

THE EFFECT OF VIDEO BLOG AS MEDIA ON STUDENTS' ENGLISH SPEAKING SKILL: AN EXPERIMENTAL RESEARCH AT ENGLISH DEPARTMENT OF UNIVERSITAS NEGERI PADANG

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Abstract

This research is quasi-experimental research is aimed to find out the effect of video blog as media on students' speaking skill and the effectiveness of video blog as media on improving students' speaking skill at English Department of Universitas Negeri Padang. The instrument of this research is speaking test that is conducted twice, pre-test and post-test. The test had 3 topics that student should pick one of them, the test will be rate by using rating score which adapted from Brown and Blaz. Based on the test data analysis by using independent sample test in SPSS 25, it state that the students' who are taught by using video blog as media are better than students' who are taught by using conventional media. The significance of the test is 0.000 which is lower than the significance level that is 0.05 with 5% of degree. Furthermore, is also found that the students' score is improving especially for students in experimental class which gained 10.8 of their average score.

. **Key words:** Speaking, Video Blog.

A. INTRODUCTION

In tertiary education, speaking has become an important skill which students should master. Through speaking, students are able to share their thought and communication between them and their teacher in class. According to Siska, Mukhaiyar and Ratmanida (2018) speaking is mainly used to communicate, ask and answer questions, and share information with the students.

Mastery speaking English would be an important thing to be mastered in order to compete in this era of global competition. English speaking already becomes a language that massively used in almost every part of life, for an example in career progress. Baker and Westrup (2000) state that a student who speaks English well may have a greater chance for further education, or finding employment and gaining promotion. In the circumstance, speaking skill is widely

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used as one of the requirements for applying for a job. Many companies are putting speaking ability as standard to recruit their new employee.

Even though, speaking is very important in global competition nowadays, the researcher found that many college students, especially in English department at Universitas Negeri Padang, are rarely used English in class or in daily communication. In spite of speaking English activity in class or daily activities, they are normally used their mother tongue, Bahasa Indonesia to communicate with others. The researcher also found which most of them still have low skill levels in speaking English.

Hence, the researcher interviewed several students about the issue. The researcher found problems and divided the issues into two categories. Firstly, the teacher doesn't have various techniques to encourage students to speak. The teacher, mostly still use the conventional technique in order to teach Speaking for example using books, power point and picture, in both theoretical and practical. Secondly, the problem related to the student when they learned speaking English. They are lack of confidence when they were speaking in front of other students. Mostly because of the fear of making mistakes (mispronounce, grammatical error, and word choice) and been mocked by other students. Moreover, this makes students mortified to start practicing English along with their friends in conversation or dialogue.

The matter of fact, lack of practice is one among the reasons which make students have low skill in speaking English. Thornbury (2006), states speaking is a skill which really needs to be developed and practiced individually. Practicing can help the student to enhance their self-confidence and prevent anxiety. Also, the most important thing is that the student can improve their speaking skill by themselves if they had enough practice. Speaking is obviously difficult to be done without mastery the grammar, vocabulary, etc. which need more practice to mastering it. In other words, speaking is a language skill which could be mastered by doing more individual practiced as continuously.

The research about teaching media on improving students speaking skill have been done by several researcher. For instance, Widyaningrum (2014) titled *The Effect Of Using Pictures on Students' Speaking Ability at Grade Eight of SMPN 2 Seputih Mataram Lampung Tengah*. The purpose of her research is to examine the effect of the pictures in improving students' speaking ability. The researcher states that the usage of pictures as the media is more effective than the traditional teaching method in improving students' speaking ability. Therefore, the researcher intends to use an alternative medium to assist students in practicing their speaking skill. The media is a Vlog.

B. RESEARCH METHOD

Gay (2009) states that the experimental research is the only type of research that can test the hypothesis to establish cause and effect relationship. It represents the strongest chain reasoning about the links between variables. In this way, the design of this research is quasi-experimental research since it aimed to find out the effect of video blog as media on students' speaking skill. the researcher uses a speaking test as the instrument of the research. The test is conducted twice, pre-

test which conducted before the treatment and post-test which conducted after the treatment.

