

**THE USE OF VIDEO VLOG IN TEACHING SPEAKING SKILL  
OF 11<sup>TH</sup> GRADE STUDENTS OF SMK N 1 LUYO**



**A Thesis**

Submitted in partial fulfillment of the requirements for the degree of sarjana Pendidikan (S.Pd) in  
English education study program tarbiyah and teaching department state Islamic collage of  
Majene

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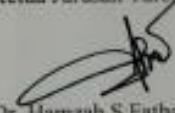
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## ACKNOWLEDGMENT

### بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah rabbil alaaminn. There is no beautiful sentence to say other than praise and gratitude for the presence and blessings of Allah SWT. For the blessings and pleasure and the opportunity so that the researcher can complete this thesis well. As part of the condition for the S.Pd degree State Islamic High School (STAIN MAJENE). May sholawat and greetings always be poured out to the Prophet Muhammad SAW. As a role model for us on this earth.

The researcher would like to express her deepest gratitude to her beloved parents (Muh. Idris and Nurbia) who have always provided support and encouragement during the lecture process until the preparation of this thesis was completed.

The researcher also wishes to express her deepest gratitude to Nur Fadillah Nurchalis, S.pd, M.Pd. as the first consultant, and Rina Marlina, S.S, M.Hum as the second consultant who has provided direction and guidance, and motivation in completing the task of this thesis. The researcher would also like to express his deepest gratitude to:

1. The head of the state Islamic high school, Prof. Dr. Wasilah, ST., M.T
2. Dr. Hamsah S.Ag as head of the Tarbiyah and teacher training department
3. Rabiatal adawiyah, S.Pd, M.Hum as head of the English Tadris study program
4. And all the English Tadris lecturers who have provided knowledge and knowledge during the lecture period.
5. The researcher also expresses his gratitude to his classmates in English class 2017 who have accompanied his educational journey for 4 years and thank you for the sweet memories so far.
6. I express my special thanks to my two best friends Muhammad Muhyiddin R.M and Aswan Basri who have always faithfully accompanied me to campus and always provided assistance during the process of writing this thesis.
7. Thank you to President of Bunehver who has always been a friend of discussion and gave motivation and enthusiasm in working on this thesis to completion.

8. And thank you to the people who participated in giving encouragement and prayers in the preparation of this thesis.

And the researcher realizes that in working on this thesis there are still many shortcomings, therefore the researcher accepts suggestions and constructive criticism. I hope this thesis can be beneficial for researchers and readers.

Luyo, 2021, October

The researcher

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## Abstract

**Umy Syahra Dewi**, *The Use Of Video Vlog In Teaching Speaking Of 11<sup>th</sup> Grade Students Of SMK Negeri Luyo.* (Supervised by Nur Fadillah Nurchalis and Rina Marliana)

The research aimed at finding out the effectiveness of using video vlog in improving the students' speaking skill of SMK Negeri 1 Luyo. The objective of the research were to find out the effectiveness of using video vlog with used procedural text as a instrument in teaching speaking skill in SMK Negeri 1 Luyo. This research used Quasi-experimental with pre-test and post-test. In the pre-test, in the pre-test, the students were given the test in oral test "make a video vlog" about procedure text as an instrument of the test before giving treatment. In the treatment, the students got material about greetings, imperative statements, procedure text, and how to Vlog. The population of this research was XI grade of SMK Negeri 1 Luyo, and the total of population of this research was 86 students. The sample of the research of class XI was ATPH as experiment class and TBSM as a control class, in the class TBSM consists of 16 students and ATPH consists of 16 students. So, the number of samples in this research is 32 students. Improving the students speaking skills by using the video vlog effect can be seen on the score post-test was better than the students score in pre-test before the researcher gave the treatment.

The mean students' score of pre-test in experiment class was 41,5 which classified POOR classification, and the mean score of the pre-test in the control class was 39.5 which was classified Very Poor classification. The mean score post-test in Experiment class was 58,25 which classified FAIR classification and the mean score of post-test in control class was 41.00 which classified Poor classification. After getting this value, the researcher processes the value using SPSS to test the normality of the data in order to find or get a T-value, but after testing the normal data is considered not normally distributed, the significance value (Sig.) for all data is good on the Kolmogorov-Smirnov test. as well as the Shapiro-Wilk test  $< 0.05$ , it can be said that the research data are not normally distributed . After doing the Wilcoxon test, get the following results Asymp.sig. (2-tailed) is 000 and its smaller than  $< 0,05$  . So the researcher concludes that in this research the increase was not too significant. It can be concluded that there is an increase in student learning outcomes by using Video Vlog with students learning outcomes using conventional learning models.

Key words : Video vlog, Speaking skill

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## CHAPTER I

### INTRODUCTION

#### A. Background

Language is an important part of communication. The use of language can convey someone's intentions and goals in that communication. In using language they can express their ideas directly. Speaking is how to communicate the language itself. In learning English at least there are four skills of language and we must be master it. Derakhshan et al (2016) declares that in English there are four skills, including listening, speaking, reading, and writing. Speaking is a skill that has an important role in communication. Speaking is a part of every day in life that everyone must develop in refined and detailed language.

Speaking skill is one of the most important parts that must be mastered from the four existing skills. There are many ways to improve our speaking skills by utilizing existing technology. Technology is an excellent supporting instrument in an effort to improve speaking skills. Veda et al (2016). explain that the advent of technology brought revolutionary changes in language usage. Technology is vehemently used in educational sectors rather than trade and transactions. It is the mode of communication. In order to communicate, speaking skills have to be expelled by the learners in learning English.

Various innovative technologies are being introduced to teach speaking skills in the classrooms. Teachers should use a lot of English speaking activities to motivate learners to learn and speak in English, and they should develop a learning classroom environment and they can utilize technology such as YouTube.

Wael Abdulrahman (2016) define that YouTube is considered to be a source of online material that can play a key role in the teaching and learning field. It is becoming more popular among people, especially among adults. This website can provide students with everyday videos with authentic situations that can help them improve their understanding and performance in English lessons.

Based on previous research, it was found that many students experienced problems, the first was the students' speaking ability which was still very low due to the lack of fluency and vocabulary that was known by students, unsatisfactory which was meant by unsatisfactory is the pronunciation of words when speaking was still very lacking or The students' pronunciation is still lacking, there are also students who feel embarrassed, nervous, and confident so they can't. export the breadth of talent that has of the student. According to Leong & Ahmadi, n.d (2016.) declare that there is some problem with speaking skill that are :

- a. The problem in the speaking class is that the participation is very low. In a class with a large number of students, each student will have very little time for talking because just one student talks at a time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak.
- b. Pronunciation is the lowest level of knowledge learners typically pay attention to it.
- c. The third problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves.

According to Riswandi (2016), he states that YouTube is considered by the researchers as an alternative strategy to s students 'speaking skills, After watching YouTube-based videos, it is expected that students can get the ideas to speak from the real environment of the speaker so that students will have an opportunity to do imitative, intensive, responsive, intensive, interactive, and extensive speaking performances.

Based on this problem, the researcher has an idea to use video vlogs in teaching students' speaking skills, especially students of SMK Neg. 1 Luyo. Researcher believe that by using video vlogs students can speak without pressure or embarrassment because students only talk in front of the camera. Students will be able to express what they want to express with confidence.

Based on the number of YouTube downloaders on the play store or app store as many as 5 million+. and every day there are thousands of videos uploaded including learning videos.

Using vlog media is considered appropriate because in general students currently have Smartphones which of course can be used as auxiliary tools in the learning process.

#### **B. Research questions**

From the background explained above, the researcher formulate the problem that is: Is the use of vlog video effective to improve students' speaking skills?

#### **C. The objective of the research**

Based on the problem statement above, the objectives of the researcher is: To find out the effectiveness of using vlog video in improving the students' speaking

#### **D. Significances of the research**

The significance of this research is expected to contribute and benefit to the learning process of English, especially to improve skills in speaking English through vlog videos on YouTube at SMK Neg. 1 Luyo

1. Benefit for teacher: by using the vlog video as a medium for his particular teaching on improving speaking skills, the teacher will have many choices of media to teach speaking in this modern era is expected to improve students' speaking skills effectively.
2. Benefit for students: as a research subject, can be a new experience in speaking class, and get to know and make good use of vlog video media and improve their speaking skills.

