

IMPROVING STUDENTS' SPEAKING SKILL BY USING DAILY VLOG AT SMAN 1 ENREKANG

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ABSTRACT

This research aimed to know there in any significant improving using Daily Vlog on students' speaking skill in class XI SMAN 1 Enrekang. This study focused on pre-experimental research one group pre-test and post-test. The population in this research were students of class XI SMAN 1 Enrekang. The researcher took 334 students as the population. The sampling is students of second-grade IPA 1 with totaling 23 students. Data obtained from speaking test. The result of this study used inferential analysis of the t-test by SPSS v.21, which showed a significant improving on the students' mean score speaking skill between pre-test and post-test. The mean score of the students' speaking enhanced from 44,26 in pre-test to 78,26 in the post-test. Thus, it can be concluded that there is significant improving Using Daily Vlog on students' speaking skill in class XI at SMAN 1 Enrekang.

Keywords: *Improving, Daily Vlog, Speaking Skill*

INTRODUCTION

In this era of 21st century of learning, the use of technology takes an important role in teaching and learning process (Anggareni and Wulanjani, 2017). Every learner is familiar by using technology on their daily basis today. By increasing technology, the students have many resources to enhance their speaking skill as technology provides eases to academic and education sides (Safitri & Khoiriyah, 2017). Thus, through technology students have high motivation to learn such as it provides active engagement, collaborative teamwork, and it helps students with wider sources (Phillips, 2019).

Speaking is a key used between people to communicate in the social context. Also Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). (Brown, 1994) and (Burns & Joyce, 1997) define Speaking as a reactive process of a structured meaning that includes receiving and producing and sharing information. In Applied linguistic speaking has a set of descriptions; speaking as a social and situation-based activity and speaking as an interaction, (Azadi, Biria, & Nasri, 2018; Thornbory, 2005). All these perspectives see speaking as a whole side of learner's daily lives in receiving and producing speech.

According to Mandasari & Aminatun (2020) speaking is the ability to pronounce articulation sounds or words to express or convey thoughts, ideas, and feelings. According to Pratiwi & Ayu (2020); Suprayogi & Pranoto (2020) speaking in general can be interpreted as a delivery of one's intentions (ideas, thoughts, and hearts) to others by using spoken language. By having this speaking

skill, the message to be conveyed verbally will be conveyed effectively and efficiently which makes communication with other people better (Adam et al., 2020; F. M. Sari & Wahyudin, 2019). Speaking is one of four language skills in which for many students learning to speak fluently in English is a priority. It is because they use speaking skill to keep up rapport in relationship, influence people, and win or lose negotiations as parts of communication (Breene, 2012). There are some methods that can be used to develop students' speaking ability. Planning, rehearsal, repetition are some of the methods which play important role in related to enhancing speaking skill (Harmer, 2011). Related to give the clear description about how to improve the students' speaking skill, it is also important to discuss the type of skill in speaking

Based on Rao (2019:9), speaking skill is the essential skill for all learners who wish to learn English to enhance their career, improve business, build confidence levels, get better job opportunities, make public speeches, attend interviews, participate in debates and group discussions, give presentations and so on. In the present modern world, everything is linked with speaking skill. So, it is crucial to have speaking skill when someone learns a language and English.

Based on the explanation above we can conclude that in this global world, communication plays an important role in success in all areas. Language acts as a means of communication. Perfect communication is impossible for people without language. Moreover, people cannot achieve their goals, objectives, and goals without using the appropriate language for communication as well English.

Nowadays, technology is one of the basic needs in all fields, including education. Technology can be a support in the world of education. Currently, not a few technologies are used in the learning process because technology can overcome students' obstacles or difficulties during the learning process. There are some students who have difficulty in expressing opinions in English. Also some students that has knew about grammar but could not give opinion, may students are shy or not confident with their knowledge. To make students able to use English as a language and use it properly according to its function, speaking skill need to be taught. There are many types of media s that we can use to teach speaking. One way that can be used of technology namely daily vlogs.

One of teaching media that can we used in learning process is Daily Vlog in YouTube. Vlog is one of media latest technologies that opened new ways of communication through public created media (Baran, 2007). It is clear that short segments of video blog are more effective in the teaching learning process because the teacher can choose any part which of certain language that will be learned and practiced by the students. If blog is writing some information sharing on a web page, but vlog is a creative video that everyone can create then edit as creative as possible (add images, text, sounds) then upload or share on the social media platform as like YouTube, Facebook and others (Fiddan & Debbag, 2018).

