental class which there was 10 score of students in a good level, 19 students achieved fair level and 5 students achieved poor level. There was a difference with the classification of score in the control group which there was 4 score of students in good level, 19 students achieved fair level and 9 students achieve poor level. It can be concluded there was an improvement in both of experimental class and control class.

Table 4.11
Descriptive Statistics of Experimental Class and Control class in Post-Test

Descriptive Statistics				
	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Post-Test Experimental	34	64.12	1.580	9.211
Post-Test Control	32	59.25	1.385	7.833

Table 4.11 showed that there were 2 classes: the experimental class and the control class. The experimental class had 34 students while the control class had 32 students. The mean score of pre-test for experimental class was 64.12 with the standard deviation 9.211. The mean score of control class was 59.25 and the standard deviation was 7.833. It means there is improvement of students' speaking skill using video vlogging as a teaching and learning process.

4.6.1 The Independent Samples T-test of Post Test

This study used hypothesis testing to get the result. To prove the hypothesis, the result of t-test calculation was tested can be described as follows :

If t-value| < | t - table | and sig > 0.05, it means H_0 is accepted, and H_a is rejected.

If t-value | > | t - table | and sig < 0.05, it means H_0 is rejected and H_a is accepted.

The results of t-test by using independent sample t-test can be seen in the table 4.12 below :

Table 4.12
The Independent Samples Test of Post-Test in Experimental and Control Class
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score Post-Test	Equal variances assumed	1.233	.271	2.306	64	.024	4.86765	2.11099	.65045	9.08484
	Equal variances not assumed			2.317	63.370	.024	4.86765	2.10059	.67044	9.06485

From the table 4.12 showed that the Sig. (2-tailed) is 0.024. It means that H_0 is rejected, and H_a is accepted because 0.024<0.05. So that there was significant difference in the mean score of students' speaking skill in post-test between the experimental class and the control class.

4.7   Discussion of Research Findings

The main objective of this research was to find out whether or not the use of video vlogging is effective to improve students speaking skills of eleventh grade students of SMA Islam Sultan Agung 1 Semarang.

The researcher conducted pre-test to the students in experimental and control class at the first meeting. It purposed to identify the speaking skill of students before receiving treatment. After that researcher analyzed the result of pre-test. The result of the pre-test showed that the Sig. (2-tailed) is 0.839. It means that H_0 is accepted, and H_a is rejected because 0.839>0.05, so there was no significant difference between the experimental and control class, with the mean score of the experimental class was 52.60 and the control class was 53.23. In pre-test it was found that the most of students in both of class had some difficulties. The students did not know how to speak or express their idea about the topic. Most of them did not feel confident and were afraid of making mistakes. Lots of grammatical errors and their pronunciation was not good. The results of the student's scores on the pre-test also showed that the students' speaking skills were still low. They were lazy and bored in the classroom activity. So that they can not improve their speaking skill. The researcher conducted the treatment of video vlogging for the experimental class in the second and third meetings. The researcher explained the material with video vlogging and asked to the students to make a video vlogging related to the material. The students gave a good response and enjoyed the teaching and learning process. On the last meeting, the researcher conducted the post-test for experimental and control class. The form of post-test

still same with the pre-test. However, In the post-test the result showed that the students speaking skill of experimental class was significanty improved. It was approved by the result of the post-test that the Sig. (2-tailed) is 0.024. It means that H_0 is rejected, and H_a is accepted because 0.024<0.05, there was significant difference in post-test between experimental and control class. The mean score of post-test in experimental class was 64.22 while the control class was 59.25.

Video vlogging as a media in the teaching and learning process influences improving students' speaking skills. It is a media that is designed to give students the skill to overcome problems of lack of speaking. By using video vlogging indirectly students get many opportunities to speak so which can improve their speaking skills. They also feel interested, enjoyable, active, happy, and enthusiastic about learning. There was supported by Amelia et al. (2019) that by learning with vlog as a media in the classroom activity the students felt more enjoy, be active, confident, and gave good responses. Video vlogging media is a suitable media applied in the classroom in teaching speaking at SMA Islam Sultan Aging 1 Semarang. It was indicated by the student's achievement in pretest and post-test. It was also get students interested in speaking, so it can foster their speaking skills. Rahayu and Nurviyani (2018) states that the introduction of vlogs to learn to speak was suitable media for students because the implementing vlog helps students learn to speak and improve their speaking skills.

