Video Blog to Boost Young Learners' Speaking Skill

Video Blog untuk Meningkatkan Keterampilan Berbicara Siswa

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Abstract

This research was conducted based on the problems that occur in seventh-grade students who have problems in speaking ability and in the method and media used in teaching English. This study aims to determine how effective video blog media is to teach speaking skills. This True-Experimental research was conducted at MTs Muhammadiyah Karangkajen Yogyakarta. The research design consisted of pre-test and post-test design. This study used a simple random sampling technique. The samples consist of 30 students in the experimental class and 30 students in the control class. In the data collection process, a test has been applied. This test has been validated by an expert in the English Education Study Program. After the test has been validated, the research was comducted a pre-test, four treatments, and post-test. Then the data was analyzed using Paired Samples Test with the SPSS 25.0 program. The result showed that the t-count value is 2.023 while the t-table resulted from df (29) and the two-tailed level of significance (0.05) is 1.699. This showed that the use of video blogs in teaching students' speaking skills has proven to be effective. As a result, it can be proven that the use of video blog media is more effective for teaching speaking skills than the use of text books and Power Point media.

Keywords: *Paired Samples Test, effectiveness, true-experimental, video blog, speaking skill*

Abstrak

Penelitian ini dilakukan berdasarkan masalah yang terjadi pada siswa kelas tujuh yang memiliki masalah dalam kemampuan berbicara dan dalam metode dan media yang digunakan dalam pengajaran bahasa Inggris. Penelitian ini bertujuan untuk mengetahui seberapa efektif media video blog untuk mengajarkan keterampilan berbicara. Penelitian True-Experimental ini dilakukan di MTs Muhammadiyah Karangkajen Yogyakarta dan menggunakan desain pre-test and post-test control group design. Penelitian ini menggunakan teknik simple random sampling. Sampel terdiri dari 30 siswa kelas eksperimen dan 30 siswa kelas kontrol. Peneliti menggunakan tes berbicara sebagai instrumennya. Tes ini telah divalidasi oleh ahli di Program Studi Pendidikan Bahasa Inggris. Kemudian data dianalisis menggunakan Paired Samples Test dengan program SPSS 25.0. Hasil penelitian menunjukkan nilai t-hitung sebesar 2,023 sedangkan t-tabel yang dihasilkan dari df (29) dan taraf signifikansi dua sisi (0,05) sebesar 1,699. Hal ini menunjukkan bahwa penggunaan video blog dalam

pembelajaran keterampilan berbicara siswa terbukti efektif. Sebagai hasilnya, dapat dibuktikan bahwa penggunaan media video blog lebih efektif untuk mengajarkan keterampilan berbicara dibandingkan dengan penggunaan buku teks dan media Power Point.

Kata kunci: *Paired Samples Test, efektivitas, true-experimental, video blog,*
keterampilan berbicara

INTRODUCTION

Speaking skill becomes important in various sector such as in education, economic, conference and many more. Speaking English is an ability that should be given equal attention in both the first and second languages, requires practice chances, receives feedback, and successfully conveys meaning through conversation (Utami, 2021). Through the needs in ability to speak English in this globalization and online era, technology is an investment that must be possessed by any person especially the educators. Everyone is expected to be familiar with technology since it has impacts on several fields mainly in educational field. One of the impact in educational field is it helps the teaching learning process by having a role as a learning media. In order to print high-quality human resources, everyone should be able to adapt to technology advancements (Darmawan & Nugroho, 2016).

Based on observations on August 22 2022 in MTs Muhammadiyah Karangkajen Yogyakarta, problems in speaking material is ineffective since the teacher is still using conventional learning media such textbook and powerpoint during the learning process. Conventional media used to be provided by the school in order to assist teachers to achieve the teaching learning goals but it still rarely used by the teachers. The observation was done at the time after the researcher conducted the first meeting with the English teacher in MTs Muhammadiyah Karangkajen Yogyakarta. Based on the observation that researcher did by entering and observing English learning process in the classroom, students obstacles in the process of learning are mispronounce some words, did not understand what the teacher said, did not know the meaning of some words, used incorrect grammar, and did not speaking English fluently. However, students are still enthusiastic in answering questions from the teacher. Accordingly, the researcher provided solution by utilizing Video Blog as a learning media in Introduction material since it can be easily made by anyone only by using the camera, then can be uploaded into YouTube. This will also increase students self-confidence. Therefore, the different learning method and the use of technology in the learning process can make the students learn more enthusiastically and actively.

