VLOG PROJECT IN ENHANCING STUDENTS' SPEAKING ACHIEVEMENT

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ABSTRACT

The advancement of technology has provided students with numerous opportunities to explore various media that can assist them in acquiring English as a target language. This study aims to examine the progress of students' speaking skills after being taught using Vlog as a teaching medium at SMK Muhammadiyah Pagaralam. The participants in this study were tenth-grade students from SMK Muhammadiyah Pagaralam. A quasi-experimental design was employed for this research. The instruments utilized in this study included an oral test administered before and after the treatment. The data analysis results demonstrated that the students exhibited improved speaking skills after being taught using vlogs as a teaching medium. In conclusion, vlogs proved to be an effective medium for enhancing students' speaking achievements at SMK Muhammadiyah Pagaralam.
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Keywords: Vlog, speaking achievement

1. INTRODUCTION

In the context of English language education in Indonesia, the primary objective is to equip students with the ability to communicate effectively in both written and spoken English. It is widely acknowledged that English language instruction encompasses four essential skills: reading, writing, listening, and speaking. Among these skills, speaking is considered to be the most complex and demanding, requiring substantial engagement and extensive practise.

The development of speaking skills is crucial, as it enables students to express themselves fluently and accurately in various real-life communication situations. Speaking involves not only the mastery of grammar and vocabulary but also the acquisition of pronunciation and intonation and the ability to convey ideas and opinions with clarity and coherence. Unlike the other language skills, speaking necessitates direct interaction and the immediate production of language, making it a challenging aspect of language learning.

To effectively teach speaking skills, educators employ various strategies and instructional approaches that provide ample opportunities for students to practise speaking in authentic contexts. Classroom activities, such as role-plays, discussions, debates, presentations, and simulations, are commonly used to promote active participation and foster

the development of students' speaking abilities. These activities encourage students to use the language spontaneously, build confidence, and develop their fluency and communicative competence.It is essential to prioritise the teaching and learning of speaking skills in the English language curriculum to ensure that students are well-prepared to communicate effectively in real-world situations. By emphasising the development of speaking skills, educators aim to equip students with the linguistic and communicative competence necessary for success in various personal, academic, and professional contexts.

Speaking is the activity that is used by people to get various information. Zuhriyah (2017) stated that speaking is the way of people to express and communicate with others. Because we may find knowledge by interacting with one another, having the ability to speak enables us to obtain a wide variety of information from any source and in any location. Teaching students how to communicate effectively orally is a crucial component of English language education. Because a person's capacity to talk in a way that is both fluent and understandable is typically the primary factor that determines the primary impact that a person has on others, speaking

becomes an essential component of everyday interaction.

Speaking English in an Indonesian setting presents difficulties since English is seen as a foreign language by Indonesian language learners. There aren't many English-speaking people in public. Speaking is difficult to be mastered. Burns (2012, p. 2), Speaking requires a variety of sophisticated processes and abilities at once, frequently in real time, when they may not be able to plan ahead. Furthermore, Ellis in Mandasari and Aminatun (2008) stated Students might need to put in more effort to perfect their speaking skills if they haven't had enough opportunities to use and practise English. According to an interview with teachers at the vocational school Muhammadiyah Pagar Alam, there are several issues with the learning process. These issues include a lack of vocabulary, students' frequent perception that speaking is a difficult thing to do and that it is not pleasurable to do, and a lack of motivation among students to study. As a result, a sizeable number of students experience anxiety or even reluctance when it comes to communicating in English. When they have to communicate in English, a sizeable portion of them experience nerves and, at times, a lack of self-assurance.

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Technology innovation may be adopted in order to provide a specific means by which pupils might increase their capacity to communicate orally. In this particular instance, a Vlog was made available to the pupils. This study will focus on analysing how implementing vlogs affects a person's capacity to communicate verbally. A vlog is selected because it provides students with a variety of learning opportunities; it mixes video, audio, photos, text, educational content, innovative ways to convey it, expression, and emotion into a single video that can be uploaded to social media or a YouTube channel. Biel and Gatica-Perez (2010) stated that vlog can be defined as a media for communication in the form of online broadcasts which is created and posted. Meanwhile, Mogallapu in Brilianti (2020, p. 234), "vlog is a general modification of blogging activity that changes the written context of language to the spoken (oral) that is taken by the camera and publish into a video". Vlogging is an alternate method that can be used to improve one's English-speaking skills and boost self-confidence. The writer prefers to use Vlog as a teaching medium in order to improve students' speaking achievement because Vlog provides students with a variety of learning experiences.