The result of students score from pre-test to post-test showed differences between the speaking skill of students in the treated experimental class and the untreated the control class that. However, the students' in the experimental class

got higher scores in post-test than those in the control class. In addition, the the independent sample test was analyzed and the results showed that using video vlogging as media was effective in improving speaking skill of the eleventh grade students at SMA Islam Sultan Agung 1 Semarang.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is about conclusions of this study and suggestions based on the result of the experimental study.

5.1   Conclusions

Video vlogging as media is something important for students. Based on the results of data analysis in chapter IV showed that the t-test value post-test of the students experimental class was 62.12, it was higher than the t-test value control class was 59.25. Based on the results, the hypothesis test showed as H_0 was rejected and H_a was accepted. In other words, the use video vlogging as a media in classroom activity was effective to improve students speaking skill at the 11th grade of SMA Islam Sultan Agung 1 Semarang.

Furthermore, the students' errors in grammar are reduced and pronunciation is better. They also speak fluently and understand what they speak. They feel more interested, enjoyable, active, happy, and enthusiastic in learning. It was proved by the data of Independent Sample test of post-test that Sig. (2-tailed) was 0.024 < 0.05. It means that H_0 is rejected and H_a is accepted. It means that there was significant difference between the students' speaking skill before and after using Vidio vlogging as a media in teaching. It can be concluded that video vlogging as a media is effective to improve skills in the learning process, especially in speaking skills at the 11th grade of SMA Islam Sultan Agung 1 Semarang. In addition, the learning process using video vlogging can create a conducive and meaningful situation for students.

5.2 Suggestions

1. The teacher

   The teacher must be more creative in choosing media in the teaching and learning process in class. They must see the situation and understand what students need so that students will be interested and active in the learning process.

2. The students

   a. The students can use video vlogging as media or make vlogging videos to improve their speaking skills

   b. The students must always practice speaking to improve their speaking skills.

3. The next researcher

   The researcher suggests and hopes that the other researcher can apply video vlogging as media in teaching other skills of English such as listening, reading, or writing.
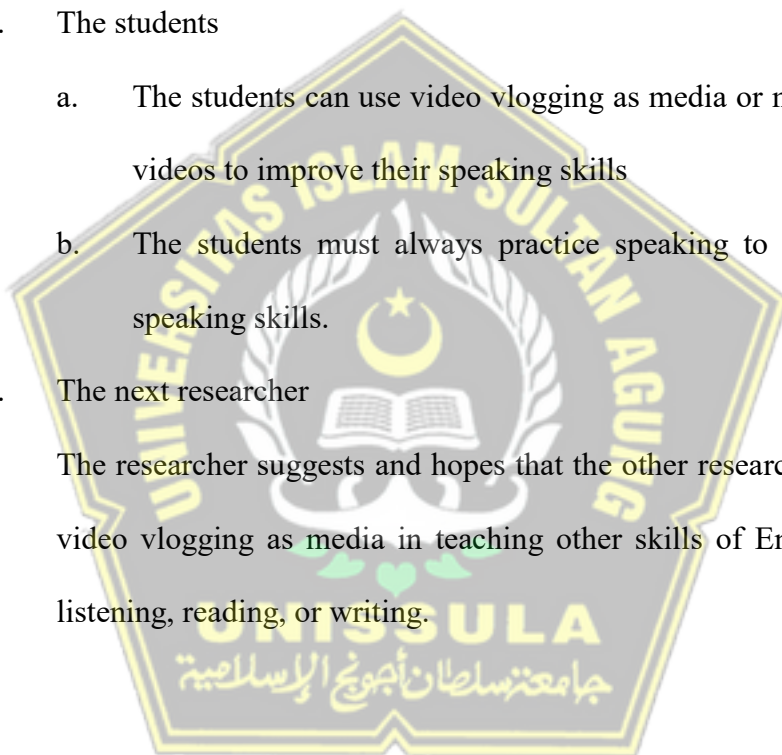
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