#### **E. Scope and Limitation**

This research focuses on the use of video vlogs in teaching speaking skills. This research is quantitative and the steps of data collection in this study were pre-test, treatment, and post-test. From these steps, it will be known the use of video vlog in teaching speaking skills. In this study, the video vlog referred to a vlog or video blog which is video content that is created and recorded.

In the video, you can tell about daily life, experiences, how to make, and things that are considered interesting to be used as content and aspects of life to post on social media. While the speaking instrument used in this research is procedure text as supporting in the video content made and first to make sure the subjects are in line with those in the school syllabus

## CHAPTER II

### REVIEW OF RELATED RESEARCH

#### A. Previous studies

There are several previous studies showed that the use of YouTube as a learning medium is an effective way. Riswandi (2016) the research objective is to present a perspective on which to base research using YouTube as an effective learning medium in improving speaking skills. The results of his research indicate that Video Vlog can improve students' speaking skills and motivation. To collect data obtained from several sources such as journal articles, presentations, papers, and theses.

The use of technology and social media in terms of improving students' speaking skills is the most effective way of providing opportunities to improve speaking skills, many other media can be used but in the results of the study Video Vlog is the right alternative Maulidah (2018). Her research aims to explore three important things, namely a). Vlog and its tools, b). Vlogging stages, c). The benefit is in improving students' speaking ability.

YouTube is one of the social media to support effective learning. The research discusses 1). Description of the vlog itself, 2). How to use vlogs to improve speaking skills, 3). And the application of vlogs in learning. The second previous research by Syafitri (2018) In her research, he used experimental methods by involving collaboration between teachers and students. In this study, the researcher paid attention to several aspects in giving assignments as positive encouragement to students, namely: providing topics or themes that were in accordance with student interests and lesson objectives, providing time limits for working on vlog video making assignments, encouraging students to free their minds and explore abilities they. The results of this study stated that video vlog was an effective strategy to improve speaking skills in this way proved to be fun and easy to access and students were very interested in the learning.

Mandasari & Aminatun (2020) in their research they explained that the purpose of the study was their research aims to identify the development of student performance while learning English using video vlogs. The research design used is quantitative by applying post-test and pre-test and is analyzed using descriptive statistics. The results showed significant results after using video vlogs as a learning medium in improving speaking skills.

Lestari (2019) defines that Speaking skills are needed by everyone, especially students. In her research explains that the rapid development of existing technology is expected to help the learning process, especially in improving speaking skills. As for some of the objectives of the research, namely, 1). To find out how students view the use of video vlogs to improve speaking skills. 2). To learn how the strategy of students in using video vlogs in improving speaking skills.

In her research design used was qualitative using purposive sampling technique to obtain samples. The research method used by students' perspectives in using video vlogs and strategies for using them, while the data were obtained from interviews and student observations. The results of his research showed that the students' perspectives in using video vlogs to improve their speaking skills were quite good by implementing various strategies. In addition, students have good English language skills by using video vlogs as a medium for learning English.

The difference between previous research and current research lies in the material that will be studied using video vlogs and also the method that researchers will use and adapt to the curriculum at school. The researcher will provide teaching material about "procedure text" then turn it into a video vlog content to improve students' speaking skills, especially on fluency, vocabulary, and pronunciation. Based on the description above, the researcher is interested in conducting research entitled "The use of vlog videos in teaching speaking skills" with the hope that the research conducted and the methods used can contribute and benefit students in terms of developing speaking skills.

## **B. Review of related literature**

### **1. Concept of speaking**

#### **a. Definition of speaking**

Speaking is one of the most important skills to be developed and enhanced as means of effective communication. Leong & Ahmadi (2016). Speaking skill is regarded as one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken language.

In another previous research from Parmawati (2018), she defines that Speaking is the highest target in the English language because speaking is the basis of communication which becomes function learning. Another expert from Wahyuni et al. (2018) stated that Speaking ability is not an ability profitable instantly to increase this ability need to practice continuously and be used in daily activities to communicate with others. A speaking teacher must assess many aspects of speaking concurrently. Boonkit (2010) define that Speaking as one of the four macro skills to be developed as a means of effective communication in both first and second language learning context.

Based on the several explanations above the researcher make conclude that speaking is a most important thing that must be mastered to communicate with other people so that we can express our ideas and listener can understand what we say.

#### **b. Component of speaking**

##### **1. Vocabulary**

Vocabulary is diction that is suitable for use in communication activities. Without vocabulary, humans will not be able to communicate effectively and humans will not be able to express opinions or ideas either verbally or in writing.

Leong & Ahmadi, (2016) define that Vocabulary as the knowledge of the word meaning mastering vocabulary means that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word spoken and written, the connotation or associations of the word, and word frequency.

## **2. Pronunciation**

Pronunciation is a way to produce clearer language when speaking. It has a lot to do with phonological processes which refer to the grammatical components that determine how varied sounds and patterns are in a language. There are some reasons why students make a lot of errors in pronouncing a sound home. Thirdly, learners find that English is difficult to pronounce because there are different sound systems between English and Indonesian language Adila (2019). At school, there is less time section in teaching pronunciation to the students. The learners have low motivation in learning English because they think that English is a difficult subject.

## **3. Grammar**

Grammar is the structure and system of a language, or of languages in general, usually considered to consist of syntax and morphology. Grammar is the system of a language. To have a mastery of English grammar, requires a lot of practice, both in and out of school. It needs an interesting teaching method as well.

Thomas (2005) defines that The grammar of a language as a dynamic, constantly changing set of habit patterns that allows people to communicate with one another. For some reason, many in academia and language teaching seem to have lost sight of this common-sense truth, preferring to treat grammar as though it were an object, outside of human beings in society, consisting of absolute categories and rules. And in his research, he revealed that there are three broad expression types or ways of expressing conceptual categories in all languages. These can be described as

1. Lexical expression
2. Morphological expression
3. Syntactic or analytic expression.

#### **4. Fluency**

Speaking fluency is a natural ability to speak spontaneously, quickly, and also complete with a few mistakes that can distract the listener from the speaker's message. J. D. Brown, (1995) declare that Fluency development first depends on students acquiring additional - linguistic tools, tools that go well beyond the knowledge of (a) pronunciation, (b) syntax, and(c) vocabulary that most teachers provide, to also in clued: (d) suprasegmental, (e) Paralinguistics,(f) proxemics, and (g) pragmatics.

Second, fluency development depends on students learning to make linguistic choices based on three sets of factors: (a).settings, (b).social, sexual, and psychological roles, as well as (c,) register and style. Finally, fluency development depends on students developing their abilities to use six linguistic strategies: (a) using speed to their advantage, (b) using pauses and hesitations Efficiently (c) giving appropriate feedback, (d)repairing competently, (e) clarifying effectively, (f) negotiating for meaning when necessary. Fluency development will be defined here as all teaching techniques and practice exercises designed to promote student fluency

#### **5. Comprehension**

According to RAND Reading Study Group, (1959) comprehension is the process of eliciting and making meaning through interaction and involvement with written language. From (Prima, 2015) Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. According to Moore (2016) he benefits that result from well-developed comprehension skills are endless. Reading comprehension skills will help your child not only in English class but in all areas of academic study.

Reading comprehension is the ability to process text, understand the meaning of the text and integrate it with what is known. The individual's

ability to understand texts is influenced by processing them and processing their information.

**c. Problems in speaking skill**

Speaking problems are some problems that make someone lacks speaking ability. Thomas (2005) Students who are poor in speaking ability tend to lack of vocabulary, grammar, and pronunciation in which belong to linguistics problems.

