THE EFFECT OF USING VIDEO BLOGGING TOWARDS STUDENTS' SPEAKING ABILITY IN VOCATIONAL SCHOOL

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Abstrak

Penelitian ini bertujuan untuk mengetahui efek dari penggunaan video blogging terhadap kemampuan berbicara siswa di sekolah menengah kejuruan. Peneliti menggunakan desain penelitian quasi experimental dengan SPSS 25 yang hasilnya dideskripsikan dalam bentuk angka dalam mencari skor siswa dan di interpretasikan dalam bentuk kata. Dalam penelitian ini akan ada dua kelas yang akan di teliti, yaitu kelas eksperimen dan kelas kontrol. Berdasarkan hasil dari penelitian ini, besar efek dalam penggunaan video blogging terhadap kemampuan berbicara siswa yang dihitung menggunakan Cohen's d terhitung lemah. Ini dapat disimpulkan bahwa siswa yang diajar menggunakan video blogging tidak mendapat skor yang lebih baik dari siswa yang diajar dengan cara yang biasa didalam kelas.

Kata kunci: Berbicara, Video blogging, Kemampuan siswa

Abstract

This research is aimed to find out the effect of using video blogging towards students' speaking ability in vocational school. The researcher is using quasi-experimental design with SPSS 25 which the result is described in the form of number and interpreted in the form of word. In this research, there are 2 classes that going to be investigated, experimental class and control class. Based on the result of this research, the effect size of the use of video blogging towards students' speaking ability that was calculated by using Cohen's d is weak effect. It can be concluded that students who taught speaking by using video blogging do not achieved better score than students who taught by using expository way in the class.

Key works: Speaking, Video Blogging, Students' Ability

INTRODUCTION

English is an International language in this world, including Indonesia. Therefore, students need to master four skills in English; reading, writing, listening, especially speaking. Yet, speaking is the important skill for communicating in English. Speaking is the way to express the ideas which represented social behavior among society. According to Brown (2004), speaking is the way people to communicate with each other. On the other hand, people should produce words orally. Improving speaking skills will help people to communicate with each other without misunderstanding and misapprehension easily. When students have mastered the speaking skills in their learning activities, it can support their confidence to start the conversation with their friends or teacher, also when students can learn some aspects of speaking performance; grammar, vocabulary, comprehension, fluency, and pronunciation, they are expected to be able to express their expressions in English.

However, students often get their motivation when they feel bored. As their job, the teacher needs to find some strategies that not used mostly. Actually, there are many ways, methods, media, techniques, and approaches that can be applied in teaching and learning speaking in the classroom. Rather than using the expository way to support the speaking class of the students, the quality of the speaking can be supported by the use of vlogging because learner may be more active in his or her learning by technology and technology has potential to change from passive to an active learner (Lowerison et al., 2006).

In recent years, a vlog is extremely popular among people, especially teens and children. Vlog is about from words video and blog but usually shortened to vlog. Vlog is the new style of blogging activity because it is not about only the texts or pictures, but also the emotion of the vloggers that faced in the form of video. Since its creation in February 2005, YouTube saw rapid growth; sixteen months after its creation, 100 million clips were being viewed per day (Cayari, 2011). The viewers are

also not only adults anymore, but also teens and kids because they have their own smartphone.

The Vloggers in the Youtube are usually uploading their daily-themed videos, such as their experiences, trip, doing makeup, and review something. They also use various languages because they come from multiple countries. In this context, children are usually watching the vlogs and doing imitate the pronunciation of the word, whether it is wrong or right, also understand the meaning or not. However, to teach speaking, the teacher is still using tedious ways such as reading a book and then after that doing some exercise and tests. Besides, language learning is not about doing some tasks, but actually about how people communicate with that language. Therefore, using technology in teaching English is more useful to train the students in getting used to the English, and one of them is vlogging. Watkins J., 2012 has proved that the students improve their speaking competence by using video blogging in learning activities.

