

THE EFFECTIVENESS OF USING VLOGGING IN TEACHING SPEAKING DESCRIPTIVE TEXT TO THE ELEVENTH-GRADE STUDENTS OF SMK MANGGALA TAMA BINANGUN

Melisah Susanti¹, Sudar Sudar², Edy Sunjayanto³

Melisaahsusanti16@gmail.com¹, rofiqsdr@gmail.com², esunjayanto@gmail.com³

English Language Education, Muhammadiyah University of Purworejo

Abstract. Susanti, Melisa 2021. *The Effectiveness of using vlogging in Teaching Speaking Descriptive Text to the Eleventh Grade Students of SMK Manggala Tama Binangun in the Academic Year 2020/2021*. S1 Thesis. English Education Program Teacher Training and Education Faculty Muhammadiyah University of Purworejo.

The goal of this research is to see whether teaching Speaking Descriptive Text to Eleventh Grade Students through vlogging is effective. The research suggests that using vlogging to teach descriptive text speaking to eleventh-grade students at SMK Manggala Tama Binangun in the academic year 2020/2021 will be effective. Students in the eleventh grade at SMK Manggala Tama Binangun took part in this study. There were 132 students in the population. The researcher employed a technique known as purposive sampling to get the sample. Class XI MM1 was chosen as an experimental class that was taught using vlogging, while XI MM2 was chosen as the control group that was not taught using vlogging. The study employed a quasi-experimental research design. The speaking test was utilized to get the information. Level of significance analysis is a strategy for analyzing data. The total number of students in the class were 132. To obtain the sample, the researcher is using a technique known as purposive sampling. Class XI MM1 was chosen as the experimental group, that was taught by vlogging, and XI MM2 was chosen as the control group, that was not taught through vlogging. This research is used a quasi-experimental research design used in this study. The information was gathered using a speaking test. A tool for analysing data is level of significance analysis.

Keywords: *vlogging, speaking, descriptive text*

1. Introduction

Language is a communication system which consists of an audio and written symbol collection that is used to communicate with or to write with persons from a country or region. It is used by people to communicate affection, tristness, objectives, and better their careers, to create joy or simply to devote or appreciate them. Through language, people may remember their past and plan their lives, trade ideas and experiences.

In this world has so many languages, because every nation has their own nation language such as China has *Mandarin* language, Indonesia has *Bahasa Indonesia*, Thailand has *Phasa Thai* (thailand language) and each other

English is an important foreign language since it is an international language. English English is a foreign language taught in primary, junior high school and university as a mandatory subject. That is why it is a very vital thing to learn English.

Tuan and Mai say "The speech performance of students is influenced by factors such as performance, affectivity, listening abilities and feedback in text speech." Students are usually confused with the subject of the teacher's study material. They lack the language, weak grammar skills, low pronunciation and less speaking skills [1] .

The fact is that students find it difficult to improve their speaking abilities. It is due to a lack of confidence in describing something in English. Many learners are concerned that they will make mistakes or that the listeners will not understand what they are saying if they lack confidence in speaking the target language. As a result, students are typically more silent and less interactive when learning. Many English teachers are unconcerned about teaching speaking.

They believe that speaking is unimportant because it is not covered in the National Examination material. Furthermore, they do not employ a variety of strategies to teach speaking. In the classroom, the teacher typically uses a book to deliver the material.

Senior high school students in the eleventh grade must have good skills to develop and producing speaking in recount, narrative, and descriptive texts. The skill in speaking English should be attained. A descriptive text is the kind of text that defines a person or thing. Its goal is to reveal and describe a certain person, place, or something. The generic structures of descriptive text are identification and description. The fact when the researcher visited at eleventh grade students of SMK Manggala Tama Binangun, the researcher found many students that do not understand clearly what is the meaning of descriptive text, and how to describe person, places, things in English teaching. They are also not interested in studying English because they feel bored with the media that teachers used because it is considered outdated. From the statement above, it can be concluded that speaking is the important skill in learning language especially English. Teacher can use media in teaching learning process.

There are many kinds of media to improve speaking ability such as Audio media, Visual media, Games, and Realia. The role of the media in learning is very important, especially for students' interest and motivation can be grown by using attractive learning media. The boring learning process in the classroom can also be eliminated by using media that is fun for students.