The explanation mentioned above encourages researcher to find out the effectiveness of Video Blog as a learning media to teach seven grade students speaking skill in Introduction material. The media was chosen since it can encourage students to practice more so that they can also be more confident and is simple to produce. The researcher is interested in conductiong research entitled Video Blog to Boost Young Learners' Speaking Skill.

To find scientific theories as a basis for conducting research, the researcher get some information about related topics from the following previous research. The first study was conducted by Rakhmanina and Kusumaningrum (2016) entitled "The Effectiveness of Video Blogging in Teaching Speaking Viewed from Students' Learning Motivation" was using experimental research. The findings of this study showed that for students who have a high level of learning motivation, using video blog media to teach speaking is effective. However, using traditional speaking teaching

tactics is more effective with students who have low levels of learning motivation. The second study conducted by Darmawan and Nugroho (2016) with the title "Development of Vlogging as a Learning Media to Increase Student Enthusiasm in Class XII Subject MYOB Manufacturing (Debit Card) SMK N 2 Purworejo Academic Year 2015/2016" using Research and Development with the ADDIE model. The results showed that for students class XII at SMK N Purworejo, video blog learning media was beneficial. This can be seen from 1) The score of material expert's assessment received an average value of 3.9 in the "Good" category, 2) The material expert's assessment score achieved an average score of 4.87 in the "Very Good" category, 3) The score accounting practitioner learning assessment obtained an average score of 4.4 in the "Very Good" category, 4) Student assessment scores obtained an average score of 3.8 in the "Good" category. The third study conducted by Aqil and Fahri (2018) did a study named "Vlogging as a Medium for Eighth Grade Students of SMP Negeri 1 Gresik in Speaking Recount Text". The study's findings proved the effectiveness of using vlogging to teach recount text. This is shown in the outcomes of the students' development in speaking to become more fluent with fewer pauses, and the use 8 of past tense and complex structures, students also acquire appropriate new vocabulary, and they can convey what they want to convey more clearly.

The three relevant studies proved that video blog learning media is effective to help students and teachers during the teaching learning process especially in teaching speaking and the students learning motivation. But, there is no research explains or describes how effective video blog learning media is in teaching speaking especially in introduction material. So, this research on "Video Blog to Boost Young Learners' Speaking Skill", is a different research from the others. It fills the research gap that has not been investigated by the other researchers. Butar Butar *et al*., (2018:2) revealed that Video Blog is a video recording of a person's activities about their feelings, ideas, or experiences over a specific period of time concerning things in their environment, things they are enthusiastic about, or anything else.

The use of Video Blogs will have an impact on the performance of speaking skills students. Especially they involve Video Blogs as educational media in their classes and other learning activities. Video Blogs that are used as role models can make students get ideas for speaking, motivate students to be active, and influence student pronunciation (Brilianti & Fithriyani, 2020). By using Video Blogs as learning media, students are expected to be independent in learning language content, practice pronunciation, grammar, fluency and enrich their vocabulary. Speaking itself is verbal and direct verbal interaction between speakers and speech partners, who may additionally utilize audio or visual media to further their communication Darmuki & Hariyadi (2019). That means speaking skills are very important in everyday life as a tool for communicating and conforming to the needs of others.

According to Brown's (2004) opinion, this research can be included in Responsive Speaking type because in this study the researcher used the material "Introducing My Self and My Family" which would require a common introductions and simple requests to collect the data.

RESEARCH METHODS

This quantitative research was carried out using true-experimental method with a pre-test and post-test control group design. The class used in this research consisted of experimental class that was given treatment in the form of Video Blog as a learning media and control class that was taught using conventional media (textbook and PowerPoint).