Those problems disturb students in improving their speaking ability. Another problem that influences the students' speaking ability is a psychological problem is psychological problems which the problems that related to emotional and physical conditions and self-productivity such as lack of self-confidence, nervousness, feeling shy when speaking English. The reasons why the students are having problems in their speaking are they are poor in grammar, vocabulary, and pronunciation. Those problems belong to linguistics problems.

Based on the explanations by several researchers above, the researchers concluded that several things can be a problem for language learners to improve their speaking skills, there are linguistic problems (including bad grammar, vocabulary, and pronunciation), psychological problems (emotional and physical health), and as a medium in the teaching and learning process.

**2. Media**

Implementation of language teaching requires good and attractive media for students. Many media can be used in the learning process one of which is YouTube. The use of media in teaching and learning activities will keep students focused on the teacher, the classroom will be under the control of the teacher. Yusi Kamhar & Lestari (2019) their state that Social media is a media vehicle online used for easy participation, sharing, create content including blogs, social networks, wikis, forums, and the virtual world.

There are kinds of media that can be used in the teaching-learning process one of the Video/film especially YouTube video. The creativity of the teacher will give functions to the media used. According to another expert Tayeb (2017) that There are three analyzes of the benefits of learning media, namely

- a. The model of achieving this concept: in this model, the emphasis is on understanding the nature of concepts, concept formation strategies, and specific concepts of logical reasoning in communication. Understanding the nature and conceptual strategies of the teaching material -also has an impact on the conceptual flexibility of students, has inductive thinking, and can be tolerant of uncertainty.
- b. Picture Word Inductive Model; the focus in this model on students is language skills, reading skills, and concept formation when reading and writing. The application of this model will encourage students to express themselves by reading and writing, and foster a reading culture of students.
- c. Research Exercise Model; students are expected to master research strategies and creative spirit in research. The benefit of applying this model is that students will have scientific process skills, independent learning, and be tolerant of uncertainty.

### **3. Vlog Video**

Some explanations regarding the definition of vlog among others. According to David et al., (2017) vlogs itself is commonly used in the community and vlogs can be used as a learning media. Vlog is a word that is familiar for young people today. (Syafitri, 2018) with the advancement of mobile technology, the youths now can easily create video recordings of themselves.

In her research, she explains that in vlog They can share about their daily activities, their personal life, their interests, and many other aspects of their life that they think will attract people to watch and then post on their social media.

Vlogs can help students share their ideas which may be difficult if written in print an example is how to explain the use of body language Izzah & Hadi (2018). In his research explanation via video will be easier to carry out using writing. Because in it there is an opportunity to see and hear directly with instructions for using body language. According to (Maulidah, 2018) she defines a video vlog is a video component that provides a series of online broadcasts which is allowing everyone to create a content video and post a video in social media.

Vlogs can also be used as learning media. By using it as a learning medium Vlogs are made according to the needs of the theme in learning itself Yudhi & Priana (2017). The emergence of teacher and student creativity in delivering material and presentations using video Vlogs can make learning more interactive so that there is a special attraction for students.

According to Robith, (2021) he declares that there are three types of a vlog. The first is How to make, the second is reality and the last is talking head. that's the type of vlog that is most commonly used by YouTube users today. steps to take when taking a video

- a. Make sure you know the purpose of the video you are going to make.
- b. Do the opening or greeting when starting the video
- c. present the content you want to make, make sure it's not long-winded and easy to understand
- d. The volume of speech must be considered, as well as intonation when explaining the contents of your content.
- e. Gesture and eye contact are very important.
- f. Appearance, pleasing to the eye.
- g. Closing

### C. Conceptual Framework.

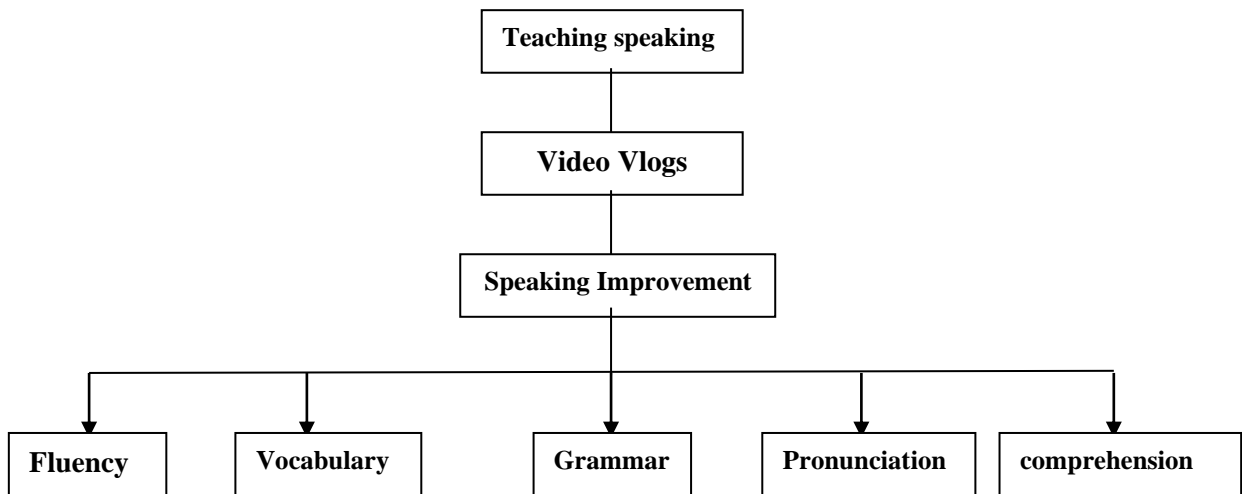


Figure Framework 2.1

As we know that Talking is a process, not just talking. The use of YouTube videos in learning to speak really helps students to stimulate and motivate students to speak in the media. Albahlal (2019) in his research stated that YouTube can help students to guess words and get vocabulary that students are not familiar with or have never heard before. In his research, it was also explained that this method can reduce student anxiety while studying, help students learn faster, and maintain student attention for longer while studying.

YouTube video as a medium is a visual aid that consists of several components such as sounds for students to listen to and visuals for them to see. It shows native English speakers' dialogues in a variety of situations. Too allows listeners to see facial expressions and body language simultaneously the time when they hear the stress, intonation, and rhythm of the language. By watching material on YouTube videos, students can get more motivated in terms of learning, especially in an effort to improve language skills.

#### **D. Hipotesis**

The hypothesis is a temporary answer to the research problem formulation, where the research problem formulation has been stated in the form of a question sentence. It is said to be temporary, because the answers given are only based on relevant theories, not yet based on empirical facts obtained through data collection. So the hypothesis can also be stated as a theoretical answer to the formulation of the problem as a research, not yet an empirical answer with data Suroso ( 2020).

There are two kinds of hypotheses in this study, namely the null hypothesis ( $H_0$ ) and the alternative hypothesis ( $H_a$ ), where the null hypothesis is stated in a negative sentence and the alternative hypothesis is stated in a positive sentence. Given the problems contained in the previous problem formulation, the hypotheses that can be proposed are:

1.  $H_0$ : There is no difference between students who are taught using video vlogs and students who are taught not to use video vlogs.
2.  $H^1$  :There is a difference in English speaking skills between students who are taught using Video Vlog media and students who are taught not to use Video Vlogs.

**CHAPTER III**  
**RESEARCH METHODS**

A. Research Design

The researcher used the type of Quasi-experimental research design with a Nonequivalent control group design.

a. Experiment class



*The figure of Research design 3.1*

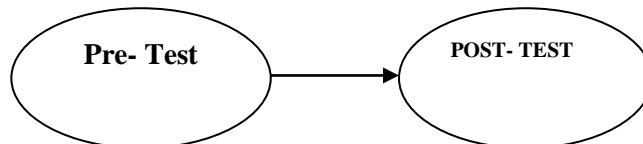
Note :

Pre-test : Given before treatment

Treatment : Teach speaking by using vlogs video

Post-Test : Given after treatment

a. Control class



Pre-test : Given before post-test

Post-Test : Given after pre-test

*The figure of Research design 3.2*

## B. Population

The population that will be involved in this research is all students of class XI SMK Negeri 1 Luyo academic year 2021/2022.