It is considered effective for using audio and visual media to encourage student interest in learning. Students choose to play gadgets instead of reading textbooks in our new day. Education research in social media shows that the integrating into learning and teaching environments can produce new forms of inquiry, communication, collaboration, work identification or positive cognitive, social and emotional ramifications. Vlogging as well as video blogging are one way of applying this media to learning. A vlog is a blog containing the content of video. The media will improve the master's ability and develop the self-confidence of the learner.

The researcher employs Vlogging (or video blogging) to improve students' ability to speak on descriptive text. By employing Vlogging, the teaching process is made more interesting, and students are motivated to learn the material provided by the teacher. The material will be more clear, allowing students to grasp the topic more easily. Vlogging can encourage students to express themselves verbally. Because vlogging uses real objects that are brought into the classroom and practiced by the students. It enables students to see or hear their performance and determine their ability to speak English directly.

The researcher used previous studies from other researchers to conduct this research. Arum mustikawati [2] discussed the effectiveness of using video in teaching speaking, whereas Iif latifah ami [3] discussed the effectiveness of video blog (vlog) in teaching explaining text in teaching speaking. The purpose of this study is to determine the students' ability to speak. The difference between this study and others is the subject of the research and the time period in which the current study focuses on the covid-19 pandemic. As a result, the findings of this study are critical for English teachers to improve their online learning methods in order to make online learning an effective medium for students to learn.

2. Literature Review

• 2.1 Definition of Teaching

Chairman, he stated "teaching is an integral part of educational process." It is a continuing to learn action system. Its primary function is to teach, understand and develop competence. In teaching, the teacher interacts with the student, which focuses the student's attention towards the purpose. The only element of education, then, is the mutual relation or contact between the student and the teacher, the purpose of which is achieved by the students. Teaching is the strategy to aid others learn by giving out information, settings, conditions or activities that are appropriate. The goal for the education of the latter is to maintain the close relationship between a savvier personality and a less mature person" [1].

Based on the above description, teaching is a process of getting students knowledge from the teacher to the learner or improving their skills. In other words, it helps a teacher choose teaching

techniques, media of teaching, facilities of students, before teachers teach activities in the class and deliver materials, they must master their materials and grasp the skill levels of their students.

2.2 Relationship of teaching and learning

According to Aktaruzzaman, as the process of teaching and learning became more formal and systematic with the passage of time and technology, the need for effective methods and strategies to improve learning quality has been concerned with the issue of increasing the efficiency of the learning experience. [4]. It can be concluded that the primary goal of teaching is important knowledge and to monitor change in behavior while learning aims to understand and apply knowledge. A teacher seeks to share what they know whereas a learner intends to receive new information.

2.3 Definition of Learning

Kanpp, claim that learning is conceived as a function of a child's experience, a process that should be fostered by teacher through encouragement and enrich learning environment with teacher intervention discourage[5]. Brown, states that learning is acquiring or getting knowledge of a subject or a skill by study, experience or instruction, breaking down the components of the definition of learning, we can extract, as we did the language, domains of research and inquiry as follows[5]. Kanpp, claim that learning is conceived as a function of a child's experience, a process that should be fostered by teacher through encouragement and enrich learning environment with teacher intervention discourage[6].

2.4 Definition of Media

Arsyad, said "teaching media is a tool, graphic, photography, or electronic to process and arrange information visual and verbal"[7]. According to Sujana, Kinds of media that can be used in teaching [8] :

- 1) 1) Photographs, images, graphs, charts, or diagrams, posters, cartoons, and comics are examples of graphic media. Because it has a length and width, graphics media is often referred to as two-dimensional media.
- 2) 2) Models in three dimensions (3D) such as solid models, stacking models, work models, mock rocks, and dioramas.
- 3) Use of projection media such as slides, film strips, and films, as well as the use of OHP.
- 4) The use of the environment as a medium of instruction

2.5 Choosing appropriate media

According to Sujana, in choosing the media for the benefit of teaching should consider the following criteria[8]:

