

USING VIDEO BLOGGING IN TEACHING SPEAKING AT THE FIRST GRADE STUDENTS OF SMA-IT AL-FITYAN SCHOOL GOWA

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ABSTRACT

The purpose of this study was to determine the development of students' speaking after using the vlogging as medium in learning speaking skills on descriptive text material. This study used a quantitative method with a quasi-experimental group design. The population in this study were students of class X SMA-IT Al-Fityan School Gowa 2021/2022. The total number of students is 60 people. The sample was selected purposively, 15 students from Class XA were selected as the experimental class and 15 students from XB as the control class. The experimental class is taught by Vlogging. Both classes took Pre-Test and post-test. The instrument of collecting data is an oral test that focuses on describing one of the historical places. The results showed that there was a significant difference between the experimental class learning achievements on the post-test. The mean score and standard deviation of the post-test in the experimental class were (M=11.73, SD=1.387). The results of data analysis indicate that the Vlogging technique has a contribution to improve students' speaking skills in descriptive text material. In implementing vlogging, the researcher found several benefits, the first being that students really enjoyed learning to use vlogging. second, students can use vlogging to demonstrate ideas and give students' creativity and thirdly in today's era students easily access the internet and can learn where and whenever they want. Based on the research findings, the researcher concluded that the use of Vlogging as a learning medium was significant to improve students' speaking skills, especially in descriptive text material.

Keywords: Vlogging, Speaking Skills

INTRODUCTION

Language is a powerful part of communication that is useful in human life. Language has several functions that are communication; communication is used to demonstrate language to people and deliver words. Besides, everybody can also convey it directly by expressing their feeling. Because language has an important role in life, students must learn the way of using effective speech in their daily conversations. Talking about language, one of the languages that are popular in the world and has even become an international language that needs to be learned is English. In this modern era, English is important for everyone, such as for communicating among others, for competing with all people from all countries, etc. In Indonesia, English has become a

required subject in all schools. Students study it in playgroups, elementary schools, junior high schools, senior high schools, and universities. Because more language learning takes place in the classroom, teachers have a considerable impact on the language learning system. In the learning process, teachers must create a good atmosphere that encourages the student to learn it. In learning English, students must learn four skills namely, listening, speaking, reading, and writing.

Burns (2012) believed that speaking is a very complex skill that uses cognitive, physical, and socio-cultural processes simultaneously, and the speaker's knowledge and skills must be activated rapidly in real-time. Therefore, teaching English speaking as a foreign language (EFL) class become important. The success of learning a language is often measured by the way students use it in communication. In speaking skills, the students used to express their idea and knowledge by showing their fluency during the speaking performance. However, in the teaching and learning process, developing the students' speaking skills seems to be the most difficult thing. Arsyad (2009) assumed that one of the steps in developing students' speaking skills is that the teachers have to build communication among the students. The teachers should be able to conduct a comfortable situation and always make a variation method and media in teaching English so that the students are interested and enjoy the activities in the classroom. 3 Variation of media is needed, to make learning more interesting.

Bajrami and Ismaili (2016) revealed that video can be used as authentic material input and as a motivational tool in teaching-learning. Students find the experience of using video by showing their interest, beneficial and motivation in class. One technique that can be used in teaching speaking material is Vlogging technique or as a video sharing site by watching and creating it. The researcher is interested in conducting the observation about vlogging that may affect student speaking skills in teaching English. It is based on vlogging which offers a richer experience than sites with blogging in the form of text, because it combines video, sound, images, and text, adds informational content, and emotions that are shared with other internet users.

Yulianti (2016), reveal the use of vlogging in teaching speaking of recount text. She found that the increased enthusiasm of 4 students made them feel less burdened to speak up and caused a significant difference among them after treatment. The researcher conducted a more in-depth preliminary study related to the phenomenon of learning English at the first-grade students' of SMA-IT Al-Fityan School Gowa. The preliminary study aims to find the main problems faced by students in understanding the English language material contained in the syllabus.