The population in this study were the seven graders of MTs Muhammadiyah Karangkajen Yogyakarta. Sampling with the Simple Random technique resulted two classess, they are control class and experimental class. To measure students' speaking skill before and after the treatment, the researcher apllied pre-test and post-test in the form of speech test in which students were given 3 minutes to deliver their speech about Introducing him/herself, family, friends, or pet. The aspects for assessment are Comprehension, Pronunciation, Grammar, Fluency and Vocabulary. The determination of the validity of the instrument was conducted by using expert judgment from a lecturer in the English Education study programme at Ahmad Dahlan University, content validity, and construct validity. While the reliability level of the instrument was conducted by using interrater reliability that involving English teacher at MTs Muhammadiyah Karangkajen Yogyakarta as the rater 1, and the rater 2 is the researcher herself. The result of the reliability coefficient has been analyzed by using SPSS 25.0 and was interpreted by using Interpretation Level of Agreement by Rasyid (2015). The Pearson Correlation of the experimental class pre-test was 0.579, the experimental class post-test was 0.595, the control class pre-test was 0.770, and the control class post-test was 0.637. The reliability test showed that the scores were in the strong category. The results implied that the instrument of the speaking skills were valid and reliable.

To ascertain whether the data being used is normally distributed, a test of normality was used. The researcher utilized SPSS 25.0 to conduct Kolmogorov-Smirnov in this study. In this test, if the normality test shows (Sig > 0.05) it means that the data used is normally distributed. Meanwhile, if the significance shows (Sig < 0.05) then it is not normally distributed. Based on the experiment class pre-test and post-test normality test results, it is known that the significance value obtained was 0.087. Then the significance of the normality test were greater than 0.05 (0.087 > 0.05). Then, it can be stated that the data used in this study were normally distributed. The pre-test and post-test normality tests for the experimental class can be seen in Table 1.

Table 1. Normality Test for Pre-Test and Post-Test Scores of Experimental Class
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	8.23491306
Most Extreme Differences	Absolute	.149
	Positive	.085
	Negative	-.149
Test Statistics		.149
Asymp. Sig. (2-tailed)		.087[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the pre-test and post-test of control class normality test, it is known that the significance value obtained was 0.200. Then the significance of the normality test were greater than 0.05 (0.200 > 0.05). Thus, it can be stated that the data used in this study were normally distributed. Then, the pre-test and post-test normality tests for the control class can be seen in Table 2.

Table 2. Normality Test for Pre-Test and Post-Test Scores of Control Class

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.70389288
Most Extreme Differences	Absolute	.124
	Positive	.124
	Negative	-.100
Test Statistics		.124
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

From the table above, it can be concluded that the residual normality of the pre-test and post-test of the experimental class (0.087) and the residual normality of the pre-test and post-test of the control class (0.200) were normally distributed. This means that one of the requirements of the Paired Samples Test has been fulfilled.

To determine whether or not the data from the two classes had the same variance, the researcher conducted a homogeneity test. The researcher used *Levenne's test* which was carried out using SPSS 25.0 to test whether the data were homogeneous. The data is said to be homogeneous if ($p > 0.05$), otherwise if ($p < 0.05$) the data is not homogeneous.

Based on the pre-test homogeneity table of the experimental class and the control class, it can be concluded that the results of the *Levenne Statistics* showed the significance number of 0.588 which was greater than 0.05 (0.588 > 0.05). It showed that the pre-test value data from the experimental class and the control class used in this study are in the same variance or (homogeneous). Homogeneity test for pre-test of experimental and control class can be seen in Table 3.

Table 3. Homogeneity Test for Pre-Test of Experimental and Control Class

Test of Homogeneity of Variances

		Levene Statistics	df1	df2	Sig.
Pre-Test Score	Based on Mean	.296	1	58	.588
	Based on Median	.223	1	58	.639
	Based on Median and with adjusted df	.223	1	56.829	.639
	Based on trimmed mean	.197	1	58	.659

Based on the post-test homogeneity table of the experimental class and the control class, it can be concluded that the results of the Levene Statistics showed the significance number of 0.340 which was greater than 0.05 (0.340 > 0.05). It showed that the post-test value data from the experimental class and the control class used in this study are in the same variance (homogeneous). The homogeneity test for post-test of experimental and control class can be seen in Table 4.

Table 4. Homogeneity Test for Post-Test of Experimental and Control Class

Test of Homogeneity of Variances

		Levene Statistics	df1	df2	Sig.
Post-Test Score	Based on Mean	.926	1	58	.340
	Based on Median	.804	1	58	.374
	Based on Median and with adjusted df	.804	1	56.003	.374
	Based on trimmed mean	.991	1	58	.324

RESULTS AND DISCUSSION

By using SPSS 25.0 application, the researcher conducted data analysis to obtain descriptive statistical data. The researcher conducted descriptive statistical data analysis to determine the data's mean, standard deviation, range, variance, minimum and maximum values.