The output of vlog can be used to measure the occurrence and speech fluency so that students development can be enlightened and worthy of evaluating their language competency (Anil,2016)

Anil (2016) also proposes three benefits of using vlog for learning English. First, the teacher has many chances to encourage students to speak in the classroom but because of the limited time, most of them do not succeed in the trial. A reminder to be considered for using vlog in the teaching-learning process is that it lifts students' speaking time. This implementation helps the learners to communicate more to improve their fluency, vocabulary, grammatical aspects, and reduce anxiety. They can practice outside the classroom, whether it is at their home, park, restaurants, etc.

Secondly, vlog can help the students to do self-assessment to their own performance before they post their vlog to their teacher and they can know and do appropriate improvement to their level of understanding. The second try would be done easily if the teacher thinks that the students can increase their presentation performance.

The last benefit of using a vlog is giving feedback for the student's performance. The teacher can focus or allot more time on the student's perspective vulnerable area of learning. The teacher can offer advance to students that can be viewed whenever students want to listen to and do necessary changes in the passage of practice. Student's rapport with each other and substance of collaborative learning is positively possible.

Doing the videos online offers learners the chance to practice their language skills anywhere and with little prior preparation, which keeps them involved in the process (Thomas, 2009). Video blogging or 'vlogging' as a part of blogging trend tends to have a positive effect on improving students' speaking performance. Since vlogging is mostly oral, speaking is the major component is being emphasized.

Some of the previous studies here will be explained the implementation of vlog in speaking performance. The first researcher has proved that the students improve their speaking competence by using video blogging in learning activities (Watkins J., 2012). The subject for this research was students in two universities as ESL and EFL students, which has the same levels as students in Indonesia. The kind of obstacles in learning speaking was observed, and the improvement of the students in speaking performance by using video blogging was proved. The research was using experimental research because the researcher was comparing two subjects to find the result of this research.

The second researcher used qualitative research to prove the vlog project that can enhance speaking skills by own students' perceptions (Nailis et al., 2017). The purposes of this research were: 1) to know how students' perceptions of the use of English Vlog to enhance speaking skills, and 2) to study what student's strategy in using English Vlog to enhance speaking skills. The method of the research concerned the students' perception in the use of English Vlog and students' strategy to use it while the data came from the students' interviews, observations, and documents. The result shows that students' perceptions of the use of English Vlog to enhance speaking skills are good through various strategies. Furthermore, students have excellent English skills by using English Vlog as the media to learn English.

This study focuses on the effect of the use of vlogging as a medium for teaching speaking which a scientific approach in k13 is implemented. The researcher also observes the significant differences of the effect. In this case, the researcher has a question which relates to the problem:

Do the students who are taught using VLOG achieve better score in speaking than those who are not taught by using VLOG?

METHOD
The researcher used a quasi-experimental design. Indeed, the data is collected in the form of a number to find the scores of the students and interpret the scores into the words to tell the readers about the statistical analysis that will be used. In this case, the researcher compared two groups as an experiment (Keppel, 1991; Roshental and Rosnow 1991). The research design is using video

blogging as the independent variable, and students' speaking ability as the dependent variable.

The research subject in this research is the tenth grade students in culinary and tourism class of SMK Negeri 2 Bondowoso. The number of students in each class is around 30 students consisting of males and females and carried out from January to February 2020.

To obtain the data, the researcher only uses the speaking test to administer the students' speaking ability into an experimental group and control group. The following instrument can be seen as here:

1. Write a paragraph about your daily schedule on Monday. Start it when you wake up until sleep at night.
2. You have 60 minutes to write it.
3. Your paragraph is required at least 150 words
4. Tell your daily Monday in front of the class.

Moreover, the researcher has prepared TSE rating scale for the rubric which is adapted from Brown, 2004, to measure the students' speaking performance.