1. Accuracy with the purpose of teaching; This means that instructional media is chosen based on the established instructional objectives that include elements of understanding, application, analysis, and synthesis.
2. Support for the content of the lesson material; that is, the facts, ideas, concepts, and generalizations absolutely need the intervention of media in order for pupils to perceive them.
3. Ease of obtaining media; the relevant media is quickly obtained, or at the very least easily made by the teacher during the teaching session. In most cases, graphic media can be made without the assistance of a costly teacher, and it can also be used in a simple and practical manner. Teacher skill in using it; whatever type of media is required the main requirement is the teacher can use it in the teaching process. The expected value and benefits are not in the medium, but the impact of the use by the teacher during the interaction of student learning with the environment. The presence of OHP, film projectors, computers and other advanced tools, has no meaning whatsoever, if teachers can not use it in teaching to enhance the quality of teaching.
4. There is time to use it, so that media can benefit students while teaching.
5. Choosing media for education and teaching in accordance with the students' thinking level; media for education and teaching should be chosen in accordance with the students' thinking level, so that the meaning contained therein can be understood by the students. Choosing media for education and teaching in accordance with the students' thinking level; media for education and

teaching should be chosen in accordance with the students' thinking level, so that the meaning contained therein can be understood by the students.

2.6 Advantage of using media

According to Anita, media are essential in teaching and learning processes for a variety of reasons. Make use of the media to educate them [9] :

The method of teaching is more fascinating so that the students can learn the teacher's material. The teacher can draw students' attention to the subject he/she gives through the use of media.

- 1) The material will be clearer to make the material easy for pupils to understand. Media make it suddenly easier to capture the teacher's stuff. Media act as the teachers' means for simplifying and clarifying the instructional material so that students may readily capture the material. They can readily understand the topic if the kids are able to capture it easily. The teaching and learning process will be variable. It makes students enjoy the process of teaching and learning. If the teacher only uses explanations to deliver material during the teaching learning process, students will become bored.
- 2) The teaching and learning process will be variable. It makes students enjoy the process of teaching and learning. If the teacher only uses explanations to deliver material during the teaching learning process, students will become bored.

2.7 Kinds of Media

Sujana lists the following types of media that can be used in the classroom: • Graphic media such as photographs, graphs, charts, and diagrams, posters, cartoons, and comics. Because it has a length and width, graphics media is often referred to as two-dimensional media.

- Models in three dimensions (3D) such as solid models, stacking models, work models, mock rocks, and dioramas.

- The use of the environment as a teaching medium According to Hamdani, "Audio visual media is an audio-visual combination or can be referred to as the media of view and hearing"[10].

According to Anita, "the audio visual media is not only a medium to be viewed or heard, but also to be seen and heard and pictured simultaneously"[11]. Based on the preceding statement, audio visual media is a medium with sound and image aspects. It is concluded. Visual audio media are media types with improved capacity, because they include two media types of audio (listening) and visual media (seeing).

The use of video to study "The use of video in learning does not only increase the learning experience of pupils, but also provides the teacher with additional experience[12]," Bruvand stated. Costke argues that video learning not just shares experience, it has an impact on decision-making by students[1]. Based on the above statement, it can be concluded that the use of video during learning is not only interesting but also used to better explain the material than text

- Related research

In order to compare this study to previous studies conducted by other researchers, the researcher used some previous studies conducted by other researchers. The first study was conducted by Arum Mustikawati, and the goal of this research was to determine whether there was a significant difference in speaking ability. In this study, the qualitative method was used, and the data was gathered through a test. According to the findings, the researcher discovered that using video to teach speaking to eighth-grade students at Smp N 1 Manisrenggo was effective in improving students' speaking skills. [2]

Lif Latifah carried out the second study to assess the effectiveness of video blogs (vlogs) in the teaching of explanation texts at the 11th Degree of MA Asshiddiqiyah 3 Karawang in the 2018/2019 Academic Year. This study employed a qualitative-quantitative approach, with data gathered via an oral test. According to the findings of this study, video blogging (vlogging) has a positive perception because it is flexible and effective. Meanwhile, its flexibility motivates some students, but it also motivates others to be lazy and procrastinate on their assignments. [3]

The third study was done by Muchamad Iqbal Ali (2016) This study aims at identifying the use of video in teaching English speaking. This study is qualitative research. This research used quasi experimental research method and the data was collected through an oral test The findings

indicated that the students have positive perceptions toward the use of video in teaching English speaking. There is the easiness in the use of video in teaching because of the students' familiarity with the use of new technology, saving their time to do everywhere, and its goodness rather than paper.[11]