Table 5. Descriptive Statistics of Pre-Test in Experimental Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pre Test Experiment Class	30	34.00	28.00	62.00	1200.00	40.0000	7.96544	63.448
Valid N (listwise)	30							

According to Table 5, the experimental class pre-test has 30 research objects with a minimum score of 28.00 and a maximum score of 62.00. While the range was 34.00, and the mean was 40.0000. Based on the table, there was also a standard deviation of 7.96544 and a variance of 63.448. The researcher has determined the classification of the pre-test values of the experimental class by using the mean and standard deviation data from the descriptive statistical table.

Table 6. Categorization of Pre-Test in Experimental Class

No	Score	Classification	Pre-Test F	Pre-Test %
1	1-31	Low	3	10.0%
2	32-47	Fair	22	73.3%
3	48-100	High	5	16.7%
	Total		30	100%

The table above reveals that three students from the pre-test score of the experimental class were in the low category (10.0%), twenty-two students are in the medium category (73.3%), and five students are in the high category (16, 7%). Based on these data, the conclusion from the data processing that has been done, the students of the experimental class were in the medium category before being given the Video Blog treatment as a learning media.

Table 7. Descriptive Statistics of Post-test in Experimental Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Post Test Experiment Class	30	40.00	22.00	62.00	1260.00	42.0000	9.72732	94.621
Valid N (listwise)	30							

According to Table 7, the experimental class post-test has 30 research objects with a minimum score of 22.00 and a maximum score of 62.00. While the range was 40.00, and the mean was 42.0000. Based on the table, there was also a standard deviation of 9.72732 and a variance of 94.621. While the categorization of experiment class post-test values can be seen in Table 8 below.

Table 8. Categorization of Post-Test in Experimental Class

No	Score	Classification	Pre-Test	
			F	%
1	1-31	Low	1	3,3%
2	32-51	Fair	21	70,0%
3	52-100	High	8	26,7%
Total			**30**	**100%**

The table above shows that one student from the post-test score of the experimental class was in the low category (3.3%), twenty-one students were in the medium category (70.0%), and eight students were in the high category (26, 7%). Based on these data, the conclusion from the data processing that has been done, after being given the Video Blog treatment as a learning media, experimental class students were in the medium category.

From these factual data it reveals that the students' speaking skills have increased, although it is not significantly. Students who were in the low category reduced from three students to one student. Even students who are in the high category increased from five students to eight students. Table 9 below shows statistical data from the pre-test and post-test scores of the experimental class.

Table 9. Statistical Data of the Pre-Test and Post-Test Scores of the Experimental Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pre Test Experiment Class	30	34.00	28.00	62.00	1200.00	40.0000	7.96544	63.448
Post Test Experiment Class	30	40.00	22.00	62.00	1260.00	42.0000	9.72732	94.621
Valid N (listwise	30							

Focusing on the mean of the experimental class the pre-test mean showed 40.0000, while the post-test mean showed 42.0000. The enhancement from the pre-test mean (40.0000) to the post-test mean (42.0000) is 2.0000. As the result, as calculated by the data $\left(\frac{2.0000}{40.0000} \times 100\%\right)$ it has been known that the pre-test mean increased by up to 0.05%. Thus, it can be seen that students' speaking abilities have improved after using Video Blogs as a teaching tool, however not significantly. In other words, the use of Video Blogs as learning media is more successful than using conventional media.

Table 10. Descriptive Statistics of Pre-test in Control Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pre Test Control Class	30	44.00	26.00	70.00	1122.00	37.4000	8.99272	80.869
Valid N (listwise)	30							

According to Table 10, the control class pre-test has 30 research objects with a minimum score of 26.00 and a maximum score of 70.00. While the range was 44.00, and the mean was 37.4000. Based on the table, there was also a standard deviation of 8.99272 and a variance of 80.869. While the categorization of control class pre-test values can be seen in Table 11 below.