Then, the data analysis was done in several steps. First, the researcher analyzed the data obtained from test from both experimental class and control class. Then the researcher found the score of pre-test of both group. After obtained the pre-test score, researcher conducted normality test to see the data of the test is normally distributed by using Kolmogorov-smirnov formula in SPSS 25. After normality test, researcher did homogeneity test to see the data are homogeneous by using the Levene' test formula in SPSS 25. To test the hypothesis of the research, the researcher uses the independent sample test by SPSS 25 to found the significane level of the result of the test.

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

t_0 : the value of "t observe"

M_1 : mean of the difference of experiment class

M_2 : mean of the difference of controlled class

SE_{M_1} : standard error of experiment class

SE_{M_2} : standard error of controlled class

To prove the hypothesis, the result of t-test calculation was tested with these condition:

- a. If $t_0 < t_{table}$, or the significance was >0.05 in significance degree 5% the H_0 was accepted and H_a was rejected. It means that the students who are taught by using video blog media has better speaking skill than the student who are taught by using conventional media.
- b. If $t_0 > t_{table}$, or the significance was <0.05 in significance degree 5% the H_0 was rejected and H_a was accepted. It means that the students who are taught by using conventional media has better speaking skill than the students who are taught by using video blog.

C. RESULT AND DISCUSSION

1. Research Finding (tentative)

a. Data description

The data of this part of the result of pre-test and post-tests are conducted in experimental class and control class. The data is the average of the score that accumulate from pronunciation, grammar, vocabulary and fluency. Furthermore, the data of the score could be seen in the table below

Table 1. The result of speaking pre-test

Class	N	Max	Min	Sum	Mean	SD	Var
Experimental Class	25	83.8	56.3	1554	62.2	5.27	27.8
Control Class	25	68.8	60	1601	64.1	2.17	4.7

The data above, were taken from two classes K5 (control class) and NK2 (experimental class). The number of students are 50 which divided into 25 students from experimental class and 25 students from control class. The score above is the result from the pre-test which conducted before the treatment. Max is the maximum score that students get while Min is the minimum score of the students. The maximum score of the experimental class was 83.8 while the

minimum score was 56.3. Otherwise, the maximum score of the control class was 68.8 while the minimum score was 60.

Table 2. The result of speaking post-test

Class	N	Max	Min	Sum	Mean	SD	Var
Experimental Class	25	90	68	1705	73.0	6.47	41.8
Control Class	25	75	60	1675	67.1	2.60	16.7

The data above, were taken from two classes K5 (control class) and NK2 (experimental class). The number of students are 50 which divided into 25 students from experimental class and 25 students from control class. The score above is the result from the post-test which conducted after the treatment. Max is the maximum score that students get while Min is the minimum score of the students. The maximum score of the experimental class was 90 while the minimum score was 62.5. Otherwise, the maximum score of the control class was 75 while the minimum score was 60.

b. Hypothesis testing

This research was intended to investigate the effect of video blog on students' speaking skill. In order to get the result of this research the writer used hypothesis testing by using independent sample test by SPSS 25. The mechanism for testing the hypothesis could be seen as follows

Table 3. Independent sample test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average	Equal variances assumed	8.364	0.006	4.614	48	0.000	6.32000	1.36982
	Equal variances not assumed			4.614	31.838	0.000	6.32000	1.36982

The table shows that the value of t Sig. (2-tailed) was 0.000 with t value was 4.614 which is lower than the 0.05 with level of significance in 5%. From the result of the significance level is lower than 0.05 of significance level, it assumed that alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. It was assumed that the student who are taught by using video blog are better than the student who are taught by using conventional media.

2. Discussion

a. The effect of video blog as media on students' speaking skill.

Based on finding above, the data is positively answered the research question. The class who were given treatment by using video blog were gained their speaking. The experimental class significantly gained the speaking score after the post-test. while the control class is slightly gained.

From evidences above, it can be conclude that the video blog as media positively improve students speaking skill. With video blog students can

practicing their speaking outside class. Gebhard (2009) states that video recorded can overcome the fewer chance of speak English in EFL setting. It means that it give enough time to speak English outside the class by using video blog. Finally, the result shown that the video blog as media is effective to help students on practicing their speaking. In addition, Watkins (2011) states that utilizing video blog is helping the students learns more effectively. it means, applying video blog as media will encourage students to practice speaking more effectively.

b. The effectiveness of video blog as media on improving students' speaking skill

As the result of the research, the researcher concluded that the video blog as media is effectively improve students' speaking skill. By using video blog as media, the students have enough time to practicing their speaking outside the class. that mentioned by Maulidah (2011) that EFL students have limited chance to express their speaking. Students only practice their English speaking in the class or special event that used English as the communication tools. By providing video blog as media, students' will have more time to practice.