Class XI consists of four classes that are ATPH, TBSM, TKJ, OTKP.

ATPH consist of 16 students and TBSM consists of 16 students, TKJ consist of 28 students and OTKP consists of 26 students. So, the total of population in this research is 86 students.

## C. Samples

In this research, the sample will be taken by using the convenience samples technique. The sample of class XI is ATPH and TBSM, in ATPH class consist of 16 students and TBSM consists of 16 students. So, the number of samples in this research is 32 students.

## D. Instrument

This research used a test as an instrument to measure students learning outcomes before and after being given treatment with video vlog for Experimental class and Control class will use regular media. The test is an oral test the researcher will record the students' answers in which students will be answer

## E. The technique of Data Collection

There are several steps that will be taken in collecting data by researchers.

Table. 3.1 Assessment aspect

No	Name	Speaking Skills					
		Grammar	Fluency	Pronunciation	vocabulary	Comprehension	Σ

Table 3.2 the results of the pre-test and post-test

No	Name	Test Results		Mean Value
		Pre-test	Post-Test	$\Sigma$

**1. Pre- test**

- a. The researcher will come to class and ask students' attention
- b. The researcher will explain the research objectives
- c. The researcher will explain the test procedure that will be given to students
- d. The researcher will record students answer.
- e. The research will be tabulated student's score

**2. Treatment**

Steps to be taken After conducting the pre-test, the researcher will give treatment to students. It took six meetings and the treatment steps are:

In the first meeting after being given the pre-test the researcher was given materials about :

Table step of treatment 3.3

No	Preliminary activities	The first meeting	Second meeting	Third meeting	Fourth meeting
1	The researcher will give motivation and explain how important is to learn English before starting the material.	The researcher gave material about, vocabulary, and show several videos vlog "how to make" on YouTube and tell the purpose of the test. In this meeting, the researcher has 30 minutes for teaching material.	The researcher has given materials about, greetings, the intonation of words and sentences, and introduction.	The researcher has given materials about imperative statements, how to close video.	The researcher gave material about how to vlog, body language and show several video vlog "how to make" on YouTube.

### 3. Post-Test

The test will be given after being given the treatment in pre-experimental research. That the post-test will be given to students after they learn to use vlog videos in learning to speak. The post-test form is an oral test. Entry steps the posttest administration is :

- a. The researcher will explain the procedure of the test that has been given toward
- b. The researcher will ask the students to present in front of the camera orally.

### F. The technique of Data Analysis

The data that will be collected from the oral test will be analyzed quantitatively. The steps are as follows: in this research, it is analyzed through quantitative. Meanwhile, to get the results of the speaking score, the researcher will use a rating scale, which includes the grammar, vocabulary, comprehension, fluency, pronunciation, and task of students speaking. The researcher used the

standard of speaking score criteria purposed by H.D Brown (2004; 173) to analyze the data from Pre-Test and Post Test

- Scoring Rubric.

- Table 3.4 Scoring rubric

Score	Grammar	Comprehension	Vocabulary	Fluency	Pronunciation
1	Errors in grammar are frequent, but the speaker can be understood by a native speaker used to dealing with a foreigner	Speaking vocabulary inadequate to express anything but the most elementary needs	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrasing.	(no specific fluency description. Refer to other four language areas for an implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Can usually handle elementary constructions quite accurately but does not have thorough or	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can get the gist of most conversations on non-technical subjects. (i.e., topics that require no specialized knowledge)	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about	The accent is intelligible though often quite faulty.

	confident control of the grammar.			current events, as well as work, family, and autobiographical information.	
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations, on practical, social, and professional topics.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Comprehension is quite complete at a normal rate of speech	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. The accent may be obviously foreign.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Grammar errors are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Can understand any conversation within the range of his experience.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of	Errors in pronunciation are quite rare.

				fluency.	
5	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural references.	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.

### G. Scoring and Classifying the students' score

Scoring the students' speaking skills in pre-test and post-test used this formula:

$$\text{Score} = \frac{\text{The high score}}{\text{Students' total score}} \times 100$$

*Table 3.5 table criteria of the score result*

The score of the result would be classified in to the following criteria :

SCORE	CLASSIFICATION
80-100	VERY GOOD
66-79	GOOD
56-65	FAIR
40-55	POOR
<39	VERY POOR

Calculating the mean score and standard deviation

To calculate the main score the researcher applied the formula from (Arikunto, 2009) as follow :

$$\bar{X} = \frac{\sum x}{N}$$

Where:  $\bar{x}$  : the mean or arithmetic average of the score

$\sum x$  : The sum of all the score

N : The total number of the subjects

To calculate the standard deviation the researcher applied the formula from (L.R Gay, 1981) as follow :

$$SD = \sqrt{\frac{SS}{N-1}} \quad \text{Where } SS = \sum x^2 - \frac{(\sum x)^2}{N}$$

SD = Standard mean deviation

SS = Standard Score

N = the total number of students'

I = constant number

$\sum x$  = The um of the Score

$(\sum x^2)$  = The sum square of the sum of square

The test of significant

To find the significant difference between the main score of pre-test and post-test, it was needed to calculate the t-test value using the following formula from (L.R Gay, 1981):

$$t = \frac{\frac{D - \frac{(\sum D)^2}{N}}{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}{N(N-1)}$$

T = Test of significance

D- = The mean score of difference



**CHAPTER IV**  
**FINDINGS AND DISCUSSIONS**

**A. Research data**

Based on research that has been done at SMK Negeri 1 Luyo about the use of Video vlogs in teaching speaking skills in SMKN 1 Luyo in class XI, the results of the research are as follows:

1. Research Findings

a. Data Description

To find out the results of the pre-test and post-test results from students, the researchers made a table of observations during the study, namely the score table as follows

*Table figure 4.1 the result of the pre-test (experiment class)*

- The result of the pre-test in the experiment class

NO	Name	Assessment Aspect					Total	Σ
		Grammar	Fluency	Pronunciation	vocabulary	Comprehension		
1	BD	2	2	2	3	2	11	44
2	MT	2	2	2	3	3	12	48
3	HM	1	2	2	3	2	10	40
4	TD	1	2	2	2	2	9	36
5	HR	2	2	2	1	2	9	36
6	RA	2	2	3	3	2	12	48
7	AT	2	2	2	3	2	11	44
8	STA	1	2	3	3	2	11	44
9	AY	2	2	3	2	2	11	44
10	SM	1	2	3	2	2	10	40
11	IL	1	2	2	3	3	11	44

12	ML	2	2	2	2	1	9	<b>36</b>
13	SP	2	2	2	3	1	10	<b>40</b>
14	AH	2	2	1	3	2	10	<b>40</b>
15	NW	1	2	2	2	3	10	<b>40</b>
16	MTR	2	2	2	2	2	10	<b>40</b>
								<b>41,5</b>

Based on the results of the pre-test in the table, it has been described that that is the speaking quality of students who have undergone the pre-test before being given treatment. The total score of students who get on speaking skills is still very low or poor. Some of the reasons for this include nervous students, very insecure and difficulty expressing ideas/words, they have doubts about the vocabulary they have.

*Table figure 4.2 the result of post-test in Experiment class*

- The result of post-test in experiment class

N O	Name	Assessment Aspect						
		Gramma r	Fluency	Pronunci ation	Voca bula ry	Comprehen sion	Tot al	Σ
1	BD	3	3	2	3	3	14	56
2	MT	3	3	3	4	3	16	64
3	HM	3	2	3	4	4	16	64
4	TD	3	3	2	3	3	14	56
5	HR	2	3	3	2	3	13	52
6	RA	2	3	3	3	4	15	60
7	AT	2	3	3	3	3	14	56

8	STA	2	3	4	4	3	16	64
9	AY	3	2	3	3	3	14	56
10	SM	2	3	3	4	3	15	60
11	IL	2	3	3	3	3	14	56
12	ML	3	3	3	3	2	14	56
13	SP	3	3	2	3	3	14	56
14	AH	3	2	3	3	3	14	56
15	NW	3	3	2	3	3	14	56
16	MTR	3	3	3	3	4	16	64
								<b>58,25</b>

Based on the table above, the results of the student post-test show that overall students in the experimental class (class XI ATPH) illustrate that there is an increase in the post-test although it is not significant that has been given, this test shows that there is a change from the previous test. Where the process before giving the post-test students was given treatment for 4 times and the results were better than before.