Anil (2016) also proposes three benefits of using vlog for learning English. First, the teacher has many chances to encourage students to speak in the classroom but because of the limited time, most of them do not succeed in the

trial. A reminder to be considered for using vlog in the teaching-learning process is that it lifts students' speaking time. This implementation helps the learners to communicate more to improve their fluency, vocabulary, grammatical aspects, and reduce anxiety. They can practice outside the classroom, whether it is at their home, park, restaurants, etc. Secondly, vlog can help the students to do self-assessment to their own performance before they post their vlog to their teacher and they can know and do appropriate improvement to their level of understanding. The second try would be done easily if the teacher thinks that the students can increase their presentation performance. The last benefit of using a vlog is giving feedback for the student's performance. Through vlog, students' can improve speaking skill with giving some opinion or expressing their feelings about something or subject. The teacher can focus or allot more time on the student's perspective vulnerable area of learning. The teacher can offer advance to students that can be viewed whenever students want to listen to and do necessary changes in the passage of practice. Student's rapport with each other and substance of collaborative learning is positively possible.

Based on the researchers' observations that some students are used to watching learning videos, such as video lesson content which is now available on various channels on YouTube. Not a bit of vlog content that contains product reviews or provides statements on certain subjects. Students are very enthusiastic in learning and observing what is shown in the video, because the video is accompanied by animation and music so students do not feel bored. After observing, students apply what they have seen in the video. From these observations, the researcher made the daily vlog as method for his research proposal. With the hope that students are able to develop speaking skills in giving opinions in English.

METHOD

This research used the pre-experimental design research method to obtain more comprehensive facts about the use of daily vlogs as a medium in improving students' speaking skills. This research was conducted as SMAN 1 Enrekang in the academic year 2022/2023. The participant of this research were 23 students of the second-grade IPA 1 of SMAN 1 Enrekang academic year. This The data collected before giving treatment and after giving treatment. The assessment is carried out based on the students' accuracy, fluency, and comprehensibility. This analyze compare student grades with grades during pre-test, treatment, and post-test. Writer used it for both pre-test and post-test quantitative data analyze. All of these criteria are used as a guideline for their spoken English performance whether there has been an improvement or not.

FINDINGS AND DISCUSSIONS

Findings

The writer conducted a pre-test to know the prior knowledge of the students' writing skill and conducted post-test after giving treatments. The

presentation of data in this part was obtained through writing test. Below is the table show the students' scores in a pre-test and a post-test

Table 1. Students' score in Pre-test

NO.	Students' Initial	Scoring			Score	Classification
		Accuracy	Fluency	Comprehensibility		
1.	AF	2	3	1	33	Failing
2.	AN	2	3	2	38	Failing
3.	AMY	3	2	3	44	Failing
4.	CYT	5	3	3	61	Inadequate
5.	DAR	3	2	3	44	Failing
6.	E	3	3	3	50	Failing
7.	EI	2	3	3	44	Failing
8.	FA	2	2	3	50	Failing
9.	LDL	4	4	4	72	Adequate
10.	MIA	2	2	2	33	Failing
11.	MSAA	3	3	3	61	Inadequate
12.	MF	3	2	3	44	Failing
13.	M	1	1	1	16	Failing
14.	NHN	1	2	3	33	Failing
15.	NR	2	2	2	33	Failing
16.	N	3	3	3	50	Failing
17.	RE	4	4	5	72	Adequate
18.	RZ	4	3	3	61	Inadequate
19.	S	1	1	1	16	Failing
20.	SFAK	2	2	3	38	Failing
21.	SA	2	2	2	16	Failing
22.	W	3	2	4	50	Failing
23.	MMA	3	3	4	50	Failing

(Data Source: Pre-test Score)

The table 1 shows that there is no students who are got more than 72. There are 2 students' who got score 70-79, there are 3 students' who got score 61-69, and there are students' who get score < 60. The highest score in pre-test is 72 and lowest score is 16. Thus, to know students' classification it can be seen in table 2 below:

Table 2 The Percentage of Students' Pre-test Score

No	Classification	Score	Frequency	Percentage
1.	Excellent	90-100	-	0%
2.	Good	80-89	-	0%
3.	Adequate	70-79	2	8,7%
4.	Inadequate/unsatisfactory	60-69	3	13%
5.	Failing/unacceptable	Below 60	18	78,3%
Total			23	100%

(Data Source: Pre-test Score)

The table 2 presents that there is no students who are classified as excellent and good, there are 3 students (8,7%) who are classified as Adequate, there are 3 students (13%) who are classified as Inadequate, and there are 18 students (78,3%) who are classified as Failing.

