

The Use of Vloggingas a Media in Online Class

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Received (10 November 2020)

Accepted (18 Desember 2020)

Published (20 December 2020)

ABSTRACT

This research aims to find out whether there is an effect on using Vloggingas a media towards the students' speaking skill in online class, in academic year 2019/2020. This research is quasi-experimental research that carried out at Eleventh grade students of MA Muallimin Muhammadiyah Bangkinang. It involved 52 students of two classes, XI Agama Putri as experimental class and XI Agama Putra as control class. Each class consisted of 26 students. The experimental class was taught by using Vloggingas a media while control class was taught by using Voice Recording. The data were analyzed by using T-test formula. Based on the collecting data, it was obtained that t_{count} is 6 and t_{table} is 1,67 where α is 0,05. It showed that t_{count} higher than t_{table} (6 higher than 1,67), so that H_0 is rejected and H_a is accepted. It means there is a significant difference in the students' speaking skill between the students who were taught by using Vloggingand those who were taught by using Voice Recording. Based on the result findings, it can be concluded that the use of Vloggingin teaching speaking skill in online class is effective.

Keywords: **Vlogging, speaking skill, online class**

INTRODUCTION

Speaking is one of the four language skills besides listening, reading and writing which are taught in teaching of English. Each of these skills has different way to master and express. Marleni, et al. (2018), state that speaking is one of the language skills that is important in communication, consequently many communities in countries in this world use it in every aspect of human life. It means that people should master speaking skill for having good communication.

One major skill that needs to be mastered by language learner is speaking skill (Muhsin, et al., 2019). However, speaking is difficult for some students. Marzuki, et al. (2018), state that speaking is considered as the most difficult skill among other skills, because it needs skills to develop correct sentences as well as skills to pronounce it correctly. Speaking skill has three components such as vocabulary, grammar and pronunciation which also must be mastered by the students. Consequently, the students assume that speaking is difficult to study.

The world is shocked by the outbreak of disease caused by a virus called corona or known as covid-19 (Corona Virus Disease 2019) that influence teaching and learning process, especially in MA Muallimin Muhammadiyah Bangkinang. This school is force to dismiss or move the teaching and learning process from school to home. From

face to face class to online class. Online class is a specifically defined course where at least 80% of the content is sent online without face to face meetings (Alsaaty, et al., 2016). The students and the teacher conduct it by using applications such as WhatsApp, Zoom, Google classroom and others.

Based on the result of interview with English teacher at MA Muallimin Muhammadiyah Bangkinang, there are some problems in teaching and learning of English in online class, especially in speaking skill. The teacher teaches speaking skill by using voice recording as a media. It means the students must send the assignment in the form of voice recording directly in online class. As the result, the students not being brave to speak English so they avoided speaking in online class. In addition, the students' speaking skill is just stayed in the low level. Based on the data, there are many students have low level score between fair and poor (<55-64) in speaking skill.

English teacher at MA Muallimin Muhammadiyah Bangkinang also says that the students have lack of vocabulary and poor pronunciation, so they tend to keep silent and become passive in speaking activity. The students feel embarrassed and afraid to answer the question from the teacher because fear of being laughed by other friends. Furthermore, the students have difficulty in learning process in online class because they do not have internet packages and poor internet connection. It makes the students feel bored and do not have motivation in learning English, especially in speaking skill.

To overcome this obstacle, many media have been applied and developed. Vlogging is one media to deal with the students' problems in speaking skill. Rahayu & Nurviani (2017), state that by using Vlogging the students can practice speaking anywhere, the students can see the weakness or strength of their speaking skill by looking at their vlog, the students can more concentrate when practice speaking, the teacher and the students can utilize technology in learning process. It means Vlogging is very effectively used to solve the students' difficulties in speaking skill because it is something new and different from what the students get in face to face class.

Vlogging is a trendy version of video. The students love video because video presentation is interesting, challenging and stimulating to watch (Duffour et al., 2017). In this digital era, one of the activities that students like is document or records their activities by making video which are commonly known as vlogging. It is a simple video where someone record face to the camera and upload it to the public. Using

Vlogging in learning English allows the students to share their ideas and showing their knowledge.