The fourth study was done by Ayesha Septamara Tanjungg from Universitas Negeri Surabaya. this study aims at the effectiveness of using video blogging towards students speaking ability. this research used experimental research and the data was collected through an oral test Method The findings indicated that the students have positive perceptions toward the use of video in teaching English speaking. There is the easiness in the use of video inteaching because of the students' familiarity with the use of new technology, saving their time to do everywhere, and its goodness rather than paper. Because the researcher used both quantitative and qualitative methods, this study employs a mixed methods approach. The subject of this study was the eleventh-grade students of SMK Manggala Tama 1 Binangun, in the academic year of 2021/2022 with a total of 60 students, consisting of XI MM 1 and XI MM 2. The researcher employed an oral test in this study. The method utilized by the researcher was a semi-structured interview[13].

The fifth study in this study was The Effectiveness of Video Blogging in Speaking in the Eyes of Students. This was written by the University of Prof Lisa Rakhmanina and Dian Kusumaningrum, SH. The results of the study are: During in the analysis and interpretation, several conclusions might be made based on the results. In the beginning, the strategy of video blogging is more effective than the strategy on exposure to students in general in law schools. Second, the highly motivated pupils are better able to speak than the low-induced students. [14].The researcher used descriptive statistics to analyzed the data obtained from the test, and used descriptive analysis to analyzed the data. In addition, the researcher used interval of interpretation table according to Brown [15]:

Table 1. Interpretation of mean score based on interval

Value	Grade	Level of Achievement
80 – 100	A	Excellent
66 – 79	B	Good
56 – 65	C	Sufficient
40 – 55	D	Fairly sufficient
<39	E	Low

3. Finding and discussion

After collecting data through questionnaire and interview on December 16th to 21th, 2020, then the researcher analysed the data obtained. The data obtained from the questionnaire was presented below:

Table 2. Descriptive statistics

		Precon	Postcon
N	Valid	30	30
	Missing	0	0
Mean		54.37	60.27
Std. Error of Mean		1.160	1.312
Median		55.00	60.00
Mode		45 ^a	60
Std. Deviation		6.354	7.187
Variance		40.378	51.651
Minimum		44	47

Maximum	67	79
Sum	1631	1808

The highest score in pre-tests (H) 68 is based on the table above, the lower one is (L) 44, the media (Me) is 55, mode (Mo) is 45 and the mean is (M) 54,37 and the standard (SD) is 6,354 with the total score being 1631. The lowest post-test score is (H) 79, while (L) 47 is the lowest after test, the mean (M) is 60,27. The multimedia (Me) is 60, Mo is 60, and the post-test score is 1808. Table 3. percentage of test result of control class

Interval	Interpretation	pre test		post test	
		F	%	F	%
80-100	Excellent	0	0	0	0.0
66-79	Good	2	7	6	20
56-65	Sufficient	10	33	15	50
40-55	Fairy Sufficient	18	60	9	30.0
<39	Poor	0	0	0	0
		30	100	30	100.0

Based on table above, the researcher concludes that the result of post-test of control group are 6 students (20%) belongs to good category, 15 students (50%) belong to sufficient category, 9 students (30%) belong to fairy sufficient and none poor category. It means that speaking ability of eleventh grade student of SMK Manggala Tama Binangun academic year 2020/2021 is sufficient.

Table 4. Test of normality of post-test of control class

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		30
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	5.89564512
Most Extreme Differences	Absolute	.091
	Positive	.091
	Negative	-.081
Kolmogorov-Smirnov Z		.496
Asymp. Sig. (2-tailed)		.967
a. Test distribution is Normal.		

Based on computation above, it shows that post-test control group, the significant value gained is 0,967 this result, the compared with significant level 0,05. To consider that the data normal distributed, the result must be higher than 0,05. From the explanation above, it can be concluded data is normal distributed.

- Test of normality

This test was intended to assess the distribution, as well as the variability of the study data, of maximum and minimum values. Typically, the Chi Square Test is employed for normal distribution (x). The calculating of data using chi square is a formula for the test [8].