The researcher conducted a preliminary study using observation techniques and interviews with teachers and students to look for major problems or obstacles. The results of an interview with Apriadi (2021) as an English teacher at SMAIT Al-Fityan School Gowa, it is known that the main problem in the English learning process, especially in speaking material, is that students sometimes

still look doubtful and afraid of making mistakes when speaking English at front of the class and some of the students also lacked the motivation to take part in learning English.

Therefore, the researcher chooses vlogging to encourage them in speaking English. Some factors become the reasons for the researcher to conduct research at the school. First, the teacher can take advantage of existing facilities in the classroom such as projectors and viewers and also computer labs that are connected to the network. Second, the use of English learning media is critical because it can draw students' attention, encourage them to explore new things while learning, and make it easier for teachers to deliver material in class, all of which contribute to students' enthusiasm for learning and also the use of vlogging by students has become popular in recent year. In the discussion, no exception for students who actively use social 5 media.

Marzuki & Nurpahmi (2019), vlogging had many advantages for the students. They are (1) Vlogging can help people share ideas that might be difficult to share through text or print; (2) Vlogging can be beneficial for students who are visual learners to relate and comprehend the information; (3) Using a vlogging to demonstrate an idea also gives students the ability to watch and listen to the video as many times as they want; (4) Vlogging gives people the opportunity to share their ideas with a wide audience; (5) Vlogging allow the students to share ideas and demonstrate knowledge without the confidant of text; (6) Students can use vlogging to make a portfolio to showcase their work over some time; (7) Vlogging allow students to learn information at a time and place that is convenient for them. Students may feel less pressure when they are allowed to think about a topic and listen to a lesson as many times as needed without the pressure from a class to move on.; (8) The use of vlogging to improve the students' speaking skills both to upload or download videos. However, this research was focused on the use of vlogging in Teaching Speaking in the First Grade Students at Senior High School Al-Fityan School Gowa.

REVIEW OF LITERATURE

The review of several related literature dealing with some related research findings. The first research conducted by Rosmawar, Muslim, Erdiana (2018) entitled "The Effect of Using English Video Clips with Pair Work Activity on Students' Speaking Skills". This research focused on the effect of using English video clips with pair work activity on students' speaking skill at first grade students (VII-4) of MTSN 2 Banda Aceh. The purpose of this experimental quantitative research was to look at the effect of using English video clips with pair work activity on students' speaking skill. From the result of the study, it was found that the mean score of Pre-Tests was 55,4 and the mean score of Post-Tests was 81,2. It was clearly seen that the mean score of Post-Tests was higher than the mean score of Pre-Tests. Then, T-test was 4,534 and critical value in T-table (0,05) was 1,711, meaning that t-score was higher than Ttable ($t\text{-score} = 4,534 > \text{table} = 1,711$). It means the alternative hypothesis (H1) of this research was accepted and the null hypothesis (H0) was rejected.

Teaching English by using English video clips with pair work activity can give a significant effect toward the students' speaking skill. 10 Therefore, it is recommended that using English video clips with pair work activity can be alternative media used by the teacher in teaching English particularly in teaching speaking. The weakness of this research is the research design. The study was made for a single group without a controlled group to be compared with the experimental group. The researcher did not use the controlled group in this study.

The researcher compared the students' Pre-Test result to the students' Post-Test result in order to know the students' speaking skills improvement and the strength of this research is the technique used to provide and motivate the stages of learning through media. It uses English video clips with pair work activity in teaching speaking to improve students' speaking ability.

The similarity of each research is the same media video to motivate students in mastering speaking skill. The dissimilarity of each research is in the objective of the research, this study was conducted at the first-grade students of MTSN 2 Banda Aceh. The next research was conducted by Yulianti (2016), entitled "The Use of Vlogging to Teach Speaking of Recount Text". The research of this study employed pre-experimental design. The purpose of this design is to know the students' basic score toward the subject in pretest and to determine whether the treatment gives any effect on the outcome by assigning post-test.