2. METHODS

This research employed a quantitative approach in its methodology to investigate the effectiveness of using VLog as a teaching tool. The study was conducted at SMK Muhammadiyah Pagar Alam during the second semester of the academic year 2021–2022, focusing on tenth-grade students. To assess the students' progress, the researcher conducted interviews to gather qualitative data. Additionally, pre-tests and post-tests were administered to collect quantitative data.

After receiving instruction with the assistance of VLog, the students underwent an oral test to evaluate their speaking skills development. The collected data were then analysed and processed using the statistical software SPSS, specifically the match (t-test) function provided in the programme. This statistical analysis allowed for a comparison of the students' performance before and after the intervention, providing insights into the effectiveness of using VLog in enhancing their speaking abilities.

By employing a quantitative research design and utilising various data collection methods, including interviews and pre- and post-tests, this study aimed to gather comprehensive evidence and

examine the impact of VLog as a teaching tool on the students' speaking proficiency. The data analysis using SPSS enabled the researcher to determine the statistical significance of any improvements observed in the students' speaking performance, contributing to a deeper understanding of the effectiveness of VLog in language learning contexts.

3. RESULTS AND DISCUSSION

During the course of this research, the students in the tenth grade at SMK Muhammadiyah Pagar Alam were given both a pre-test and a post-test to complete. The findings of this study pertain to the outcomes of the many tests that were carried out. It was known that the pre-test for the experimental class had a range of scores, with the lowest score being 36 and the maximum score being 68. This was based on the result of the test. The standard deviation was 7.01499 points, while the mean score was 47.7143 points. On the other hand, the post-test scores ranged from 50 all the way up to 78, with 50 being the lowest possible score. The standard deviation was 6.73483 points, while the mean score was 63.3714 points. The following graphic presents a distribution of the percentage of students that met or exceeded expectations on the speaking portion of the pre- and post-

tests.
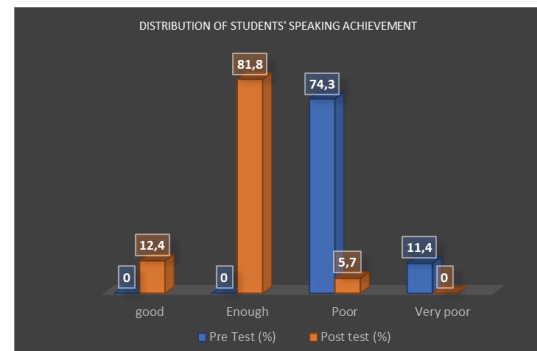
According to the graphic, the percentage of students who scored well on the pre-test was as follows: 4 students (11.4%) were in the good level, with a mean of 8.686; 29 students (74.3%) were in the enough level, with a mean of 51.829; and 2 students (5.7%) were in the poor level, with a mean of 2.857. According to Brown (2003), Students at a poor level were able to meet the routine social demands and limited work requirements, while students at a level sufficient to speak the language were able to speak the language with sufficient structural accuracy and vocabulary to participate efficiently in most formal and informal conversations on practical, social, and professional topics, and students who were at a good level were able to use the language fluently and accurately on all levels normally pertinent to professional needs. In addition, the results of the post-test show that there were 12 students who received an excellent score, 81.8% of students were at an adequate level, 74.3% of

students were at a low level, and there were no students who were at a very poor level. Given that the post-test showed no children performing at a bad level, we can conclude that pupils did, in fact, make progress in their speaking achievement.

The Result of Paired Sample T-Test for Speaking Aspects in Experimental Group

Variables	Mean Pre-test	Mean Post-test	Mean Diff	T-obtained	Sig. (2 tailed)
Speaking Achievement (Total)	47.7143	58.0000	10.28571	10.272	0.000
Grammar	9.7714	11.7143	1.54286	7.069	0.000
Vocabulary	10.5714	14.0000	3.42857	9.703	0.000
Pronounciation	9.6571	11.4857	1.82857	6.614	0.000
Fluency	8.8000	11.3714	2.57143	6.752	0.000
Comprehension	8.0000	10.4000	2.40000	6.751	0.000

According to the data presented in the table above, there was a discernible improvement in each and every component of the speaker's performance both before and after receiving treatment with the Vlog educational material.

The provided table presents a comparison of the pre-test and post-test results of the experimental group in terms of speaking skills. According to the table,

the average score for the pre-test speaking achievement was 47.7143, while the average score for the post-test speaking achievement was 58.0000, indicating a mean difference of 10.28571. Furthermore, the calculated t-value was 10.272, with a significance level of 0.000.