Based on the pre-test, the researcher found that many students were reluctant to speak for various reasons, such as lack of confidence, being too shy to speak, lack of vocabulary, some words were mispronunciation, lack of ideas, silent for a moment, became exclamations when being the center of attention while speaking, and afraid that if there is a mistake because there is no preparation to speaking. After conducting the pre-test and giving the treatment, the researcher conducted a post-test.

The results of students speaking score on post-test can be seen in the following table:

Table 3 Students' score in post-test

NO.	Students' Initial	Scoring			Score	Classification
		Accuracy	Fluency	Comprehensibility		
1.	AF	4	4	5	72	Adequate
2.	AN	4	5	4	72	Adequate
3.	AMY	5	5	5	83	Good
4.	CYT	6	5	6	94	Excellent
5.	DAR	4	4	5	72	Adequate
6.	E	4	4	5	77	Adequate
7.	EI	4	4	5	72	Adequate
8.	FA	5	4	6	83	Good
9.	LDL	6	6	6	100	Excellent
10.	MIA	4	4	4	66	Inadequate
11.	MSAA	5	5	5	83	Good
12.	MF	4	4	5	72	Adequate
13.	M	4	4	5	72	Adequate
14.	NHN	5	5	5	83	Good
15.	NR	4	4	5	72	Adequate
16.	N	5	4	5	77	Adequate
17.	RE	6	6	6	100	Excellent
18.	RZ	5	5	5	83	Good
19.	S	4	4	5	72	Adequate
20.	SFAK	5	4	5	77	Adequate
21.	SA	4	4	5	72	Adequate
22.	W	5	4	5	77	Adequate
23.	MMA	5	5	5	83	Good

(Data Source: Post-test)

The table 3 shows that there are 3 students who got score 90-100, there are 6 students who got score 80-89, and there are 14 students who got score 70-79.

The highest score in post-test is 100 and the lowest score is 73. Thus, to know students' classification it can be seen in table 4 below:

Table 4 The Percentage Score of Students' Post-test Score

No	Classification	Score	Frequency	Percentage
1.	Excellent	90-100	3	13%
2.	Good	80-89	6	26%
3.	Adequate	70-79	14	61%
4.	Inadequate/unsatisfactory	60-69	-	0%
5.	Failing/unacceptable	Below 60	-	0%
Total			23	100%

(Data Source: Post-test Score)

The table 2 presents that out of 23 students, there are 3 students (13%) who are classified as excellent, there are 6 students (26%) who are classified as good, there are 14 students (61%) who are classified as adequate, and there is no students who are classified as inadequate and failing. After the researcher provided the treatment, the students' skill improved.

The improvement is based on students' performance in post-test. In post-test students such more confident to do speaking, their vocabularies, fluency, and comprehend got better, although they sometimes did mistakes in grammar but it is fine. After calculating the result of the students' pre-test and post-test, the mean score and standard deviation were presented in the table below:

Table 5 Descriptive Statistics

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test	23	16	72	1018	44,26	16,111
Post-test	23	72	100	1814	78,26	9,116
Valid N (Listwise)	23					

According to pre-test and post-test in this page, it shows that there is a significant improved of using Daily Vlog on students' speaking skill in pre-test and post-test. Through the treatment of students by speaking in topic "Describing their classroom". In the pre-test, the mean score was 44,26 and the standard of deviation was 15,756. While, in post-test, the mean score was 78,26 and the standard of deviation was 8,516. Furthermore, this result shows that the average value of the post-test was higher that vale of the pre-test.

In this research, the researcher conducting the students' score in pre-test and post-test in experimental class and uses t-test to find out the hypothesis. T-test is a test which aim to quantify whether there is a significant difference between the results of the mean score of the students on the pre-test and post-test. The researcher uses SPSS version 21 to analyze the t-test inferential or the significance test.