Table 11. Categorization of Pre-Test in Control Class

No	Score	Classification	Pre-Test	
			F	%
1	1-28	Low	3	10.0%
2	28-46	Fair	22	73.3%
3	46-100	High	5	16.7%
	Total		**30**	**100%**

Three students from the pre-test score of the control class was in the low category (10.0%), twenty-two students are in the medium category (73.3%), and five students are in the high category (16, 7%). Based on these data, the conclusion from the data processing that has been done is that before being given the conventional learning media, control class students were in the medium category.

Table 12. Descriptive Statistics of Post-test in Control Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Post Test Control Class	30	42.00	24.00	66.00	1092.00	36.4000	9.57583	91.697
Valid N (listwise)	30							

According to Table 12, the control class post-test has 30 research objects with a minimum score of 24.00 and a maximum score of 66.00. While the range was 42.00, and the mean was 36.4000. Based on the table, there was also a standard deviation of

9.57583 and a variance of 91.697. While the categorization of control class post-test values can be seen in Table 13 below.

Table 13. Categorization of Post-Test in Control Class

No	Score	Classification	Pre-Test	
			F	%
1	1-27	Low	3	10.0%
2	27-46	Fair	22	73.3%
3	46-100	High	5	16.7%
	Total		**30**	**100%**

Three students from the post-test score of the control class was in the low category (10.0%), twenty-two students are in the medium category (73.3%), and five students are in the high category (16, 7%). Based on these data, the conclusion from the data processing that has been done, after being given the conventional learning media, control class students were in the medium category.

Based on the categories between the pre-test and post-test, the conclusion from the two data is that after students were taught using conventional media by the teacher, students' speaking skill did not increase. It can be seen from the number of students from the low, medium, and high categories did not change. Statistical descriptive data for the pre-test and post-test scores for the control class are in Table 14.

Table 14. Statistical Data of the Pre-Test and Post-Test Scores of the Control Class
Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pre Test Control Class	30	44.00	26.00	70.00	1122.00	37.4000	8.99272	80.869
Post Test Control Class	30	42.00	24.00	66.00	1092.00	36.4000	9.57583	91.697
Valid N (listwise	30							

To find out the difference between the pre-test and post-test results, the researcher will only focus on the mean of the pre-test and post-test. If the pre-test mean was 37.4000 and the post-test mean was 36.4000, then there was a decrease of 1.0000. As a result, after calculating using data $\left(\frac{1.0000}{37.4000} \times 100\%\right)$, speaking skill decreased by 0.0267%. Thus, it can be concluded that after students were taught using conventional media by the teacher, there was no enhancement in students' speaking skill.

To find out the significant difference between students' speaking abilities who will receive instruction by using Video Blog media and those who will not, there is a guidance for T-Test Criteria.

Table 15. Guidance for T-test Criteria

If t-count > t-table, then H_0 is rejected and H_1 is accepted
If t-count < t-table, then H_0 is accepted and H_1 is rejected

Based on the Table 16 below, the result did not reveal any significant distinction between the control class's pre-test scores and those from the experimental class. The mean in the Paired Samples Test table showed 2.60000, while the t-count value showed 1.252 and the Sig. of 0.221. The standard deviation in the table showed 11.37632 and the mean standard error showed 2.07702. With a df of 29 and a level of significance of 5% or 0.05, a t-table of 1,699 was obtained.

Table 2. Paired Samples Test for Pre-Test of Experimental and Control Class

Paired Samples Test

					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pre-Test Experiment - Pre-Test Control	2.60000	11.37632	2.07702	-1.64799	6.84799	1.252	29	.221

The results of the experimental and control class pre-test Paired Samples Test were 1.252 < 1,699. So that it can be seen that H_0 is accepted and H_1 is rejected, it can be concluded that "The use of Video Blog media is not effectively used to teach speaking skills."

Based on Table 17 below has proven that there was a significant distinction between the control class's pre-test scores and those from the experimental class. The mean in the Paired Samples Test table showed 5.60000, while the t-count value showed 2.023, and the Sig. was 0.052. The standard deviation in the table showed 15.16257, and the standard error mean showed 2.76829. With a df of 29 and a level of significance of 5% or 0.05, a t-table of 1,699 was obtained.

Table 3. Paired Samples Test for Post-Test of Experimental and Control Class

Paired Samples Test

					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Post-Test Experiment - Post-Test Control	5.60000	15.16257	2.76829	-.06180	11.26180	2.023	29	.052

The Paired Samples Test of experimental and control class post-test were 2.023 > 1,699. So that it can be seen if H_1 is accepted and H_0 is rejected, it can be concluded that "The use of Video Blog media is effectively used to teach speaking skills.

