

The Effect of Vlog toward Students' Speaking Skill at the Tenth Grade of MAN 2 Serang

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Abstract

The objectives of this study was to find out the effect of vlog toward students' speaking skill at the tenth grade of MAN 2 Serang. The researcher used quantitative method with true experimental design. There were 396 students as the population and 70 students that divided into two classes as the sample using cluster random sampling. Each class consist of 35 students. X IPA 2 as the experimental class and X IPA 1 as the control class. The result in pre-test showed that the minimum score of experimental class was 44 and the minimum score of control class was 44. The maximum score of experimental class was 72 and the maximum score of control class was 72. It can be concluded that the pre-test of both classes were not significantly different. Next, in post-test, the minimum score of experimental class was 60 and the minimum score of control class was 56. The maximum score of experimental class was 84 and the maximum score of control class was 80. It can be concluded that the pre-test of both classes were significantly different. Based on the result of test of mean difference significant (independent t_{test}), it was calculated $t_{count} \geq t_{table}$ or $8.88 \geq 2.00$. The alternative hypothesis was accepted. It can be concluded that there was any effect of vlog toward students' speaking skill at the tenth grade of MAN 2 Serang.

Keywords: *Descriptive, Speaking Skill, Vlog.*

Introduction

Speaking is one of the four basic skills of English language besides listening, reading, and writing that people should have, especially the students who are still learning. As an international language, of course, speaking is very important to be mastered by people around the world. It is important talking with the other people around the world using English language, so people especially the students need to learn English

language especially in English speaking. It was supported by Kusumaningrum and Rakhmanina (2017:28) defined speaking as follows:

One productive skill offers a real result for someone who learn a foreign language. The students learn how to transfer their ideas, thoughts, and knowledge to other people and speak well with English language by learning the vocabulary, intonation, pronunciation, fluency, grammar, and creativity.

Burns and Joyce (in Meriza, 2007:2) stated that speaking is defined as an interactive process of constructing meaning that involves producing, receiving, and processing information. It means that speaking activity produces systematic verbal utterances and processes the information which involves one, two or more people, by producing, receiving, and processing information, ideas, thoughts, or knowledge. The students learn how to use the language especially in English language quickly and confidently without any lack or unconfident with fluency in speaking. In speaking, there are some aspects that are very important and should be concerned by the students if they want to master the English speaking, such as: vocabulary, intonation, pronunciation, fluency, grammar, and creativity.

The researcher found the speaking problems of the students in MAN 2 Serang, such as, the lack of confidence of students in speaking English, some the students were not used to speak English, the teacher only focused on the skill that they have mastered, and the teacher was imposed by target of curriculum. From those problems, the researcher had the purpose to overcome the problems that attempted the students' speaking skill through the implementation of vlog (video blogging). Vlog or video blogging is a blog which is mostly using video. It is the new innovation in teaching English speaking because people nowadays like to see many vlogs in different themes from many websites especially You-Tube. It was supported by Khoiriyah and Safitri (2017:240) that video blogging offers a richer experience than the sites with blogging in the form of text, because it combines video, sound, pictures, and text, increase the information

content, and emotions which are shared with other internet users. This was also supported by Maulidah (2017:12) that vlog is one of technology in software form which is currently used by teacher to increase students' performance, especially in speaking. Parker & Pfeiffer (2005:5) defined video blogging as follows:

Video blogging technology will allow anyone to publish their own channel. It will allow all sorts of communities to build automated aggregates of their members' footage— combining soapboxing, distributed discussion, and the social cohesion of blogging with the vibrant, immediate honesty of video.

Vlog has brought a new innovation and revolution in multimedia usage, also in teaching process especially in English speaking. The technique follows clear steps for students' speaking skill through vlog.

Based on the background above, the present study will answer the question: "Is there any effect of vlog toward students' speaking skill at the tenth grade of MAN 2 Serang?" The researcher conducts this research to find out the effect of vlog toward students' speaking skill at the tenth grade of MAN 2 Serang.

Research Site and Participants

The participants of this research were the students of MAN 2 Serang in the second semester of academic year 2018/2019. The total populations were ± 396 students. In this research, the researcher took two classes as a sample (experimental and control class) to collect the data. The class were X IPA 2 as experimental class and X IPA 1 as control class. The researcher used cluster random sampling in sampling technique.

Instrument

In this study, the test used as the instrument. There were pre-test and post-test. The classes was divided into experimental and control class. The experimental class was the class that given the treatment and the control class was the class that not given the treatment.