Table figure 4.3 Assessment for Control class of Pre-test

N O	Name	Assessment Aspect						Σ
		Grammar	Fluency	Pronunciation	Vocabulary	Comprehension	Total	
1	AD	2	2	2	2	2	10	40
2	ALD	2	2	1	3	2	10	40
3	FK	2	2	2	2	2	10	40
4	HK	2	2	1	3	2	10	40

5	IH	1	2	2	3	2	10	36
6	IF	2	1	1	2	3	9	36
7	KB	2	1	1	3	2	9	36
8	MD	2	2	2	3	2	11	44
9	MAN	1	2	2	2	2	9	36
10	MS	2	2	2	2	2	10	40
11	RD	2	2	2	2	3	11	44
12	SL	1	2	2	2	3	10	40
13	SS	1	2	2	2	3	10	40
14	SP	2	1	2	2	2	9	36
15	SU	1	2	2	3	3	11	44
16	AR	1	2	2	2	3	10	40
								39,5

Table figure 4.4 Assessment for Control class of Post-test

N O	Name	Assessment Aspect						Total	Σ
		Grammar	Fluency	Pronunciation	Vocabulary	Comprehension			
1	AD	2	2	2	2	3	11	44	
2	ALD	2	2	1	3	2	10	40	
3	FK	2	2	2	2	3	11	44	
4	HK	2	2	1	2	3	10	40	
5	IH	1	2	1	3	3	10	40	
6	IF	2	1	1	2	3	9	36	
7	KB	2	2	1	3	2	10	40	

8	MD	2	2	2	2	3	11	44
9	MAN	1	2	2	3	3	11	44
10	MS	2	2	2	2	2	10	40
11	RD	2	2	2	3	2	11	44
12	SL	1	2	2	2	3	10	40
13	SS	2	2	2	2	2	10	40
14	SP	2	1	2	2	2	9	36
15	SU	1	2	2	3	3	11	44
16	AR	1	2	2	3	2	10	40
Average								<b>41.00</b>

Based on the results of the pre-test and post-test in the control class that was handled by the teacher, we can see that the score of students in the control class when they were given the pre-test was 39.5 and when they were given the post-test it was 41.00. We can see an increase but not significant because there is no treatment given to the class.

Based on the table above, the results of the pre test and post test in the experimental class and control class are as follows:

a. Experiment class

$$X_{I} = \bar{x} = \frac{\sum x}{N} = \frac{664}{16} = 41,5$$

$$X_{II} = \bar{x} = \frac{\sum x}{N} = \frac{932}{16} = 58,25$$

b. Control Class

$$X_{I} = \bar{x} = \frac{\sum x}{N} = \frac{632}{16} = 39,5$$

$$X_{II} = \bar{x} = \frac{\sum x}{N} = \frac{656}{16} = 41.00$$

## B. The overall result of pre-test and Post-test in Experiment class

The results of the pre-test and post-test in the experimental class showed that there was an increase after students were given treatment using video vlogs and presentation of material about speaking, greetings, imperative statement, and things that support it so that it can match the real video vlog, although in the end the video vlogs made by students still have many shortcomings

*Table 4.5 the students' scores of pre-test and post-test in Experiment class.*

And the comparison of aimed score between pre-test and post-test can be illustrated a follow :

No	Name	The Students' Score	
		Pre-test	Post-test
1	BD	44	56
2	MT	48	64
3	HM	40	64
4	TD	36	56
5	HR	36	52
6	RA	48	60
7	AT	44	56
8	STA	44	64
9	AY	44	56
10	SM	40	60
11	IL	44	56

12	ML	36	56
13	SP	40	56
14	AH	40	56
15	NW	40	56
16	MTR	40	64
Mean		<b>41,5</b>	<b>58,25</b>
Classification		POOR	FAIR

The mean score of pre-test and was 41,5 and the mean score of post-test was 58,25 before the students got the treatment the students got the " POOR" classification and after the students got the treatment the students got the "Fair" classification.

### C. The overall result of pre-test and Post-test in the Control class

*Table figure 4.6 the students' score of pre-test and post-test in Control class*

NO	NAME	The students' Score	
		Pre-test	Post-test
1	AD	40	44
2	ALD	40	40
3	FK	40	44
4	HK	40	40
5	IH	36	40
6	IF	36	36

7	KB	36	40
8	MD	44	44
9	MAN	36	44
10	MS	40	40
11	RD	44	44
12	SL	40	40
13	SS	40	40
14	SP	36	36
15	SU	44	44
16	AR	40	40
Mean		<b>39,5</b>	<b>41,00</b>
Classification		Very Poor	Poor

In the table above, it has been explained that the control class which has been given the same pre-test and post-test as the experimental class showed different results from the experimental class because the control class was not given treatment. In the control class, when given a pre-test, students get a classification of Very poor or in the range of 39.5, and after being given a post-test, students get a classification of poor or in the range of 41.00. The reason for an increase of 0.5% is that students have repeated the test and have begun to understand the purpose of the text.

**D. The calculating score of pre-test and post-test in Experiment Class.**

*Table figure of 4.7 worksheets of calculating the score of pre-test and post-test. for experiment class*

No	X1	X2	X1 <sup>2</sup>	X2 <sup>2</sup>	D(X2-X1)	D <sup>2</sup> (X1-X2) <sup>2</sup>
1	44	56	1936	3136	12	144
2	48	64	2304	4096	16	256
3	40	64	1600	4096	24	576
4	36	56	1296	3136	20	400
5	36	52	1296	2704	16	256
6	48	60	2304	3600	12	144
7	44	56	1936	3136	12	144
8	44	64	1936	4096	20	400
9	44	56	1936	3136	12	144
10	40	60	1600	3600	20	400
11	44	56	1936	3136	12	144
12	36	56	1296	3136	20	400
13	40	56	1600	3136	16	256
14	40	56	1600	3136	16	256
15	40	56	1600	3136	16	256
16	40	64	1600	4096	20	400
<b>N</b>	<b>664</b>	<b>932</b>	<b>27.776</b>	<b>54.512</b>	<b>264</b>	<b>4576</b>

**a. The standard deviation of pre-test**

$$\begin{aligned}
 SS &= \sum X1^2 - \frac{(\sum X1)^2}{N} \\
 &= 27.776 - \frac{664^2}{16} \\
 &= 27.776 - \frac{440896}{16} \\
 &= 27.776 - 27.556 \\
 SS &= 220 \\
 SD &= \sqrt{\frac{SS}{N-1}} = \sqrt{\frac{220}{16-1}} = \sqrt{\frac{220}{15}} = \sqrt{14,66} = 3.83
 \end{aligned}$$

So the standard deviation score of pre-test was 3.82

**b. The standard deviation of post-test**

$$\begin{aligned}
 SS &= \sum X2^2 - \frac{(\sum X2)^2}{N} \\
 &= 54,512 - \frac{932^2}{16} \\
 &= 54.512 - \frac{868.624}{16} \\
 &= 54.512 - 54.289 \\
 SS &= 223 \\
 SD &= \sqrt{\frac{SS}{N-1}} = \sqrt{\frac{223}{16-1}} = \sqrt{\frac{223}{15}} = \sqrt{14,86} = 3.85
 \end{aligned}$$

So the standard deviation score of post-test was 3.85

*Table 4.8 the standar deviation*

NO	TEST	STANDARD DEVIATION
1	Pre-test	3.82
2	Post-test	3.85

**E. The calculating score of pre-test and post-test in the control class**

*Table of figure 4.9 is the worksheet of calculating the score of pre-test and post-test control class*