The Mean in the in the pre-test and post-test of the experimental and control class was different. The mean value of the pre-test for experimental class students was 40.0000 and the post-test for experimental class was 42.0000. The mean in this class increased by 2.0000. Meanwhile, the mean pre-test for the control class was 37.4000 and the mean post-test for the control class was 36.4000. The mean in the control class has decreased for 1.0000. In finding the results of the Paired Samples Test, the researcher found that the speaking ability of students who were taught using Video

Blog media has increased. In other words, utilizing Video Blogs as learning media is more effective than using conventional media.

The purpose of this research is to determine whether or not Video Blog media can be an effective learning media for teaching speaking students in grade seven at MTs Muhammadiyah Karangkajen Yogyakarta. In fact, before using Video Blogs as learning media, students' speaking skill at MTs Muhammadiyah Karangkajen were in the fair category. The students' fair speaking ability can be seen from the students' pre-test score which is assessed based on the scoring rubric which assessed the aspects of grammar, comprehension, pronunciation, fluency, and vocabulary. Most of the students got low scores on the scores for pronunciation, grammar and fluency. Students were innacurate in pronouncing several words, in using grammar, and looked stammering in expressing simple sentences because students rarely use English in their daily conversations so that students are less accustomed to speaking in English.

Thus, the researcher was trying to use Video Blogs as learning media to overcome these problems. The researcher use Video Blogs as learning media because with this media, students can practice and get used to speak in English. Brilianti and Fithriyani (2020) state that Video Blogs can influence students' ideas when speaking in English, their pronunciation, and their motivation to speak the English. Moreover, Video Blog is thought to be useful for helping students develop their individual foreign language speaking abilities (Rakhmanina and Kusumaningrum, 2017).

The results of the statistical descriptions that calculated using SPSS 25.0 showed an enhancement. This can be proven by the experimental class' mean pre-test (40.0000) and the post-test score (42.0000). The gain from the pre-test to the post-test score is 2.0000 or 0.05%. While the difference in the mean pre-test control class (37.4000) and post-test control class (36.4000) is -1.0000 or -0.03%. These, can be said that 0.05 > -0.03. These indicate that the experimental class's mean gap is larger than the control class's. This means that the learning media Video Blog has a contribution to improve students' speaking skill. Thus, the experimental class experienced an enhancement from its pre-test scores to its post-test scores.

In addition, based on the results of the t-table and t-count obtained from the calculations using the Paired Samples Test, it shows that the t-count obtained from the post-test of the experimental and the control class is 2.023. Which means, it has a greater value than the t-table obtained from a significance of 5% (0.05), namely 1,699. Thus, this research can still be said to be effective.

Moreover, Video Blogs can actually increase students' motivation and interest in speaking. This can be seen from the new media that can involve students in speaking practice so that learning media is not only focused on the teacher who usually delivers the material. As cited in Candraloka and Rosdiana (2019), the factors that influence problems in students' speaking skills are not only due to their limitations in mastering vocabulary, fluency, grammar and also pronunciation, but also because students feel embarrassed, anxious, confused, afraid of making mistakes and lack of confidence. Students' participation is one of the factors so that students can practice speaking more often and can increase their confidence through vlogging activities. Furthermore, according to Aqil and Fahri (2018), vlogging can be a fun and engaging alternate form of speaking practise for students.

CONCLUSION

Based on the results of teaching speaking skills using video blog learning media to seventh-grade students at MTs Muhammadiyah Karangkajen Yogyakarta, it can be concluded that video blog as a learning media is effective to teach students speaking

skill. There were found significant differences that shows enhancement in teaching outcomes using video blog learning media.

In addition, based on the calculation outcomes of the Paired Samples Test using SPSS 25.0, which revealed that the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected, the effectiveness of video blogs as a learning medium to teach speaking skill can be proven. The t-count post-test results for the experimental class and the control class were 2.023 with a significant level of 0.05, the t-table obtained was 1.699. Thus it can be drawn as 2.023 > 1.699 or the t-count value is greater than the t-table. In conclusion, the use of video blogs is effective as a learning media to teach seven graders speaking skill.

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