Procedure and Data Collection

In this study, the researcher took quantitative research with true experimental design. For research procedure, the researcher conducted the research steps as follows: found the problem, selected the subject of the research, decided the objective and method of the research, found the information and reviewed the previous researches and theories, selected the experimental and control class, designed the test (pre-test and post-test), gave the pre-test before treatment and post-test after treatment, collected the data, analyzed and interpreted the data, and found the result from the data.

The data was collected using test and video recording. There were two kind of tests that used, pre-test and post-test. The test was oral test, the test was practically done by the students in speaking English. For the pretest, both of experimental and control class were spoken in front of the class about the related material. Each student had maximum three minutes to speak in front of their friends. For the post-test, it was the same with pre-test. Both of experimental and control class were spoken in front of the class about the related material.

Data Analysis

Data analysis technique is a technique that organizes and collects the data, so the conclusion will be gotten. Data analysis technique allows someone to answer the questions, solve the problems, and derive the important information. There were ± 70 participants and they were divided into two classes. The first class was experimental class that consists of 35 students and the second class was control class that consists of 35 students. The data was taken from pre-test and post-test and was collected as specified through Microsoft Excel.

Research Findings

In this research, the researcher used oral test (speaking) with the test (pre-test and post-test) to get the result of research. The result of the test showed as follow:

Table 1: Statistical Description

Descriptive Statistics					
	N	Min Score	Max Score	Mean	Std. Deviation
Pre-Test of Experimental Class	35	44	72	55.2	6.06
Pre-Test of Control Class	35	44	72	57.9	6.22
Post-Test of Experimental Class	35	60	84	73.2	5.68
Post-Test of Control Class	35	56	80	71.2	5.51

Based on the table above, in pre-test, the minimum score of experimental class was 44 and the minimum score of control class was 44. The maximum score of experimental class was 72 and the maximum score of control class was 72. The mean of experimental class was 55.2 and the mean of control class was 57.9. The standard deviation of experimental class was 6.06 and the standard deviation of control class was 6.22. It can be concluded that the pre-test of both classes were not significantly different.

Next, in post-test, the minimum score of experimental class was 60 and the minimum score of control class was 56. The maximum score of experimental class was 84 and the maximum score of control class was 80. The mean of experimental class was 73.2 and the mean of control class was 71.2. The standard deviation of experimental class was 5.68 and the standard deviation of control class was 5.51. It can be concluded that the pre-test of both classes were also not significantly different.

Content Validity

Table 2: Content Validity

Basic Competences	3.7 Analyze social function, text structure, and language element of simple descriptive text about people, public places, and historical buildings that suitable with the use of context.
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	<p>4.8 Catching the meaning in orally and written simple descriptive text.</p> <p>4.10 Arranging orally and written simple descriptive text about people, public places, and historical buildings with paying attention to the aim, text structure, and language element correctly and suitable with the context.</p>
Indicators	<p>3.7.1. Completeness and coherency of the structure of descriptive text.</p> <p>4.8.1. Accuracy of language features, grammars, vocabularies, pronunciation, stressing, intonation, spelling, and handwriting.</p> <p>4.10.1. Suitability of writing format/submission</p>
Media	Vlog
Instrument of Test	<p>Pre-test Each student should speak English language in front of the class with the following requirements...</p> <ol style="list-style-type: none"> The material is about descriptive text The maximum duration is three minutes for each student The researcher and teacher will give the score about the students' speaking performance <p>Post-Test Each student should speak English language in front of the class with the following requirements...</p> <ol style="list-style-type: none"> The material is about descriptive text The maximum duration is three minutes for each student The researcher and teacher will give the score about the students' speaking performance
Time Allocation	2 X 45 Minutes

Based on the teacher's analysis from the validity sheet that compared to the curriculum and syllabus, the teacher approved the validity of data.

Inter-rater Reliability

Table 3: Agreement of Inter-rater Reliability

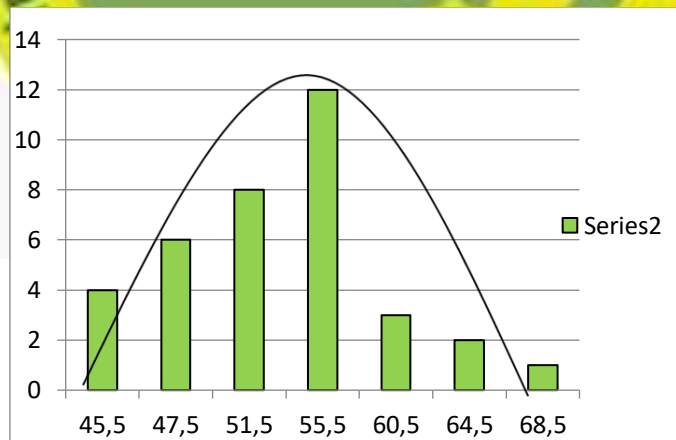
Group Class	Pre-Test	Post-Test
Experimental Class	1 Agreement	0.79 Agreement
Control Class	0.77 Agreement	0.76 Agreement