Based on the explanation above, it can be shown that Vlogging is an interesting media in teaching speaking skill. Through Vlogging the students would like to be excited in learning English, especially in speaking skill.

METHOD

The type of this research is quasi experimental research, exactly Pretest-Posttest Control Group design. Rogers & Revesz (2019), states that quasi experimental research is research design to examine whether there is a causal relationship between the independent and the dependent variables. It means that quasi experimental research is a research that is purposed to investigate cause and effect of the research. In this experimental research involves two groups, experimental class and control class. Experimental class means the students use Vlogging as a media in learning English, especially in speaking skill and control class teach by voice recording. The procedure of quasi experimental design includes pretest, treatment and posttest.

The population of this research is all of the Second grade students of MA Muallimin Muhammadiyah Bangkinang. The classes are divided into five classes that consisted of 123 students. This research uses Cluster sampling to determine the sample. It takes two selected classes as the sample, they are XI Agama Putri as experimental class and XI Agama Putra as control class. Where, each of class consisted of 26 students. The sample of this research is 52 students.

The instrument of the research is speaking test. It's conducted in both of groups; experimental class and control class. The test gives is twice, the first test is used to see the pretest score before the treatment and the second is used to see the posttest score after the treatment. The researcher conducted the oral test in certain media for both groups; the experimental class and the control class.

Technique of collecting data of this research is pretest and posttest. The type of pretest uses in this research is in the form of questions. The question is based on certain topic that should be answered by the students. Unlike pretest, posttest is used after the students have gotten some treatment by using media. In posttest, the students will have some activities to do oral production by using Vlogging proposed in this research.

In this research, the data are analyzed by using statistical method. First, the data is analyzed from the classroom' observation. Second, the researcher used students' post test score of the both groups; experimental class and control class as the data of the research. The researcher analyzed the data by using T-test to know whether the result of the research. In this research, the researcher used quantitative data analysis technique to know the students achievement before and after being taught by Vloggingas a media and the data is analyzed by using statistical method.

FINDINGS AND DISCUSSION

1. The Students' Speaking Skill

This research analyzed the effect of Vloggingtowards the students speaking skill. The analysis was on the following explanation:

a. Pretest Score

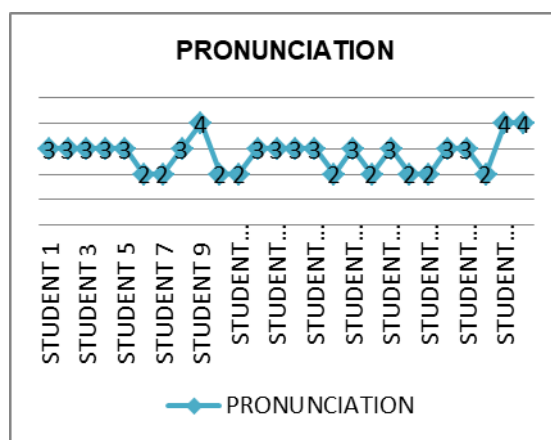
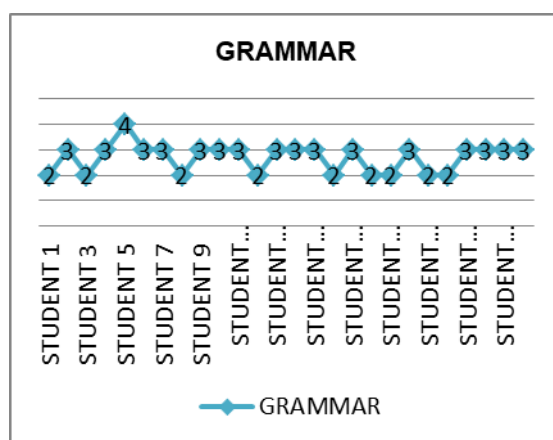