In collecting the data, there are several phases. Firstly, the researcher gives a speaking test about daily schedule on Monday to the students. Secondly, the researcher assigning the sample into two groups, which are experimental and control groups based on the students' score in the pretest. Thirdly, the researcher does the treatment that is using a vlog to the experimental group and also expository learning to the control group. In the last phases, the researcher compares their speaking performance in a post-test. Indeed, the score of students' pre-test and post-test are used find out the differences appeared between the test conducted at the beginning and at the end of the lesson.

After collecting the data the researcher starts to analyze the data by using quantitative analysis during the teaching-learning process. The data was calculated by using SPSS and used t-test formula. T-test is used to know whether video blogging as a medium in teaching speaking affect students' speaking ability.

The next step is finding how significance or how strong the effect of video blogging as a medium in teaching speaking on students' speaking competence, the researcher used Cohen's d to measure the effect.

The last one is investigate the statistical hypothesis. The criteria used were:

1. If t-test > t-table in significant 0.05, Ha is accepted and Ho is rejected. It means that the students who are taught using VLOG achieve better score in speaking than those who are not taught by using VLOG.
2. If t-test < t-table in significant 0.05, Ho is accepted and Ha is rejected. It means that the students who are taught using VLOG do not achieve better score in speaking than those who are not taught by using VLOG.

RESULT AND DISCUSSION

This chapter shows the result of the test that has given to the students as a sample. The result is used to get empirical evidence about the effect of video blogging as a medium in teaching speaking at tenth grader of SMK Negeri 2 Bondowoso in 2019/2020 academic year. Therefore, the following description will present the research finding obtained from the participants' pre-test and post-test score. The researcher doing some activities to get the data of the students in the class:

Table 4.1
Teaching-Learning Process through Video Blogging

First meeting	Giving the pre-test
Second meeting	Giving a treatment to teach speaking in daily activities material. **The activities that the students did in teaching-learning process through video blogging:** 1. Explaining the material about daily schedule (social function, generic structure, and language feature of the text) 2. Explaining about video blog 3. Giving the students the example of video blog with the topic daily schedule 4. Discussing the detail information of the vlog (the duration, the format etc) 5. Creating the text about daily schedule on the weekend 6. Making a video blog at home and collect it in 2 days.
Third meeting	Giving a post-test

Based on the table above, the first meeting, the researcher was giving the pre-test to the students. The pre-test is about the daily schedule on Monday. The students are asked to make an outline about daily schedule on Monday and presented it in front of the class. After that, the researcher gives a score based on Brown's rubric.

The second meeting the researcher gives a different treatment in this 2 classes. The researcher teaches speaking using expository method in control class and

video blogging in experimental class. The material is about daily schedule on the weekend.

The last meeting the researcher gives a post-test to know whether there is an effect or not in this research. The material in the post-test is about daily schedule when they have a practice class.

The Data Analysis of Control and Experimental Class

The control class is X Boga 3 of SMK Negeri 2 Bondowoso that consisted of 31 students taught by using an expository learning in daily activity material. The data are collected through students' pre-test post-test which both are using an expository way without treatment.

The data shows that from 32 students in X Boga 3 class, the mean of the pre-test is 36,8 and the mean of the post-test is 36,12. From the rubric of Brown (2004) the highest score is 60 which there is student who got the highest score. Meanwhile, the smallest score in that same rubric is 20 which there are some students that really not good in speaking test. From the data above, it can be known that there is no significance different score in the pre-test and post-test of control class.

The experimental class is X Perhotelan 2 of SMK Negeri 2 Bondowoso that consisted of 31 students taught by using treatment which is a video blogging in daily activity material. The data are collected through students' pre-test before the treatment, while the post-test after the treatment.

Here, the data shows that from 32 students in X Perhotelan 2 class, the mean of the pre-test is 38,9 and the mean of the post-test is 38,12. The rubric for this data also using Brown (2004) with the highest score is 60. Unlike the control class, the experimental class has some students that can get the highest score. The smallest score in that same rubric is 20 which also there are some students that get it. From the data above, it can be known that the score in the pre-test and post-test of experimental class is not different significantly.

Furthermore, to compute the data using a t-test, the gain score of pre-test and post-test are calculated to decide the significance difference of the result in this data.