From the table above, it can be concluded that:

- Pre-test in experimental class was 1, the interpretation was **almost perfect**. It showed that the data was reliable.
- Pre-test in control class was 0.77, the interpretation was **substantial agreement**. It showed that the data was reliable.
- Post-test in experimental class was 0.79, the interpretation was **substantial agreement**. It showed that the data was reliable.
- Post-test in control class was 0.76, the interpretation was **substantial agreement**. It showed that the data was reliable.

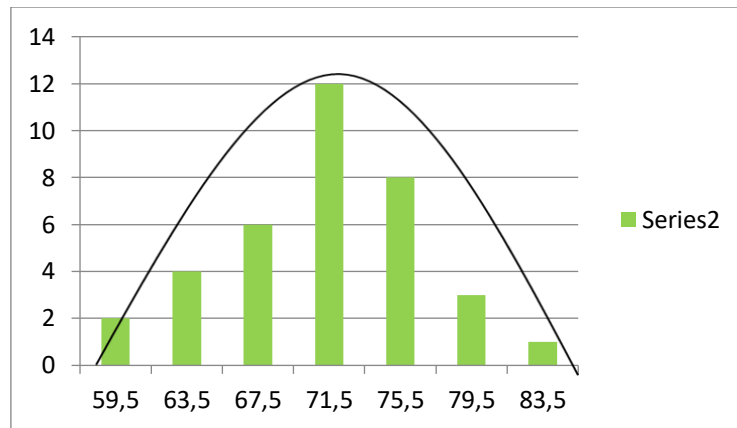
Result of Normality Test

Figure 1: Normality of Pre-Test in Experimental Class



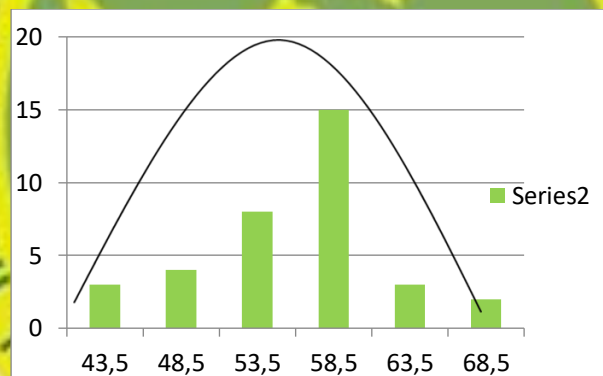
Based on the result of graphic above, it showed that the graphic was symmetric and well-shaped. Finally, it can be concluded that the data of pre-test of experimental class was normally distributed.

Figure 2: Normality of Post-Test in Experimental Class



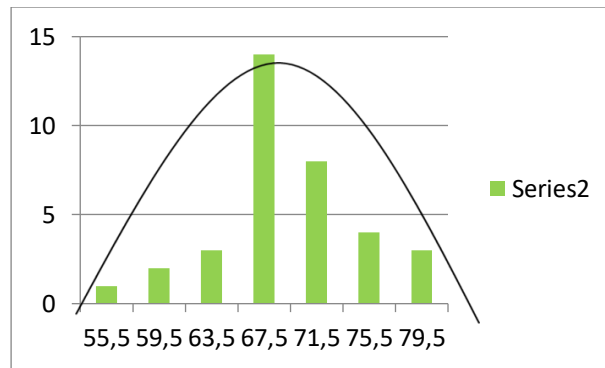
Based on the result of graphic above, it showed that the graphic was symmetric and well-shaped. Finally, it can be concluded that the data of post-test of experimental class was normally distributed

Figure 3: Normality of Pre-Test in Control Class



Based on the result of graphic above, it showed that the graphic was symmetric and well-shaped. Finally, it can be concluded that the data of pre-test of control class was normally distributed.

Figure 4: Normality of Post-Test in Control Class



Based on the result of graphic above, it showed that the graphic was symmetric and well-shaped. Finally, it can be concluded that the data of post-test of control class was normally distributed.