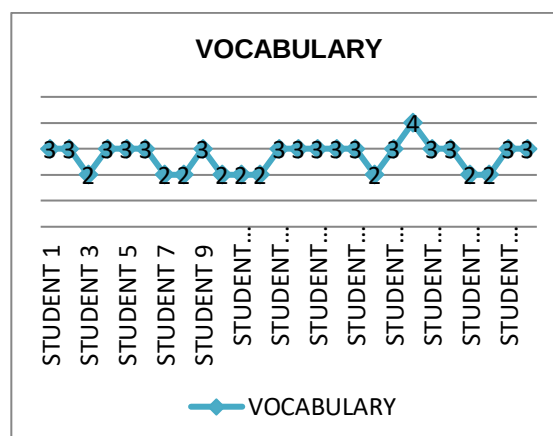
Figure 1

The Students' Pretest Score of Pronunciation

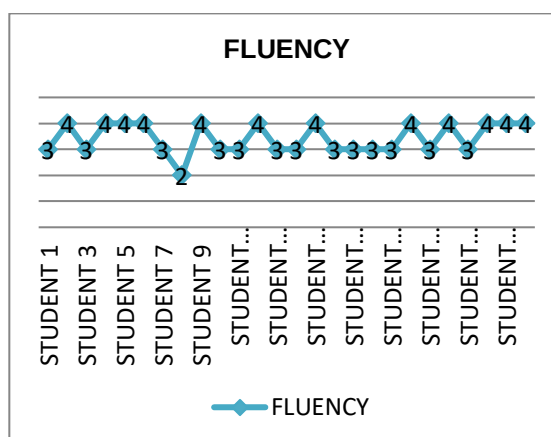
Based on the figure above, from total of 26 students, only 3 students got 4 score which are the highest score in the class. The lowest score is 2. There are 9 students got 2 score in this indicator. It means they got the lowest score of pronunciation. Meanwhile, there are 14 students got 3 score. It means, it is the average the students' score in this indicator. It can be concluded that almost the students in poor level of pronunciation.

**Figure 2****The Students' Pretest Score of Grammar**

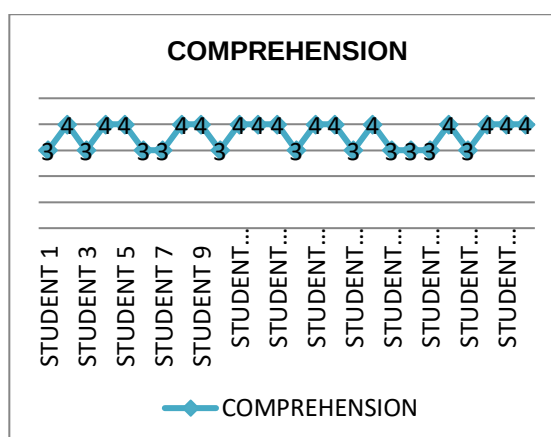
Based on the figure above, from total of 26 students, only 1 student got 4 score which is the highest score in the class. The lowest score is 2. There are 9 students got 2 score in this indicator. It means they got the lowest score of grammar. Meanwhile, there are 16 students got 3 score. It means, it is the average the students' score in this indicator. It can be conclude that, the students in poor level of grammar.

**Figure 3****The Students' Pretest Score of Vocabulary**

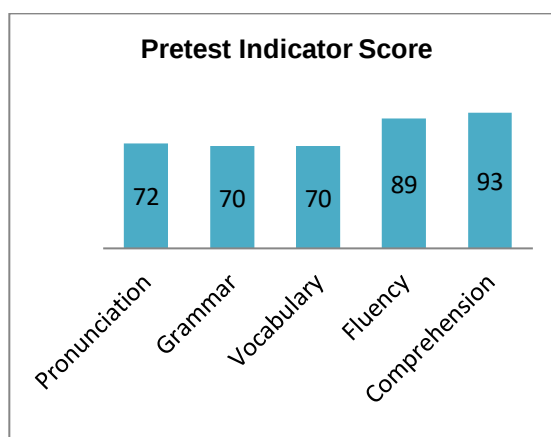
Based on the figure above, from total of 26 students, only 1 student got 4 score which is the highest score in the class. The lowest score is 2. There are 9 students got 2 score in this indicator. It means they got the lowest score of vocabulary. Meanwhile, there are 16 students got 3 score. It means, it is the average the students' score in this indicator. It can be conclude that, the students in poor level of vocabulary.