NO	X1	X2	X1 <sup>2</sup>	X2 <sup>2</sup>	D(X2-X1)	D <sup>2</sup> (X1-X2) <sup>2</sup>
1	40	44	1600	1936	4	16
2	40	40	1600	1600	0	0
3	40	44	1600	1936	4	16
4	40	40	1600	1600	0	0
5	36	40	1296	1600	4	16
6	36	36	1296	1296	0	0
7	36	40	1296	1600	4	16
8	44	44	1936	1936	0	0
9	36	44	1296	1936	8	64
10	40	40	1600	1600	0	0
11	44	44	1936	1936	0	0
12	40	40	1600	1600	0	0
13	40	40	1600	1600	0	0
14	36	36	1296	1296	0	0
15	44	44	1936	1936	0	0

16	40	40	1600	1600	0	0
N	<b>632</b>	<b>656</b>	<b>25.718</b>	<b>27.008</b>	<b>24</b>	<b>128</b>

a. The standard deviation of pre-test

$$\begin{aligned}
 SS &= \sum X_1^2 - \frac{(\sum X_1)^2}{N} \\
 &= 25.718 - \frac{632^2}{16} \\
 &= 25.718 - \frac{399424}{16} \\
 &= 25.718 - 24.964 \\
 SS &= 754 \\
 SD &= \sqrt{\frac{SS}{N-1}} = \sqrt{\frac{754}{16-1}} = \sqrt{\frac{754}{15}} = \sqrt{50,26} = 2.85
 \end{aligned}$$

So the standard deviation in pre-test was 2.85

b. The standard deviation of post-test

$$\begin{aligned}
 SS &= \sum X_2^2 - \frac{(\sum X_2)^2}{N} \\
 &= 27008 - \frac{656^2}{16} \\
 &= 27008 - \frac{430336}{16} \\
 &= 27008 - 26.896 \\
 ss &= 139 \\
 SD &= \sqrt{\frac{SS}{N-1}} = \sqrt{\frac{139}{16-1}} = \sqrt{\frac{139}{15}} = \sqrt{9,26} = 2.77
 \end{aligned}$$

So the standard deviation of post test was 2,7

*Table of 4.10 score of standard deviation*

NO	TEST	STANDARD DEVIATION
1	Pre-test	2,87
2	Post-test	2.77

## F. Analyses descriptive

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment class	16	36	48	41.50	3.830
Post-test Experiment class	16	52	64	58.25	3.856
Pre-test control class	16	36	44	39.50	2.875
Post-test control class	16	36	44	41.00	2.733
Valid N (listwise)	16				

Note :            N                    = Number of samples

                  Minimum            = Minimum value obtained

                  Maximum            = the maximum value obtained

                  Mean                    = mean value

*Table of 4.11 analyses descriptive*

Based on the table above, it can be concluded that from the total sample of 16 students in the experimental class and 16 students in the control class after the researcher gave an initial test in the form of a pre-test to the experimental class, the minimum score was 36 and the maximum score was 48 with an average value of 41.55

The researcher gave a final test, namely the post-test after being given treatment in the form of a video vlog, then the minimum results were 52 and the maximum score was 64 with an average score of 58.25. While in the control class, the researcher gave an initial test in the form of a pre-test, so the score was 36 and the maximum value was 44 with an average value of 39.50. The researcher then gave a final test in the form of a post-test without doing treatment, so the minimum score was 36 and the maximum score was 44, so the average score was 41.00

## G. Tests of Normality

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	Df	Sig.
Hasil Belajar Siswa	Pretest Experiment	.215	16	.047	.894	16	.065
	Posttest Experiment	.345	16	.000	.787	16	.002
	Pretest Control	.257	16	.006	.814	16	.004
	Posttest Control	.268	16	.003	.796	16	.002

Table of 4.12 test of normality

## H. Wilcoxon test

		Ranks		
		N	Mean Rank	Sum of Ranks
Pre-test Experiment – Post-test Experiment	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	16 <sup>b</sup>	8.50	136.00
	Ties	0 <sup>c</sup>		
	Total	16		
Pre-test Control – Post-test Control	Negative Ranks	0 <sup>d</sup>	.00	.00
	Positive Ranks	5 <sup>e</sup>	3.00	15.00
	Ties	11 <sup>f</sup>		
	Total	16		

Based on the results of the Wilcoxon test, we can see that an increase in speaking learning by using video vlogs occurred in the experimental class but was not so significant. So it can be concluded that in this study it can be said that video vlogs can improve students' speaking skills but the increase that occurred in this study was not significant. This can be influenced by several factors, for example in the study, the time of giving treatment was considered not optimal because it only gave treatment 4 times in meetings held online and offline.

### Test Statistics

	Pre-test Experiment – Post-test Experiment	Pre-test Control – Post-test Control
Z	-3.547 <sup>b</sup>	-2.121 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000	.034

## I. Man Whitney test

		Ranks		
	Class	N	Mean Rank	Sum of Ranks
The resulting study of students	Control class	16	8.50	136.00
	Experiment class	16	24.50	392.00
	Total	32		

## Test Statistics

		Students learning outcomes
Mann-Whitney U		.000
Wilcoxon W		136.000
Z		-4.939
Asymp. Sig. (2-tailed)		.000
Exact Sig. [2*(1-tailed Sig.)]		.000 <sup>b</sup>

Interpretation: based on the “test statistic” output, it is known that Asymp.sig.(2-Tailed is 0,000. Because 0,000 is smaller than 0,05 it can be concluded that there is an increase in student learning outcomes by using Video Vlog with students learning outcomes using conventional learning models.

## J. Case processing summary

		Case Processing Summary			
		Pre-Test Experiment	Post-Test Experiment	Pre-Test Control	Post-Test Control
Series or Sequence Length		16	16	16	16
Number of Missing Values in the Plot	User-Missing	9	0	0	0
	System-Missing	0	0	0	0

The cases are unweighted.

*Table of 4.16 case processing summary*

**K. Result of pre-test in Experiment class**

**Pre-Test Experiment**

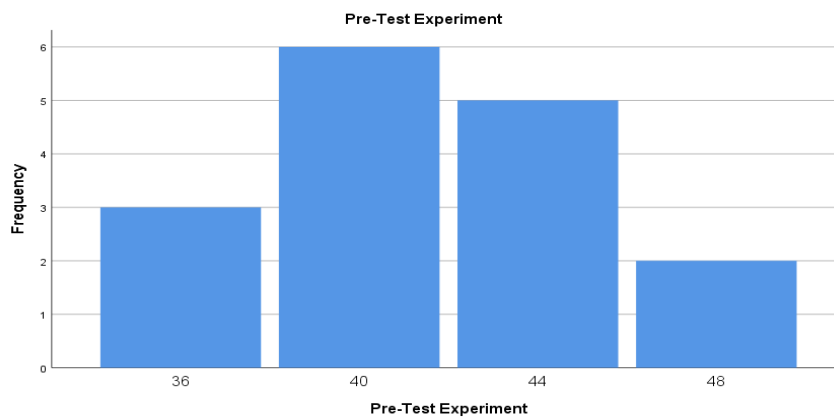
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	3	18.8	18.8	18.8
	40	6	37.5	37.5	56.3
	44	5	31.3	31.3	87.5
	48	2	12.5	12.5	100.0
Total		16	100.0	100.0	

**Estimated Distribution Parameters**

		Pre-Test Experiment	Post-Test Experiment	Pre-Test Control	Post-Test Control
Normal Distribution	Location	45.15	58.25	39.50	41.00
	Scale	1.952	3.856	2.875	2.733

The cases are unweighted.