Thus, the researcher chose this design to find the effectiveness of using 11 Vvlogging to teach speaking of recount texts to Year-10 students of SMA Negeri 5 Pontianak in Academic Year 2017/2018 of Vlogging for all students in the class before and after the treatment applied After being taught use a treatment, it was shown by the students' Post-Test score was higher than the students' pretest score.

The sum of the students' score of Pre-Test (O1) was 2239 with the mean score 62.19 which meant that they did not pass the minimum standard criteria achievement (then known as KKM) which is 70. Whereas, the sum of the students' score of PostTest (O2) is 2837 with the mean score 78.80 which meant that they have passed the minimum standard criteria achievement ($78.80 > 70$).⁴ The strength of this research was applied illustrative Model of Dale's Cone of Experience, it illustrated the advantages of use video in triangle, where 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see. These processes of demonstration make the learning fast.

METHODS

Research Design

The design of this research was quasi experimental research. This type is usually performed by instructors or teachers who want to know the extent to which a technique is used to teach speaking skills. In this study, the researcher applied Quasi-Experimental research which focused on the non-

equivalent controlled group design. In the non-equivalent controlled group design, two or more treatment groups are carried out pretest, given treatment, and Post-Test (Gay: 2016).

Table 1. Design of Pre-test and Post-test

Group	Pre-Test	Treatment	Post-Test
E	0 ₁	X	0 ₂
C	0 ₁	-	0 ₂

Research Variables

In the experimental research, there were two variables namely, independent variable which was symbolized by letter (Y) and dependent variable which was symbolized by letter (X). Independent variable is the variable that is influenced by another variable to achieve what is expected by the researcher.

Research Subject

Arikunto (2006) defined that purposive sampling is a sampling technique that is not based on random, regional, or literal origins, but based on considerations that focus on certain goals. Based on the above understanding, the researcher chose a purposive sample as a sampling technique because here the researcher did not choose a random sample, seeing the aim of the researcher only a sample with a low level of speaking skills was needed. In addition, the number of class I students at SMA-IT AlFityan School Gowa is 60 students. Therefore, a suitable sampling technique in this study is a purposive sampling technique. The sample of this research was taken in first grade students of SMA-IT AlFityan School Gowa. The total population of this study was 60 students. The researcher took 15 students from XA as the control class and 15 students from XB as the experimental class.

Instrument

To find out how students are thinking and using the target language (English), especially in their speaking. The researcher gave twice the test; Pre-Test and posttest. The test is a set of questions that have to be answered, a question to be chosen, responded to, or a task to measure certain aspects (attitude, attribute) from the students. The test was used to measure the students' achievement or capability of the individual or group.

This method is used to get the data score of Pre-Test and Post-Test was given for both groups, the experimental class, and control class. The test was one way to measure the students' ability, especially in mastering speaking skills. This method is used to get the data score of Pre-Test and Post-Test was given for both groups; the experimental class and control class. The researcher conducted oral tests in certain techniques. The form of the test in this study was a direct test of speaking because the researcher put the students in individually and asked them to perform based on the topic given.

Data Collection Procedure

The method in this research was a pre-experimental. It aimed at describing the speaking ability of the students in learning speaking using video blog. It was consisted of one group pre-test design. Treatment was given between pre-test and post-test.

T1 X T2

Where:

T1: Pretest

X: Treatment

T2: Posttest

(Gay, 2016)

FINDINGS AND DISCUSSION

The finding of this research was the data which was based on the test that was obtained from the students. The researcher got data from Pre-Test and Post-Test. The Pre-Test that was given to the students was to know the ability of the students in English speaking before giving a treatment, while the post-test was given to students to know if there was an improvement in the student’s ability in speaking after giving a treatment.

