Vlog-Based Assignment: A Mean of Improving PGSD Students' Communicative Skill in Presenting Science Subject

Dian Firdiani[1], Rahmat Rahmat[2], Ita Sarmita Samad[3]

[1](Primary School Teacher Education Department, Universitas Muhammadiyah Enrekang, Indonesia)
[2](Primary School Teacher Education Department, Universitas Muhammadiyah Enrekang, Indonesia)
[3](English Department, Universitas Muhammadiyah Enrekang, Indonesia)

* Corresponding Author. E-mail: [1]itaneverendita@gmail.com

Abstract

Communicative skill is important to be mastered by primary teacher candidates. The skill is required to create conducive teaching and learning process. Meanwhile, the fact shows that the students of primary school teacher (PGSD) at STKIP Muhammadiyah Enrekang have low communicative skill. Involving technology in learning is considered to be able to assist the teacher to hone the students' communicative skill. Vlog or video blog which is technology-based can be a way to overcome the issue. The present study aims at investigating whether the use of vlog-based assignment can improve the students' communicative skill and affect their self-confidence. Quantitative research method with quasi-experimental research design is used to complete this research. The instruments used to collect data are questionnaire and test which is arranged based on the communicative skill indicators and validated by an expert. In conclusion, the use of vlog-based assignment gives positive impact to the level of self-confidence of the students and thus enhance the students' communicative skill as well.

Keywords*: Communicative skill; Vlog; Youtube, Science*

Introduction

Communicative skill is one of the important skills that have to be mastered by teacher candidates of primary school. It is a capacity to effectively and efficiently transmit the knowledge to the students. That is why the teacher candidates must hone this skill in order tocreate an effective teaching and learning process and thus the teaching goals can be achieved.

This present study is motivated by the fact shows that most of the students of primary school teacher education (PGSD) of STKIP Muhammadiyah Enrekang tend to have low communicative skill. It was confirmed when the students did group or individual presentation in the class through education learning with Hasnidar, et.all., (2020). Theyseem rigid in conveying their material especially for science. Hence, the learning activity did not run well. Furthermore, the students rarely utilize technology in arranging the learning material in the teaching practicum activity. In contrast, revolutionary era 4.0 calls for creating innovative and creative forms of learning based on technology.

In order to overcome those issues, there must be a way that is used to create the effective, meaningful, interesting, and challenging learning activity and the development of vocational with Djafar (2020). One of the ways is by applying technology. This is in line with Philips (2014) stated that students are highly motivated to learn through technology since it offers active participation, cooperative teamwork, and helps studentswith wider sources with Saharuddin (2020). Vlog or Video Blogging which is technology-based is considered to attract the students' interest in learning. At least, there are 3 reasons for it.

The first, vlog is familiar to the students' daily lifenowadays. The second, vlog tends to easy to make since every students has smartphone. Thethird, the students tend to addicted in gadget.

Based on the background above, the researcher intends to conduct a study on the use of vlog. It aims at investigating 2 research questions. 1) Can the use of vlog-based assignment affect the students' self-confidence? 2) Can the use of vlog-based assignment enhance the students' communicative skill in conveying the science subject? Finally, it is regarded urgent to undertake this research since it is expected to

Method

The research used quantitative research method. Especially, it used quasi-experimental research design. The participants were the second semester students of PGSD STKIP Muhammadiyah Enrekang in academic year 2019/2020. The participants consist of 40 students which is 20 students of experimental class (PGSD IV A) and 20 students in control class (PGSD IV B). The students in the experimental class will be treated through the application of vlog based assignment while the students in the control class will be treated through the conventional teaching technique (group presentation).

give valuable inputfor the students, the lecturer, the future researcher, and also for the educational system especiallyin Indonesia. For the students, it is expected that they communicative skill can be enhanced astheir provision to be a professional primary teacher. For the lecturer, it is expected that they canupdate their way of teaching as a mean of assisting them to reach the teaching goal. For thefuture researcher, it is expected that they can use the result of this research as precious referencefor the related study. The last is it is expected it can give positive contribution for the quality ofeducational system in this country.

The instruments used to collect data were questionnaire and test. This instrument is made based on the indicators of communicative skill. After that, the instrument is validated by the expert. The data collected from the instruments were analyzed using SPSS 25.

Result and Conclusion

1. The Effectiveness of Vlog-Based Assignment towards the Students' Self Confidence

The data obtained from questionnaire is used to analyze the influence of using vlog-based assignment towards the students' self-confidence. The following table is the result.

Data	Experimental Class		Control Class	
	Pretest	Posttest	Pretest	Posttest
N	20	20	20	20
Min	56	66	47	56
Max	80	92	95	96
Mean	70.15	70.15	66.45	78.20

Table.1 Descriptive Analysis of questionnaire data

The data displayed on the table 1 indicates that the mean score of posttest in the experimental class is higher than the mean score of posttest in the control class. It confirms that there is a difference between the students' self confidence in the treatment class and those who are in the experimental class after giving the treatment.

Thence, in order to assure whether the hypothesis is accepted or not, the researcher analyzed the T test. Still, the researcher analyzed the inferential data (perquisite test) beforehand as a mean of testing whether the data is qualified or not. The result is shown in the table 3 and table 4

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
KELAS EKSPERIMEN	.132	20	.200*	.976	20	.878
KELAS KONTROL	.175	20	.110	.923	20	.112

Table.2 Tests of Normality

		Levene Statistic	df1	df2	Sig.
KELAS EKSPERIMEN	Based on Mean	9.604	4	6	.009
	Based on Median	3.495	4	6	.084
	Based on Median and with adjusted df	3.495	4	2.000	.235
	Based on trimmed mean	9.006	4	6	.010

Table 3. Test of Homogeneity of Variances

Table 2 shows that sig score found from the data is higher than sig α (5% / 0,05) or 0,200 > 0,05. It implies that all of the data is normally distributed. Likewise, the data displayed on the table 3 shows that the sig score based on mean is smaller than sig α (0,009 < 0,05) and the sig score based on median is higher than sig α (0,84 > 0,05). Thus, it can be stated that the posttest data in the experimental class is homogeny with the posttest data in the control class. In such a way, the researcher can continue to analyze the T test due to the perquisite test is qualified.