**Figure 4****The Students' Pretest Score of Fluency**

Based on the figure above, from total of 26 students, there are 12 students got 4 score which are the highest score in the class. There are 13 students got 3 score. It means, it is the average the students' score in this indicator. Meanwhile, the lowest score is 2. There is 1 student got 2 score in this indicator. It is the lowest score of fluency indicator. It can be conclude that, almost of the students in good level of fluency.

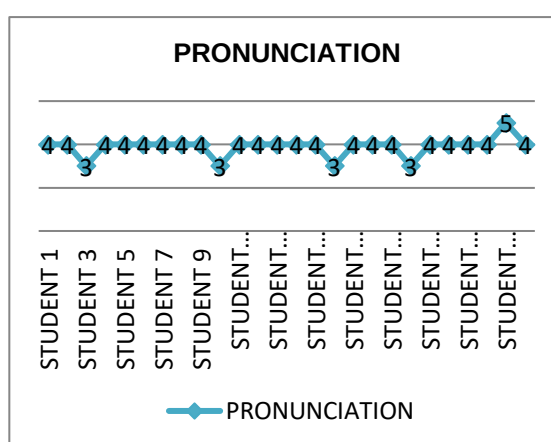
**Figure 5****The Students' Pretest Score of Comprehension**

Based on the figure above, from total of 26 students, there are 15 students got 4 score which are the highest score in the class. It means, it is the average the students' score in this indicator. Meanwhile, there are 11 students got 3 score which are the lowest score of comprehension indicator. It can be conclude that, almost of the students in good level of comprehension.

**Figure 6****The Students' Pretest Indicator Score**

Based on the figure above, the highest indicator is comprehension. Which are the students got total score 93 of the indicator. The lowest total score is 70. There are grammar and vocabulary. Meanwhile, pronunciation and fluency, the students get total score each indicator is 72 and 89.

From explanation above, it can be concluded that, the students can fluently in speaking. But in pronunciation is still low. Also of vocabulary, the students cannot use the wide vocabulary. The student performance is highest of comprehension, but the students are still difficult to use the correct grammar in speaking.

b. Posttest Score**Figure 7****The Students' Posttest Score of Pronunciation**

Based on the figure above, from total of 26 students, only 1 student got 5 score which is the highest score in the class. There are 4 students got 3 score in this indicators. Meanwhile, there are 21 students got 4 score. It means, it is the

average the students' score in this indicator. It can be concluded that, teaching speaking skill by using Vlogginggive the effect of students' pronunciation. The students' pronunciation is very good level.

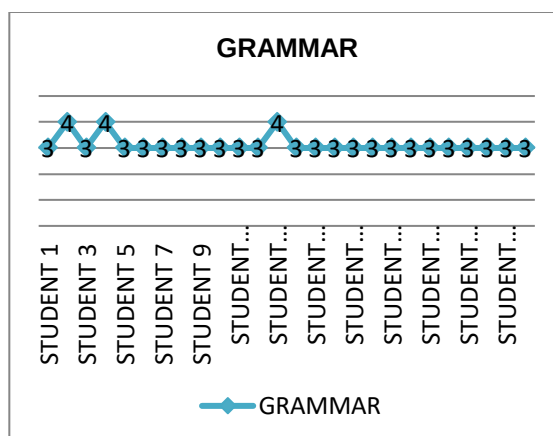


Figure 8

The Students' Posttest Score of Grammar

Based on the figure above, from total of 26 students, there are 3 students got 4 score which are the highest score in the class. Meanwhile, there are 23 students got 3 score. It means, it is the average the students' score in this indicator. It can be conclude that, teaching speaking skill by using Vlogginggive the effect of students' grammar. Almost of the student is good level of grammar.

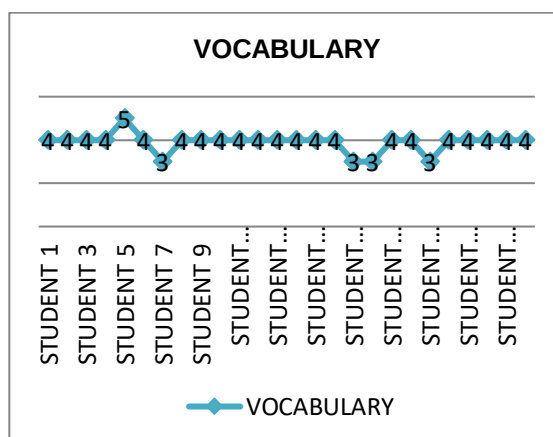


Figure 9

The Students' Posttest Score of Vocabulary

Based on the figure above, from total of 26 students, only 1 student got 5 score which is the highest score in the class. There are 4 students got 3 score in this indicator. Meanwhile, there are 21 students got 4 score. It means, it is the average the students' score in this indicator. It can be concluded that, teaching

speaking skill by using Vlogginggive the effect of students' vocabulary. The students' vocabulary is very good level.