Maulidah (2011) also states that video blog can be used as autonomous learning. one of benefit of autonomous learning is student will meaningfulness in their study. in addition, they are free to manage their ideas related to their learning process. Video blog providing students to get better teaching learning process especially in speaking.

D. CONCLUSION AND SUGGESTIONS

1. Conclusion

Based on the findings and discussion, several conclusion can be drawn, the first is the students who are taught by using video blog as media have better speaking skill than the students who are taught by using conventional media in English department of Universitas Negeri Padang. Then, the students who are taught by using video blog as media significantly improve their speaking score from 62.2 of pre-test to 73.0 of post-test. While the students who are taught by using conventional media was slightly improve from 64.1 of pre-test to 67.0 of post-tests.

Furthermore, after conducting the test, pre-test and post-test, and giving the treatment for 5 weeks simultaneously, the researcher conclude that the use of video blog as media are effective on improving students' speaking abilities on English department student of Universitas Negeri Padang. By using video blogs students can have much time to practice their speaking outside the classroom. They can practice their speaking by develop their ideas freely.

2. Suggestion

Based on the conclusion of the research above, the following suggestion were put forward.

- a. For students

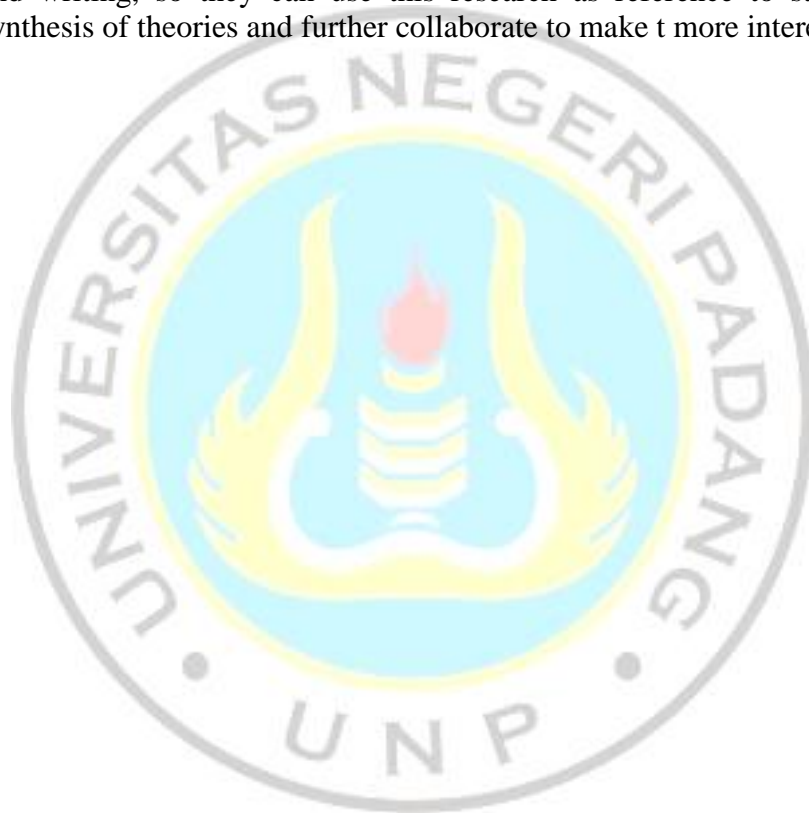
It is expected to be always active in participating in learning activities and practicing their skill especially in speaking. So that can be improving the skill especially speaking skill.

b. For Teachers

To improving students speaking skill, it is recommended to English teacher to apply the use video blog as media. It aims to create pleasant practicing media for students

c. For Other Researchers

It is expected that subsequent researcher conducting similar studies on use of video blog as media in other learning English such listening, reading and writing, so they can use this research as reference to strengthen the synthesis of theories and further collaborate to make t more interesting.



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