In addition, the value of the pre-test of grammar was 9.7714, but the mean of the post-test of grammar was 11.3143, and the mean differences were 1.54286. During this time, the value of t that was acquired was 7.069, when the significance level was 0.000. The second component was vocabulary, where the pre-test mean score was 10.5714 and the post-test mean score was 14.0000, with a mean difference of 3.42857. While this was going on, the value of t that was acquired was 9.703, when the significance level was 0.000. The second component was pronounciation, and the mean score on the pre-test was 9.6571, while the mean score on the post-test was 11.4857, with a difference in mean of 1.82857. While this was going on, the value of t that was acquired was 6.614 when the significance level was 0.000. The next component that was examined was fluency; the mean score on the pre-test was 8.8000, while the mean score on the post-test was 11.3714, and the mean difference was 2.57143. In the meantime, the value of t that was obtained was 6.752

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when 0.000 was used as the significance threshold. The final factor, understanding, had a mean score of 8,000 on the pre-test and a mean score of 10,4000 on the post-test, with a difference in mean scores of 2,400,000. In the meantime, the value of t that was acquired was 6.751, which was significant at the 0.000 level.

The analysis of the data allowed for the deduction that there were notable and statistically significant variations observed in all components of speaking within the experimental group, both before and after the implementation of the instructional intervention. The findings indicated substantial improvements in various aspects of speaking, including grammar, vocabulary, pronunciation, fluency, and comprehension, following the therapy or instructional treatment. This conclusion implies that the intervention had a positive impact on enhancing the students' performance in all aspects of speaking. The results signify the effectiveness of the therapy in addressing the specific areas of speaking skills and fostering notable progress among the participants. The significance of these findings supports the efficacy and value of the implemented intervention in enhancing the students' speaking abilities and overall oral communication

competence. According to the results of the study, which were based on the data, it was found that there was a substantial difference in the speaking achievement of students after they had been treated by employing vlog media. This suggests that the pupils were inspired to interact with one another while they were exposed to this form of media in the classroom. Vlog media was shown to be beneficial in boosting students' speaking achievement, and it also had the potential to teach kids responsibility in their day-to-day lives. The processing of information, communication, reviewing of content, and checking of existing knowledge were all handled well by the vlog. In comparison to text blogging, students have the opportunity to participate in a wider variety of web experiences when they vlog. The capacity to make a vlog requires pupils to be able to blend videos, audio recordings, still images, and written content. The fact that pupils were able to communicate in a creative manner is indicated by the fact that many vloggers hold the belief that video expression is more natural than written expression. Following the administration of the medication, the kids showed clear signs of improvement in their ability to communicate orally. It demonstrated that there was a significantly different level of

achievement in each and every area of speaking. According to the findings of this research, in terms of the factors of speaking achievement, there was one part that improved the most, and that feature was vocabulary. Because the students picked up a lot of new vocabulary when they watched vlogs and also picked up new vocabulary when they worked to enhance their speaking skills, we can conclude that vocabulary was the factor that contributed the most to the overall improvement in speaking accomplishment.

Valimbo (2018) found that using a video blog to teach speaking was more effective and successful, which supported this finding. As a result, students were able to address deficiencies in areas such as their pronunciation, vocabulary, and grammar. In addition, students developed an enjoyment for learning English with their peers or on their own, as well as a sense of contentment, fun, and ease. They transformed into a whole new person in the classroom. Students were encouraged to voice their opinions or seek clarification if they encountered challenges during the teaching and learning process. Because of this, the use of vlogs proved to be an efficient and effective method for getting other students who lacked motivation

interested in and enthusiastic about the lecture. The researcher looked at three different elements and found that the researcher's improvement in vocabulary was the most prominent or increasing of the three factors.

After considering various aspects such as grammar, vocabulary, pronunciation, fluency, and comprehension, the statistical analysis revealed a significant level of 0.000 and a t-value of 10.272, which surpasses the critical value of 1.995. This indicates a significant difference in speaking achievement among tenth-grade students at SMK Muhammadiyah Pagar Alam when the vlog medium was employed as a teaching tool. Thus, based on the findings, it can be concluded that the utilisation of vlog media effectively enhanced the students' speaking skills at Vocational School Muhammadiyah Pagar Alam.

4. CONCLUSION

Based on the findings and interpretation of the data, it was observed that the students who received instruction through the utilisation of vlog media demonstrated significant improvement in their speaking achievement. Moreover, when compared to the control group, these students exhibited better performance across all aspects of

speaking. This suggests that the implementation of vlog media as a teaching tool effectively contributed to the progress of senior high school students in enhancing their speaking skills.

Consequently, it can be concluded that vlog media played a crucial role in significantly improving the students' speaking achievement at SMK Muhammadiyah Pagar Alam. The positive outcomes of this study highlight the potential of incorporating vlog media into the teaching and learning process, particularly in the context of developing students' speaking skills. These findings provide valuable insights and encourage the application of vlog media as an effective instructional tool in educational settings.

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