In this research, the H0 states that there is no significant increase of Daily Vlog on students' speaking skill. Meanwhile, the H1 states that there is significant increase of Daily Vlog on students' speaking skill. If the significance 112 value is 2 or sig. (2-tailed) is lower than 0.05, H1 accepted and H0 rejected.

Table 6. Paired Samples Test

Paired Samples Test		
t	df	Sig. (2- tailed)
-15,516	22	.000

The table above shows that Sig. (2-tailed) was 0.000. Based on the result above which provided that the Sig. (2-tailed) table was lower than level of significant. It means that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. Based on the result of the data of pre-test and post-test in paired samples test was a significant increase of using Daily Vlog on students' speaking skill.

Discussion

Findings, shows that there is an improving students' speaking skill after being given treatment by using daily vlog. Students speaking skill especially for the three components, namely Students' accuracy improved, Students' fluency improved, Students' comprehensibility got better. The Not only that, but the researcher also found some problems in the classes such as Students feel distressed and cannot work on assignments given by the researcher even though they haven't tried it. Students still feel insecure if asked to move forward in class. Sometimes some students feel hungry and ask permission to go to the canteen. Sometimes students asking out of the material. Sometimes students did not confident to speak with English language, they just used gesture. And According to the data analysis In pre-test almost all of the students felt unconfident, doubt, and nervous when speaking test. The mean score in pre-test was 44,26, there was no students who was classified as excellent and good, there were 2 students (8,7%) who were classified as adequate, there were 3 students (13%) who were classified as inadequate, and there were 18 students (78,3%) who were classified failing. From the results of the pre-test, many students had a hard time in speaking. After did pre-test, there was treatment. In the post-test the mean score was 78,86, there were 3 students (13%) who were classified as excellent, there were 6 students (26%) who were classified as good, and there were 14 students (61%) who were classified as adequate, and there was no students who was classified as inadequate and failing. The value of students after treatment shows better than before treatment given. As recorded on the average value of the pre-test and post-test, it is known that the average value of the pre-test is 44,26 which is classified in Failing category, while the post-test average value is 78,26 which is classified in Adequate category.

The result of the t-test analysis shows that based on the result in paired samples test which provided that the Sig. (2-tailed) table was lower than level of significant. Based on the result of the data of pre-test and post-test in paired samples test was a significant increase of using Daily Vlog on students' speaking

skill. As the result, the researcher can conclude that this media was effective in improving students' speaking skill at students second grade of IPA 4 SMA Negeri 1 Enrekang. This statement is supported by the findings described in this study as well as the advantages of using vlog in teaching-learning. In this research also, the researcher realized that this research was limited by the small number of meetings in the classroom because this research used an experimental design that only tested whether vlog media affected improved students speaking skill.

In addition, the implementation of this study was carried out to determine the effect of using media on learning a model of speaking skill, namely using daily vlog to improve the speaking skill of students' second-grade of IPA 4 SMAN 1 Enrekang. The use of learning models in each learning process will provide a more interesting learning experience for students to increase students' enthusiasm for learning. There are various learning media that can be used by teachers in carrying out learning that can be adapted to the material being taught. The learning media is a pattern that has been prepared by the teacher before carrying out the learning process and will be a guide in carrying out the learning process. There is so many learning media that contain technology and make students easy to understand the material.

The Implementation of this research in second-grade IPA 4 SMAN 1 has Enrekang experienced several obstacles, but all of them could be overcome in other ways, starting from students who initially did not take the pre-test because they took part in the socialization of the scholastic test which was held in the Hall of SMAN 1 Enrekang and coincided with the pre-test activities, but during the treatment, some students who did not take part in the pre-test continued to study during the treatment, then some students who did not have a quota when they wanted to access videos on YouTube themselves, but that did not hinder the smooth process of this research.

CONCLUSION

This is supported by the results between the pre-test and post-test. The score of post-tests was higher than the pre-test. Students' results on the post-test higher than the pre-test, which means there are differences in student scores. As recorded on the the average value of the pre-test and post-test, it is known that the average value of the pre-test is 44,26 which is classified in failing category, while the post-test average value is 78.26 which is classified in adequate category. Based on the result above, after the treatment given there was progress of students' ability in speaking.

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