Result of Homogeneity Test

Table 4: Result of Homogeneity Test in Experimental and Control Class

Group	F_{count} Pre-test	F_{count} Post-test	F_{table}
Experimental and Control	1.02	1.03	4.149

Pre-test : $F_{count} \leq F_{table} = 1.02 \leq 4.149$

Post-test : $F_{count} \leq F_{table} = 1.03 \leq 4.149$

It can be concluded that the pre-test and post-test in experimental and control class was homogeneous.

Result of Hypothesis Test

In this research, there was alternative hypothesis (H_a) and Null Hypothesis (H_0). The alternative hypothesis was there is any effect of using vlog toward students' speaking skill and the null hypothesis was there is no effect of using vlog toward students' speaking skill. The researcher measured the t_{count} and t_{table} and then compare them.

The result of test of mean difference significant (independent t_{test}), it was Calculated $t_{count} \geq t_{table}$ or $8.88 \geq 2.00$. The alternative hypothesis was accepted. It can be concluded that there was any effect of vlog toward students' speaking skill at the tenth grade of MAN 2 Serang.

DISCUSSION

This research had been done during one month on March 27th until April 27th 2019. It was conducted to know whether any effect of vlog toward students speaking skill at the tenth grade of MAN 2 Serang. The researcher took the data from students' score to measure reliability, normality, homogeneity and t-test analysis. The researcher also took the validity of the instruments from the English teacher's approval. The purpose of this research is to find out and measure whether there is any effect of vlog toward students' speaking skill. In this term, the researcher focused on descriptive text as the material.

On the first meeting, the researcher gave pre-test to experimental and control class. The aim of pre-test was to know the speaking skill of students before they got treatment. There were 35 students both in experimental and control class. After giving the pre-test, the researcher analyzed it. Based on the analysis, the researcher knew that most of students in both class had some difficulties, such as: most of the students got difficulties in making descriptive text then speaking it in front of class. Most of them still confused to find and arranged words, vocabularies, and grammatical patterns to make descriptive text. They also had lack of confident when they performed their speaking in front of the class. In the second and third meetings, the researcher conducted the treatment in both of the experimental and control class. The researcher explained more about descriptive text with vlog as the media. The students enjoyed the learning process and gave good respond, they looked enthusiast in learning by using vlog as the media. In experimental class, the researcher asked the students to make vlog related to descriptive text with their group,

then they should upload the vlogs to Youtube. In control class, the teacher did not asked the students to make vlog related to descriptive text. On the last meeting, post-test in the experimental and control class was conducted. The researcher asked them to speak in front of the class related to descriptive text. However, in the post-test result, both of experimental and control class, the students' achievement had positive progress. The progress could be seen from comparison from pre-test and post-test result.

In classroom, the students were more enthusiastic and confident in learning and speaking English. This was supported by Sari (2017:41) that students now were more motivated and confident to speak in the class using English. Vlog was a suitable media to gain the students' interest and skill in speaking. It was supported by Rahayu and Nurviyani (2018:7) that implementation in learning speaking through vlog was suitable instructional media for students because the implementing vlog help students in learning speaking and foster their speaking skill. Aqil (2018:190) also showed that the implementation of vlogging as a medium for eighth graders can help students to learn speaking.

The result of students achievement from pre-test to post-test showed that there were difference between students' speaking skill from the experimental class that received treatment and the control class that did not received the treatment. However, the students' score in experimental and control class got higher score in the post-test than pre-test. Besides, the result from the analysis of independent t-test was done and the result showed that there was any effect of vlog toward students' speaking skill at the tenth grade of MAN 2 Serang.

CONCLUSION

The researcher conducted the research at MAN 2 Serang as the population with the sample of X IPA 2 as the experimental class and X IPA

1 as the control class, in order to find out and measure whether there was any effect of vlog toward students speaking skill at the tenth grade of MAN 2 Serang. Based on the result of this research, it can be concluded that vlog had been proven as a media in teaching and learning speaking for the students, especially in descriptive text. The students could enjoy, be active, more confident, and gave good respond by learning with vlog as a media. In this research, the result of analyzing in independent t-test showed that $F_{count} \geq F_{table}$ with the level of significance 0.05 (5%) was $8.88 \geq 2.00$. The alternative hypothesis was accepted. It can be concluded that there was any effect of vlog toward students' speaking skill at the tenth grade of MAN 2 Serang. Finally, vlog can be used as a media for teacher to teach students' speaking skill.

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