Based on the calculated of the t-test the average scores both experimental and control class are decreased. However there is no significant difference between both pre-test and post-test. It can be seen through the range points gained by two groups. The experimental group decreased –0.80 and the control class decreased -1.29. The progress of both classes can be seen in the diagram below:

Figure 4.1
The difference between Student's score in Experimental and Control class
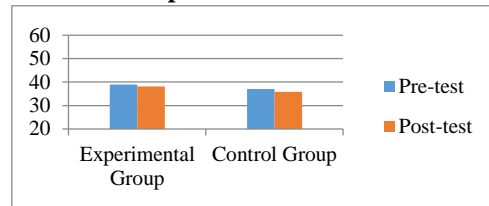
Based on the calculation using SPSS 22, the df (Degree of Freedom) is calculated from total number of students minus 2, therefore the df is 61 since total all students are 63. Sig. Tailed or (p) value is 0.462. It was explained that Ho would be accepted if $p > \alpha$. Meanwhile, based on the result on the table above $p > \alpha$ which is 0.462> 0.05. it proves that Ho is accepted and Ha is rejected. Therefore, it could be conclude that there is no significant effect of teaching speaking using video blog.

After calculate the data of hypothesis, the next step that the researcher did is measuring the effect size in this research. Calculating the effect is using Cohen's d. the effect size is needed in order to know whether there is strong or weak effect in this research.

$$d = \frac{(mean\ for\ experimental\ group - mean\ for\ control\ group)}{pooled\ standard\ deviation}$$

$$d = \frac{(38.1250 - 35.8065)}{12.429} = 0.18$$

Pooled standard deviation= $\frac{12.81066 + 12.04829}{2}$ = **12.429475.**

Based on the calculation in effect size above, the result in this research is 0.18. As the criteria, it proves that there is weak effect of teaching speaking using video blog.

Data Interpretation

In this research the data are taken from 31 students in control group and 32 students in experimental group of pre-test and post-test. Table 4.1 presents the pre-test of the control class and the mean score is 37,09. Then, the mean of the post test is 35,80.

Meanwhile, for the data of the experimental group, the mean score of the pre-test is 38.75. After the treatment given to the students, the mean score of the post-test is 38.12. Both of group has the same score in lowest and highest score, means that it is 2 classes that actually have equal ability in learning English especially in speaking.

From the score of both of groups, there is a difference between students' score in pre-test and post-test (control and experimental class) and the experimental class has

the higher mean score than the control class. But the mean score of those 2 classes is decreased.

Moreover, the standard deviation between the pre-test and post-test of each students in order to calculate the t-test to see the significance different in control group. The result of the calculation shows $t_{.01}$ = 2.756 and t < $t_{.01}$ means there is no significant difference between the mean score of the pre-test and post-test on the control group.

The standard deviation between pre-test and post-test to calculate the t-test of the experimental class is $t_{.01}$ = 2.750 and t < $t_{.01}$ also means there is no significant difference between pre-test and post-test.

Meanwhile, figure 4.1 shows clearly the difference mean of the pre-test and post-test between two classes. the result of the difference between pre-test and post-test on the experimental group is smaller than the control group itself. As the explanation above the control group decreased -1.28 and the experimental group decreased -0.80.

T mean of the experimental class is 3.12 and standard deviation 2.26 and the mean of the control class is 35.80 with standard deviation 2.16. Furthermore, the result of t value is -0.739 followed by sig. 2-tailed 0.462.

In addition, based on the calculation of the t-test Ha is accepted and Ho is rejected if p < α. However, Ho is accepted and Ha is rejected if p > α. Meanwhile the result of this study p is higher than α which is 0.462 > 0.05. For the effect size in this study was done calculated and revealed that the research of video blogging as a medium in teaching speaking had a weak effect which the score is 0.18.

Therefore, Ho is accepted and Ha is rejected. Thus, there is no significant effect of using video blogging in teaching speaking. It means that students who are given a treatment with video blogging have no significance different with the one who using an expository learning. The teacher maybe better to do not apply video blogging in teaching speaking, because the students do not give a significant improvement in their score of speaking.