Table 2. The Result of Pretest and Post Test in Experimental Class

Respondent	Pre-test	Post-test
001	7	12
002	9	12
003	9	11
004	8	12
005	9	12
006	10	16
007	8	12
008	7	13
009	9	12
010	8	13
011	9	14
012	7	11
013	9	13
014	7	10
015	8	12
Average	8.3	11.7
Classification	Average	Good

Table 3. The Result of Pre-test and Post Test in Control Class

Respondent	Pre-test	Post-test
001	11	12
002	11	11
003	12	13

004	12	12
005	12	12
006	11	11
007	11	11
008	13	13
009	11	11
010	12	12
011	13	14
012	11	11
013	12	12
014	13	12
015	11	11
Average	11.7	11.8
Classification	Good	Good

Table 4. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	15	7	10	8.33	1.047
Post-Test Experimental	15	9	14	11.73	1.387
Pre-Test Control	15	9	13	11.40	1.183
Post-Test Control	15	10	14	11.87	1.060
Valid N (list wise)	15				

From the table above it can be seen that Pre-Test Experimental Group with a sample size (N) of 15 has a minimum value of 7 and a maximum value of 10 with an average value of 8.33, and a standard deviation of 1.047. While the Post-Test Experimental Group has an average score of 11.73 with a minimum score of 9 and a maximum value of 14, and a standard deviation of 1.387.

The pre-test control group with a sample size (N) of 15 has a minimum value of 9 and a maximum value of 13. The average value is 11.40 and the standard deviation is 1.183. While the Post-Test Control Group has an average value of 11.87 with a minimum value of 10 and a maximum value of 14, and a standard deviation of 1.060.

Table 5. Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pre-Test Experimental	.205	15	.091	.882	15	.052
Post-Test Experimental	.176	15	.200*	.947	15	.473
Pre-Test Control	.168	15	.200*	.924	15	.218
Post-Test Control	.193	15	.137	.927	15	.246

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, it is known that the significant value (Sig.) for all data on both the Kolmogorov-Smirnov test and the Shapiro-Wilk test > 0.05 , it can be concluded that the research data is normally distributed.

Table 6. Paired Sample Test

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower		Upper			
Pair 1	Pre-Test Experimental - Post-Test Experimental	-3.4	1.454	0.375	-4.205	-2.595	-9.056	14	.000
Pair 2	Pre-Test Control - Post-Test Control	-0.467	0.743	0.192	-0.878	-0.055	-2.432	14	.029

Based on the output of Part 1, the Sig (2-tailed) value is $0.000 < 0.05$, so it can be concluded that there is a difference in the average student learning outcomes for the Pre-Test Experiment Group with Post-Test. Test Experiment Group. Based on the output of Part 2, the value of Sig (2-tailed) is $0.029 < 0.05$, so it can be concluded that there is a difference in the average student learning outcomes for the Pre-Test Control Group and the Post-Test Control Group.

Table 7. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
The result of student learning	Based on Mean	.587	3	56	.626
	Based on Median	.340	3	56	.796
	Based on Median and with adjusted df	.340	3	52.480	.796
	Based on trimmed mean	.558	3	56	.645

Based on the table above, it is known that the significance value (Sig.) Based on Mean is $0.645 > 0.05$. So, it can be concluded that the variance of the experimental class Post-Test data and the Control class's Post-Test data is the same or homogeneous.

Table 8. 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
The result of student learning	Equal variances assumed	0.967	0.334	-7.579	28	0.000	-3.400	0.449	-4.319	-2.481
	Equal variances not assumed			-7.579	26.039	0.000	-3.400	0.449	-4.322	-2.478

Based on the table above, the Sig (2-tailed) value is $0.000 < 0.05$, so it can be concluded that there is a difference in the average student learning outcomes between the experimental group and the control group.

CONCLUSION

Based on the finding and discussion of the previous chapter, the researcher found that there was an improvement students' speaking skill score from the pre-test to Post-Test toward the 5 components of speaking such as vocabulary, grammar, pronunciation, fluency, and comprehension. It proved that H_1 was accepted. Therefore, it means that Vlogging has the positive effect for the students' speaking skill improvement.

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