*Table of 4.17 estimated distribution parameters*



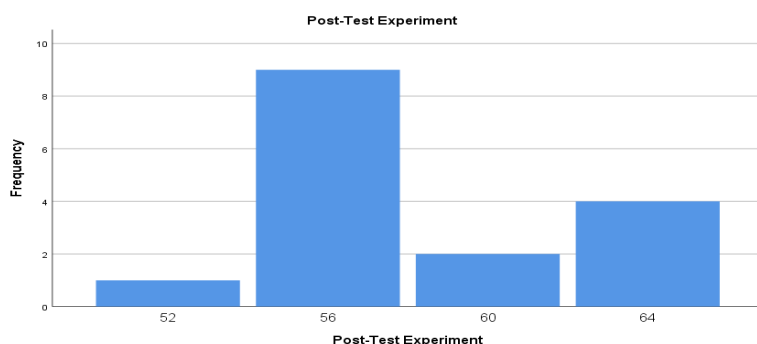
*Figure : 4.1 chart of Pre-Test in Experiment class*

Based on the bar chart above, of the 16 total samples (N) in the experimental class who were given an initial test in the form of a pretest, the results showed that students who scored 44 were 5 people and students who scored 48 were 2 people, this shows that among the 16 students only there are only 7 students who get a valid score while 9 of them get very low scores, namely, students who get a value of 36 as many as 3 people and students who get a value of 40 as many as 6 people. So it can be concluded that the students' speaking skills in the 11th grade English subject at SMKN Luyo are still relatively low

**L. Result of Post-test in experiment class**

**Post-Test Experiment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	1	6.3	6.3
	56	9	56.3	62.5
	60	2	12.5	75.0
	64	4	25.0	100.0
Total	16	100.0	100.0	



*Figure : 4.2 chart of Post-Test in Experiment class*

In the bar chart above, of the 16 total samples (N) in the experimental class who were given a posttest test after being given treatment (Video Vlog), the results showed that there was an increase in student learning outcomes in speaking skills in English subjects, namely: students who scored 52 as many as 1 person, students who scored 56 as many as 9 people, students who scored 60 as many as 2 people and students who scored 64 as many as 4 people.

So it can be concluded that the speaking skills of students in the 11th grade English subject at SMKN Luyo have increased through the use of video vlogs.

#### M. Result of Pre-Test in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	5	31.3	31.3	31.3
	40	8	50.0	50.0	81.3
	44	3	18.8	18.8	100.0
Total		16	100.0	100.0	

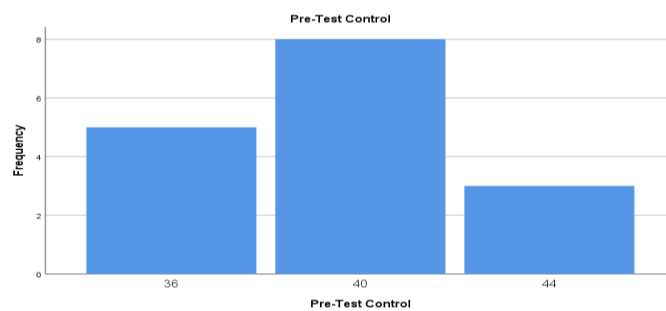


Figure : 4.3 chart of pre-test in control class

Based on the bar chart above, of the 16 total samples (N) in the Control class who were given an initial test in the form of a Pretest, the results showed that students who scored 36 were 5 people, students who scored 40 were 2 people, and students who scored 44 were 3 people, this shows that among the 16 total students there are only 3 students who get the maximum score while 8 of them get low scores and 5 others get relatively very low scores. So it can be concluded that the students' speaking skills (control class) in the 11th grade English subject at SMKN Luyo are still relatively low.

**N. Result of Post-test in Control class**

Post-Test Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	2	12.5	12.5	12.5
	40	8	50.0	50.0	62.5
	44	6	37.5	37.5	100.0
Total		16	100.0	100.0	

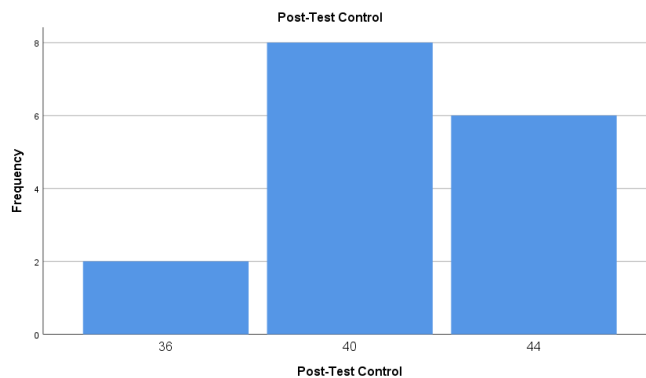


Figure : 4.4 chart of pre-test in control class

In the bar chart above, of the 16 total samples (N) in the Control class who were given a posttest test without any treatment, the results obtained were: 2 students who scored 36, 8 students who scored 44 and 8 students 44 as many as 6 people, this shows that in the final test (Posttest) there is no increase in the score, which is still at the minimum value of 36 and the maximum value of 44. So it can be concluded that the control class did not experience an increase in English learning outcomes in terms of speaking skills for grade 11 SMKN Luyo.

#### **O. The improvement of students' speaking skill**

Based on the results of the analysis above, the researchers found that the use of video vlogs in learning speaking can improve students' speaking skills in the eleventh grade at SMK Neg. Luyo although the improvement is not very significant. In the experimental class, which consisted of 16 students, 3 of them received very poor classification and 13 of them received the POOR classification when they were given the pre-test or before being given treatment. While in the control class, when the researcher gave the pre-test the results were not much different from the class. experiment, almost all students in this class got very poor classification.

When the researcher gave the pre-test, the experimental class got an average score of 41.5 and when this score was classified, the students got very poor classification, which means that students' speaking skills are still very low. Meanwhile, when the teacher gave a pre-test to the students in the control class, the students got an average score of 39.5, not much different from the results in the experimental class and both showed that the students' speaking ability was still low.

During the research, researchers can see the problems that exist in students. Most of the students do not have enough vocabulary to support them to speak in front of the class or in front of the camera. In addition to the lack of vocabulary, students also do not know how to pronounce each word, which means that there is a problem with students' pronunciation. Then the next problem for students is the lack of confidence in students so that the process of taking vlog videos is a little slow.

Based on the problems above, researchers provide treatment according to the needs of students. The researcher provided some material related to speaking skills and how to use the vlog video itself.

**P. The ways of Video vlog in teaching speaking skill**

There are six meetings for doing this research, 2 meetings of which were giving pre-test and post-test, and 4 meetings were used to provide treatment to students even though these 2 meetings were conducted online / online class. Online class activities are carried out based on the results of an agreement between teachers and researchers by considering several things, one of which is preventing the transmission of COVID-19.

At the first meeting, the researcher gave a post-test by only giving a piece of paper containing a picture of how to make instant noodles, at that time students were confused about how to tell how to make instant noodles while they did not know much vocabulary. Finally, when taking the vlog video on the pre-test, students only did what they could with the vocabulary they had mastered.

The second meeting, this meeting was carried out offline, the researcher provided material about vocabulary and understanding of the intent and purpose of the pictures in the text procedure and showed some examples of vlog videos on youtube related to the procedure text.

The 3rd meeting was conducted online class, at this meeting the researcher provided material on greetings, emphasis on words or intonation, and how to introduce themselves. At this meeting there were several obstacles experienced by the researcher, namely, many students did not respond to the WhatsApp group at the time of giving the material so that the researcher was difficult to determine to what extent students' understanding of the material was.

Meeting 4 was conducted in an online class, the researcher gave material and explanations about imperative statements, how to close when making videos and the researchers sent some pictures or picture questions about text procedures. When online classes were conducted, only a few students responded to the group.

One of the obstacles students did not respond to was when the researcher asked some students, they answered that they did not have an internet quota,

were embarrassed to respond, and there were too many subject groups in their WhatsApp.

The 5th meeting was conducted offline, at that time the researcher gave material about video vlogs and evaluated the materials that had been given previously. On that occasion, the presenters again gave examples of videos on YouTube and reviewed the materials that had been given, and asked what the obstacles were.