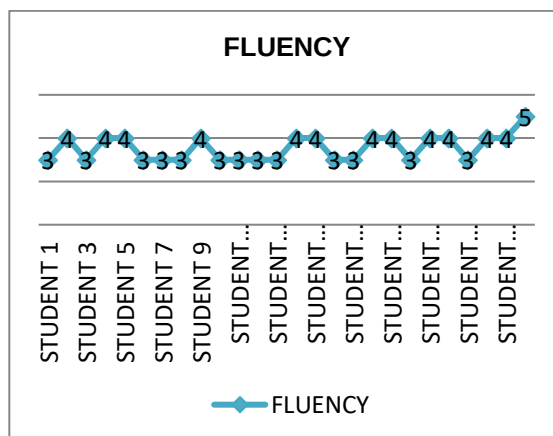


Figure 10

The Students' Posttest Score of Fluency

Based on the figure above, from total of 26 students, only 1 student got 5 score which is the highest score in the class. There are 13 students got 3 score in this indicator. Meanwhile, there are 12 students got 4 score. It is the average score of fluency indicator. It can be conclude that, teaching speaking skill by using Vlogginggive the effect of students' fluency. Almost of the student is very good level of fluency.

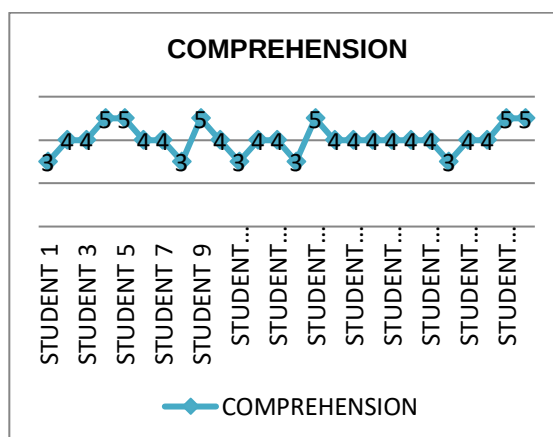
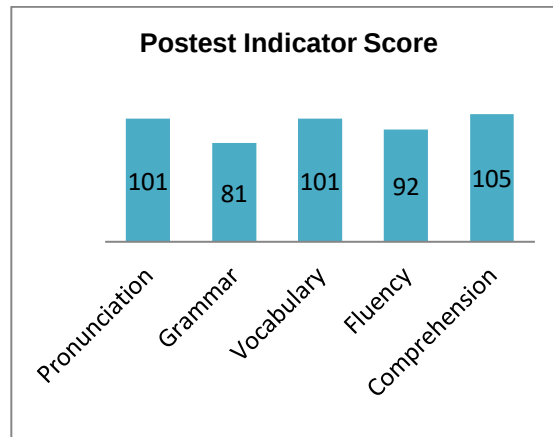


Figure 11

The Students' Posttest Score of Comprehension

Based on the figure above, from total of 26 students, there are 6 students got 5 score which are the highest score in the class. There are 5 students got 3 score in this indicator. Meanwhile, there are 15 students got 4 score. It means, it is the average the students' score in this indicator. It can be conclude that, teaching

speaking skill by using Vlogginggive the effect of students' comprehension. Almost of the student is very good level of comprehension.

**Figure 12**

The Students' Posttest Indicator Score

Based on the figure above, the highest indicators are pronunciation, vocabulary and comprehension. Which are the students got total score each indicators are 101, 101 and 105. Meanwhile, grammar and fluency the students got total score each indicator is 81 and 92. It can be concluded that, teaching speaking skill by using Vlogginggive the effect of each indicator. The student can increase each indicator score in speaking skill.