NO	NILAI	$T_{counted}$	t_{table}	Sig Level
1	Equal variances assumed	4,401	1,688	0,000

Table 4. Independent Samples T test

2. The data from table 4 shows that t counted > t table (4,401 > 1,688). Thus, it can be concluded that H1 is accepted while H0 is rejected. In other words, there is a significance difference between the students' self-confidence in the experimental class and the students in the control class.

Afterward, the students' distribution score of self-confidence can be grouped in 5 categories.

They are very high, high, medium, low and very low. The students' score are categorized based on the interval class. The maximum score that the students can obtain is 122 (5 x 22) while the minimum score is 22 (1x22). Both of the score is used to determine the interval class. Thus, the interval class found is 20 and is arranged into 5 categories which are described in the following table.

Category	Score Range	Subject Total			
		Experimental Class	Percentage	Control Class	Percentage
Very High	102-122	-	-	-	-
High	82-101	6	30 %	1	5 %
Medium	62-81	14	70 %	16	80 %
Low	42-61	-	-	3	15 %
Very Low	22-41	-	-	-	-

Table 5. Distribution Score of Self-Confidence

3. Table 5 shows that there are 6 students in the experimental class have high self-confidence while only 1 students in the control class who has high self-confidence. Then, there are 14 students or 70% of the students in the experimental class have medium self-confidence while there are 16 students in the control class are in this level of self-confidence. For the low level of self-confidence, there is none of the students in the experimental class get this level meanwhile there are 3 or 15 % of the students in the control class who are in this level of self-confidence.

4. Thus, it can be concluded that the treatment given (vlog-based assignment) can give a positive effect to the students' level of self-confidence. This is in line with Sari (2017) stated that the students became more inspired and confident in their class to communicate after doing the task of making video-blog. Their self-confidence are gradually improved. Additionally, Izatussariroh (2019) stated that since the students nowadays are familiar with technology and social media, the vlog project also can increase the students'self-confidence.

5. The Effectiveness of Vlog-Based Assignment towards the Students' Communicative Skill

The instruments used to collect the data of the students' communicative skill are pre-test and post-test. They can be seen in the following table.

Data	Experimental Class		Control Class	
	Pretest	Posttest	Pretest	Posttest
N	20	20	20	20
Min	55	62	50	50
Max	70	87	73	75
Mean	64.10	72.45	62.60	64.35

6. Table 6. The Result of Pretest and Posttest

7. Table 6 shows that the mean score of posttest in the experimental class is higher than the mean score of posttest in the control class. It means that there is a difference of the communicative skill between the students' in the experimental class and control class after giving the treatment.

Furthermore, the researcher analyzed the inferential data (Prerequisite Test) of the students' score before analyzing the T-test. The inferential data consist of 2 kinds. They are test of normality and test of homogeneity of variances. The result can be seen as follows.

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
CONTROL CLASS	.158	20	.200*	.957	20	.481
EXPERIMENTAL CLASS	.158	20	.200*	.922	20	.110

8. Table 7. Tests of Normality

Based on the data of table 7, it can be confirmed that all of the variable data is normally distributed. It is because the score of sig is higher than sig α (5% / 0,05) or 0,200 > 0,05.

		Levene Statistic	df1	df2	Sig.
Experimental Class	Based on Mean	3.643	4	11	.040
	Based on Median	1.827	4	11	.194
	Based on Median and with adjusted df	1.827	4	5.953	.243
	Based on trimmed mean	3.713	4	11	.038

9. Table 8. Test of Homogeneity of Variances

Table 8 shows that the posttest data of control class is homogeny with the posttest data of experimental class. It can be confirmed by the score of sig based on mean score is smaller than sig α (0,04 < 0,05) and the score of sig based on median is higher than the sig α (0,194 > 0,05).

Since the result of inferential data (Prerequisite Test) analysis shows that the data is normally distributed and homogeny thus it is qualified to analyze the T-test. The result is displayed in the following table.

NO	NILAI	t_{hitung}	t_{tabel}	Taraf Sig
1	Equal variances assumed	4.233	1.685	0.000

Table 9. Independent Samples T test

The table shows that t counting is higher that t table (4,233>1,685). It means that H1 is accepted while H0 is rejected. It indicates that there is a significance difference between the students in the control class and experimental class in terms of the students' communicative skill after giving treatment. In other words, the students who were given treatment with vlog-based assignment had better communicative skill than they who were not.

The fact is supported by Ma'mur (2013) who stated that the learning process must be active, creative, effective and fun. Hence, the teacher has to be competent in choosing teaching media that can stimulate the students' activeness and creativeness. In this case, vlog can be one of such media.

Furthermore, Priana (2017) explained that in terms of delivering material as well as doing presentations, the creativity of either the students or the teacher who develop Vlog as media requires learning to be more interactive and thus attract the students. Consequently, the students' communicative skill can be improved as well.

Conclusion

In conclusion, the research questions can be answered. The first is the use of vlog-based assignment can affect the students' self-confidence. This gives positive impact to the level of self-confidence of the students. The second is the use of vlog-based assignment can enhance the students' communicative skill

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