The activity of teaching speaking in SMK Negeri 2 Bondowoso cannot be facilitated by using video blogging. There are several previous studies that exploring the effectiveness of using video blogging to improve students' speaking ability. Almost all previous studies present that this media is an effective tool for students and technology can fulfill the students' need in learning the materials.

According to Anil (2016), vlog can help the students to do self-assessment to their own performance before they post their vlog to their teacher and they can know and do appropriate improvement to their level of understanding. However, based on the statistical result in

this research there is no significance difference between students taught speaking by using video blogging and the students taught speaking with expository learning. It means that Vlog cannot help anything in their performance. As the result state above, the students' score in speaking pre-test and post-test decreased. In experimental class the score decreased –0.80 and the control class decreased -1.29 but actually they are decreased not significantly.

Besides, in the calculation of t-test explains that Ho is accepted and Ha is rejected which is p > α or with number 0.462 > 0.05. It can be concluded that teaching speaking through video blog does not give significant effect. The effect also decreased the students' score in post-test, means that this media is not appropriate to be applied in this school.

Watkins J., (2012) has proved that the students improve their speaking competence by using video blogging in learning activities but this study shows that video blogging is not appropriate medium in learning speaking in SMK Negeri 2 Bondowoso. Therefore it can be concluded that not all students' characteristic can be accept this kind of media. The teacher can create new media to teach speaking. It is seemed speaking is the most important skill to communicate. That is why students need to master this skill.

Nowadays there are so many media that popular among the students. Besides that, not all a popular media can be implement on students. In this case, the students feel that making a video blog is not easy as the teacher think. there are several reasons video blog is not effective to increase students' speaking ability. First, the students do not have an enough smartphone to take video nicely and edit it. Second, the students do not have enough good internet connection to watch some examples of video blog, thus they just watch the example from the teacher. Third, the students are not used to speak in front of the camera. Fourth, the students are not enjoy to make video, because they are shy, anxious, and cannot speak without see the outline. The final result also proves that the effect of video blogging in teaching speaking is weak. It also concludes that the teacher can be implement video blog but depends on the students' characteristics.

CONCLUSION AND SUGGESTION

Conclusion

In this research, the researcher implemented video blogging in teaching speaking in the experimental class, and expository way in the control class. The objective of this study is to get the empirical evidence about the effect of video blogging in teaching speaking to EFL students at tenth grade of SMK Negeri 2 Bondowoso in academic

year 2019/2020. It is needed for this research to prove the theoretical framework and previous related studies that had been mentioned in the previous chapter.

Based on the formula of effect size which was calculated by using Cohen's d formula also indicated that video blogging in teaching speaking gave 0.18 (weak) effect on EFL students' speaking competence. From the result in can be concluded that there is no significant effect of video blogging in teaching speaking at tenth grade of SMK Negeri 2 Bondowoso in academic year 2019/2020.

Suggestion

Based on the conclusion, it leads to several suggestions:

1. For the teacher

   The teacher is hoped to be more creative and innovative in order to make the students become more interested in learning speaking. Every student has different characteristic that is why even there are so many research that shows video blogging is an effective technique in teaching speaking, but the researcher find that video blogging is not appropriate in this school. So that, the teacher should find any techniques or media that would be appropriate with the characteristic of the students to make them improve their speaking skills.

2. For the students

   Nowadays, the students should be advance and wiser to use kind of the technologies because it will make the students easier in learning the materials. Here, the students are expected to master any kind of technology not only to amuse themselves but also to fulfill their learning needs.

3. Further researcher

   Doing this kind of research is wasting more time and needed the internet access to run the treatment well. So the researcher has to make sure the internet connection in the school is work. If it is not, the researcher should have back up like the portable WI-FI. Thus, this research can be used as basic information or references about the role of implementation video blogging in teaching speaking for who interested in conducting similar research.

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