The Six meetings, namely the giving of the post-test was done offline, on that occasion, the researcher gave a post-test with the same test at the time of the pre-test. However, several obstacles were experienced during the post-test, including students who were still not confident enough to record themselves on a handphone camera so that some of the pre-test and post-test video results showed that many students only showed half their bodies. Various attempts have been made by researchers to invite students to appear confident in front of the camera, but there are still students who do not believe in their abilities.

From the first meeting until the last meeting, The researcher can see that the student's interest in learning English is less certain, this kind of thing also affects the research. However, student participation at the time of the study was quite good, at first students were shy to record themselves in the form of video vlogs because they knew the meaning of each vocabulary but they did not know how to pronounce it. In addition, their self-confidence is also still very low. To achieve maximum results in implementing video vlogs as one of the learning media that can be used in learning English, habituation of students is needed.

## CHAPTER V

### CONCLUSIONS AND SUGGESTION

#### A. Conclusions

In this study, the researcher conclude that this study uses two classes as samples, namely the experimental class and the control class. The results showed that the experimental class after being given a pre-test and then given a post-test experienced an increase after the treatment was given although the increase was not too significant.

When students in the experimental class were given a pre-test, the average score they got was 41.5 and the average score after being given a post-test was 58.25. While in the control class, after being given the pre-test, the students got an average score of 39.50 and the average score that the students got when they were given the post-test was 40.00. After getting this value, the researcher processes the value using SPSS to test the normality of the data in order to find or get a T-value, but after testing the normal data is considered not normally distributed, the significance value (Sig.) for all data is good on the Kolmogorov-Smirnov test. as well as the Shapiro-Wilk test  $<0.05$ , it can be said that the research data are not normally distributed. Because the research data is not normally distributed, the writer will do the Wilcoxon test to see the improvement that occurs in the experimental class and the Mann Whitney test to compare (Seeing the effectiveness of the previous N Gain Score test). After doing the Wilcoxon test, get the following results Asymp.sig. (2-tailed) is 000 and its smaller than  $< 0,05$  . So the researcher conclude that in this research the increase was not too significant.

Based on the “test statistic” output, it is known that Asymp.sig.(2-Tailed is 0.000. Because 0.000 is smaller than 0.05 it can be concluded that there is an increase in student learning outcomes by using Video Vlog with students learning outcomes using conventional learning models.

## **B. Suggestion**

To improve the quality of learning English, especially in speaking skills, the researcher can give some suggestions:

a. For the English teacher

Teachers, in general, must have innovations in learning and are also good at reading the situations and conditions of student learning. The use of media can be an alternative to realizing interactive learning and also not make students bored in learning.

b. For the students

Don't lose your enthusiasm and motivation in learning, especially learning English. More practice to speaking English

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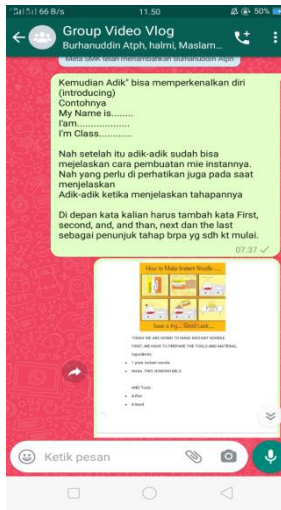
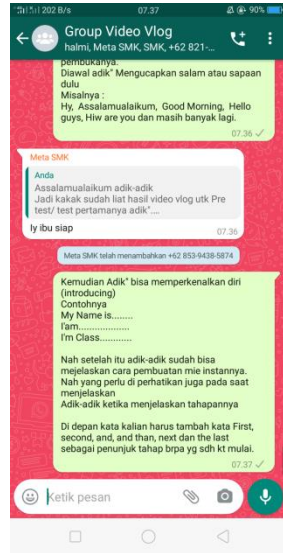
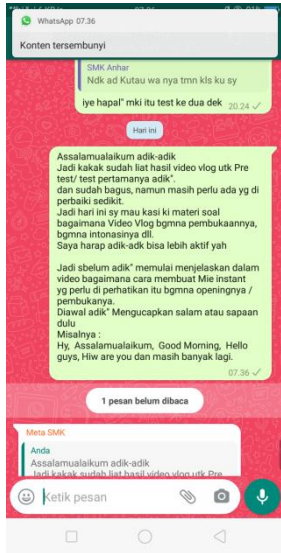
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## DOCUMENTATION









PEMERINTAH KABUPATEN POLEWALI MANDAR  
**DINAS PENANAMAN MODAL DAN  
PELAYANAN TERPADU SATU PINTU**

Jl. Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

**IZIN PENELITIAN**

NOMOR : 503/675/PL/DPMPTSP/IX/2021

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Izin Penelitian;
  2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
  3. Memperhatikan :
    - a. Surat Permohonan Sdr UMY SYAHRA DEWI
    - b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-0673/Kesbangpol/B.1/410.7/IX/2021, Tgl. 10-09-2021

**MEMBERIKAN IZIN**

Kepada :

Nama	:	UMY SYAHRA DEWI
NIM/NIDN/NIP/NPn	:	10256117025
Asal Perguruan Tinggi	:	STAIN MAJENE
Fakultas	:	TARBIYAH
Jurusan	:	TADRIS BAHASA INGGRIS
Alamat	:	MAMBU KE.C. LUYO KAB. POLMAN

Untuk melakukan Penelitian di SMKN 1 Luyo Kabupaten Polewali Mandar, yang dilaksanakan pada Bulan September s.d Oktober 2021 dengan Proposal berjudul "THE USE OF VIDEO VLOG IN TEACHING SPEAKING SKILL OF 11<sup>th</sup> GRADE STUDENTS OF SMKN 1 LUYO"

Adapun Rekomendasi ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar  
pada Tanggal, 13 September 2021



**KEPALA DINAS PENANAMAN MODAL DAN  
PELAYANAN TERPADU SATU PINTU**

**Drs. MUJAHIDIN, M.S.**

Pembina Utama Muda  
NIP. 19660606 199803 1 014

**Tembusan:**  
Unsur Forkopinda di tempat;





PEMERINTAH PROVINSI SULAWESI BARAT  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMK NEGERI LUYO

NSS: 401330308002 NPSN: 40602557

Jalan Poros Tular, Desa Mambu Kec. Luyo KodePos 91353 Email: smknegeriluyo@gmail.com



**SURAT KETERANGAN**  
Nomor: 422/045/SMKNLUYO/2021

Yang bertanda tangan dibawah ini:

Nama : Anwar, ST., MM  
NIP : 19740724 200903 1 002  
Jabatan : Ka. SMK Negeri Luyo

Menerangkan dengan sesungguhnya bahwa:

Nama : Umy Syahra Dewi  
NIM : 10256117025  
Asal Perguruan Tinggi: STAIN Majene  
Prodi : Tarbiyah dan Keguruan  
Jurusan : Tadris Bahasa Inggris

Telah melaksanakan penelitian di SMK Negeri Luyo mulai september sampai oktober 2021 untuk memperoleh data guna penyusunan skripsi dengan judul "The use of video vlog in teaching speaking skill of the 11<sup>th</sup> grade in SMK Negeri Luyo".

Demikian surat keterangan ini, kami buat untuk dipergunakan sebagaimana mestinya.

Luyo, 18 Oktober 2021

Mengetahui :

Kepala,



Anwar, ST., MM

NIP: 19740724 200903 1 002

## **CURRICULUM VITAE**



**UMY SYAHRA DEWI**, The researcher was born on April 17<sup>th</sup>, 1999 in Mambu. Kec. Luyo she is the only child of Mr. M. Idris and Mrs. Nurbia. She started school in 2005 at SDN 052 INP Mambu Kec. Luyo, Polewali Mandar and graduated in 2011, in the same year she entered SMPN 1 Wonomulyo and graduated In 2014 and continued to SMA Negeri 1 Wonomulyo and graduated in 2017 and then she registered at the State Islamic High School (STAIN MAJENE) and majored in Tarbiyah and teacher training at the English Tadris study program and completed her final education project with the thesis title "The Use Of Video Vlog In Teaching Speaking Skill of 11th Grade Students Of SMK Neg 1 Luyo"