2. Inferential Analysis

a. Normality Test Result of Pretest and Posttest in Experiment Class and Control Class

The data that would be analyzed in this normality test is Pretest and Posttest value data in experimental class and control class. The aim of normality test is to determine whether the data of each class is normally distributed or not. In this research, the researcher used Chi square, where H_0 = normal distribution and H_a = not normal distribution. The result of normality test is summarized in the following table:

Table 2
Test Result of Normality Test

Class	χ^2_{count}	χ^2_{table}	Summarized
Pretest Experiment	-159,74	11,07	Normal Distribution
Posttest Experiment	-1186,2		Normal Distribution

Pretest Control	-194,54		Normal Distribution
Posttest Control	-119,89		Normal Distribution

Based on the table above, it can be seen that x^2_{count} of both classes is lower than x^2_{table} ($x^2_{count} < x^2_{table}$), so H_0 is accepted and H_a is rejected. It means that the data of experimental class and control class is normally distribution.

b. Homogeneity Test of Variance of Pretest and Posttest in Experimental Class and Control Class

Homogeneity test of variance aims to know whether the experimental class and control class have the same variance. In determining whether the experiment class and control class has homogeneous by comparing F_{count} and F_{table} , where the value of F_{count} obtained by comparing the largest variance value with the smallest variance have. The result can be summarized in the following table:

Table 3
Test Result of Homogeneity Test

Class	Variance	F_{count}	F_{table}	Summarized
Pretest Experiment	7,07	1,31	1,71	Homogeneous
Posttest Experiment	5,37			
Pretest Control	6,75	1,22	1,71	Homogeneous
Posttest Control	5,51			

Based on the table above, it can be seen that F_{count} of both classes is lower than F_{table} ($F_{count} < F_{table}$), so H_0 is accepted and H_a is rejected. It means that the data of experimental class and control class is homogeneous.

c. The Average of Posttest Value in the Experiment Class and Control Class

Based on data calculations in the experimental class and control class, it found that the two classes are distributed normally, and has homogeneous variance. Then, to determining the average both of classes are used the T-test.

The results of average test calculation (T-test) are summarized in the following table:

Table 4
The Average of Posttest Value

Class	Average	t_{count}	t_{table}
Experiment	73	6	1,67
Control	64		

Based on table above, it is obtained $t_{count} = 6$. Degrees of freedom in the t distribution list is $n_1 + n_2 - 2 = 26 + 26 - 2 = 50$ with degree of freedom 50, so that the obtained $t_{table} = 1,67$. Then, $t_{count} > t_{table}$ ($6 > 1,67$). So it can be concluded that H_0 is rejected and H_a is accepted. It means there are significant differences between the outcomes of experimental class and control class after giving the treatment.

The average learning outcomes experimental class is higher than control class. It was found that the average in experimental class is 73 and the average in control class is 64. It means there are significant differences between outcomes of experimental class and control class. Therefore, it is found that there is a significant effect of using Vloggingas a media towards the students' speaking skill in online class.

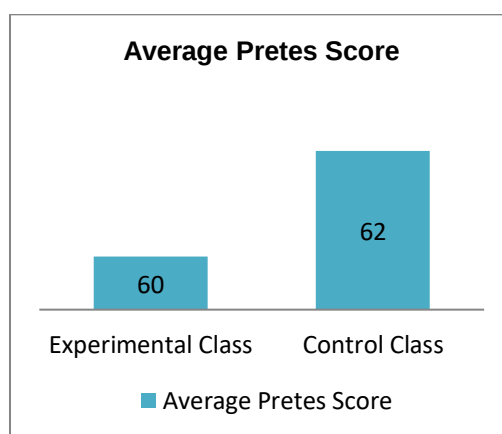


Figure 13
The Comparison of Average Value on Pretest Score
in Experimental Class and Control Class

Based on the data of posttest obtained, after getting the treatment conducted, there is a difference between the learning outcomes of experimental class in learning English by using Vloggingas a media in online class with the learning

outcomes of control class in learning English by using voice recording as a media in online class. The average outcome of experimental class and control class it can be seen from the graphic below:

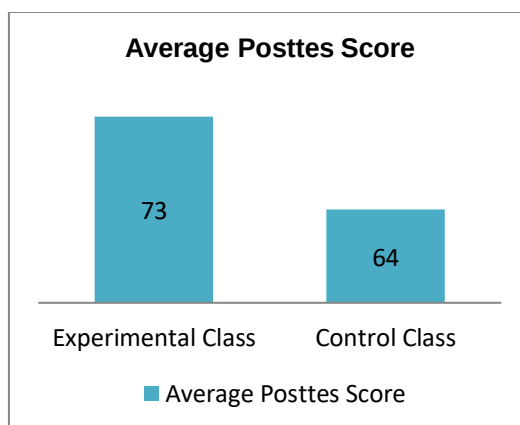


Figure 14
The Comparison of Average Value on Posttest Score
in Experimental Class and Control Class

Inferential analysis get from $t_{count} = 6$ and $t_{table} = 1,67$ where $\alpha = 0,05$. Based on test one side, it is clear that $t_{count} > t_{table}$ ($6 > 1,67$), so that H_0 is rejected and H_a is accepted. It means that there is a difference between the average learning outcomes of the experimental class and the average learning outcomes of the control class.

Based on explanation above, it can be concluded that there are significant differences between the outcomes of experimental class by using Vlogging in online class and control class by using voice recording. The analysis of supporting data, hypothesis acceptable which states that there is a positive effect by using Vlogging as a media in online class especially in English speaking skill at eleventh grade of MA Muallimin Muhammadiyah Bangkinang.

DISCUSSION

The aim of this study is to investigate the effect of Vlogging as a media towards the students' speaking skill in online class. Based on the data, using Vlogging to teach speaking skill showed that the students were enjoy and interested. It was supported by the frequency and rate percentage of the result of the students' score of pretest and posttest. Based on the result of calculation of T-test obtained $t_{count} = 6$ and $t_{table} =$

1,67. It showed that $t_{count} > t_{table}$ ($6 > 1,67$), so that H_0 is rejected and H_a is accepted. It means there was a significant different between the students' speaking skill who were taught by using Vlogging and the students' speaking skill who were taught by using voice recording. It can be concluded that there was positive effect in teaching speaking skill by using Vlogging as a media in online class.

The students' speaking score after giving the treatment by using Vlogging as a media was better than before treatment given to the students. It is line with Jariyah (2018), that found some strength during the learning process by using Vlogging on her research about the effectiveness of blogging videos (vlog) in teaching speaking to the Eight grade students, they are: most of the students were active in teaching and learning process because vlog gave more opportunities to speak during activity in the class and the students were very interested. It means vlog as a media in teaching speaking gave the students plenty of opportunities to develop their ability in speaking skill.

The researcher collected the data to answer the research question is successfully. The explanation for the research question as follow: what is significant effect on the students' speaking skill after implementing vlogging? It can be clarified according to data gained from pretest and posttest score. It was supported by the fact that the students' speaking score before and after the implementation of Vlogging was different. Where the average of the students speaking score before implementing Vlogging was 60 and after implementing it was 73, the total of student were 26 students. Teaching speaking skill by using Vlogging gave the effect on the students' performance. It was supported by the research finding which were conducted by Maulidah (2018), which stated that the students get better score in speaking performance after getting the treatments.

The effect was proved by the students' score percentage in posttest. The result was obtained the average score of experimental class was 73 which were higher than the result of control class was 64. Teaching speaking skill by using Vlogging as a media in online class make the students' mood for learning English was to be better. They showed great attention and enthusiasm to the lesson because nowadays the students like to use the technology, so they will be interested in learning if they can use the tools they like. Also teaching and learning activity in online class runs effectively, because

the researcher used the new media that had never been used by the teachers before at MA Muallimin Muhammadiyah Bangkinang.

CONCLUSION

Based on the result of data analysis and discussion, it can be concluded that Vlogging give the positive effect towards the students' speaking skill in online class. After implementing Vlogging at the Eleventh grade students of MA Muallimin Muhammadiyah Bangkinang, the students' speaking skill in experimental class got higher score than control class. It can be seen in the data analysis there are many students in experimental class who get better score after implementing Vlogging as a media than the students in control class. As the result, the researcher concluded that Vlogging is the effective media in teaching speaking skill.

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