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	5.29228806
Most Extreme Differences	Absolute	.131
	Positive	.131
	Negative	-.090
Kolmogorov-Smirnov Z		.716
Asymp. Sig. (2-tailed)		.685

Based on computation above, it shows that post-test experimental, the significant value gained is 0,68 this result, then compared with significant level 0.05. To consider that the data normal distributed, the result must be higher than 0.05. From the explanation above, it can be concluded data is normal distributed.

Table 4. of homogeneity

Test of Homogeneity of Variances			
Poscon			
Levene Statistic	df1	df2	Sig.
1.074	1	58	.304

Based on the average, the mean test results are 0.304 compared with 0.05. The importance level must be over 0.05. The result of the first calculation is 1.03, compounded with the F table value by the numberer (30-1=29) and the dominator df (30-1=29). The mean F value of 0.05 is 1,84, according to the F table. It shows that the F value achieved is less than the F table value (1.031.84). The difference between two scores is indeed homogeneous.

Table 5. Table of test of hypothesis Analysis (SPSS)

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	T	Df				Lower	Upper
Poscon	Equal variances assumed	1.074	.304	-6.870	58	.000	-12.167	1.771	-15.712	-8.622
	Equal variances not assumed			-6.870	56.859	.000	-12.167	1.771	-15.713	-8.620

The research find that SPSS has an important value of 0.01. It's under 0.05. It points to the important outcome. Ho is rejected and Ha is accepted according to the above hypothesis. The hypothesis of this

study (Ha) argues hence that video vlogging for SMK Manggala Tama Binangun in 2020/2021 is effective in teaching text to eleventh grade students.

Material delivery

According to the oral test result, the students had average perception related to the material deliver. The material delivers in form of text, then the students told to learn and understand by themselves before do the assignment. On the other hand, the students agree that by vlogging and media appropriately, students can easily understand to learning materials presented by teacher as drawn in the average of post-test of experimental class is 66,53 it is higher than the average of post-test of control class it is 60.27. It was state that using vlogging is effective to teaching speaking descriptive text at the eleventh grade of SMK Manggala Tama Binangun.

“Please describe something around you ”

Intensity number of assignments

The researcher employs Vlogging (or video blogging) to improve students' ability to speak on descriptive text. By employing Vlogging, the teaching process is made more interesting, and students are motivated to learn the material provided by the teacher. The material will be more clear, allowing students to grasp the topic more easily. Vlogging can encourage students to express themselves verbally. Because vlogging uses real objects that are brought into the classroom and practiced by the students. It enables the student to see or hear their performance and directly assess their ability to speak English.

There are many problems discovered during the teaching and learning process; however, in order to keep the research on track, the researcher limits the problem to discussing student speaking. The researcher is eager to solve the problem because it is critical to provide opportunities for oral language development in the classroom. Meanwhile, it is revealed that the students have fewer opportunities to practice speaking. She intends to use vlogging as a medium to solve the problem.

This research can be a guidance in teaching speaking, the teacher can help the students more understand the material easier. By using vlogging it can make the students more active and more confidence in learning process. The result of this study will make the students easier to understand the material and more active during the class. The students speaking skill will better because they can express their idea.

CONCLUSION

On the base of the analysis of the data on chapter IV, the effectiveness of vlogging as a medium to teach descriptive text can be claimed. The result of the students' score in experimental and control group is supported by this remark. The mean test group score for the pre-test is 58.93, whereas 66.53 for the post-test. It's in a really good class. In addition, in the pre-test group the mean score is 54.86, and in the post-test group 60.27. This research results in the efficacy of the use of video-vlogging as a media for the students of SMK Manggala Tama Binangun in the academic year 2020/2021 who have been able to teach descriptive text.

REFERENCES

- [1] A. Rahmawati, B. Harmanto, and N. R. Indriastuti, “THE USE OF VLOGGING TO IMPROVE THE STUDENTS’ SPEAKING SKILL,” *EDUPEDIA*, vol. 2, no. 1, pp. 87–95, 2018.
- [2] A. Mustikawati, “The effectiveness of using video in teaching speaking for the eighth grade students of SMPN 1 Manisrenggo,” *Unpubl. Thesis Yogyak. State Univ. Yogyak.*, 2013.
- [3] I. L. Amir, “The effectiveness of video blog (vlog) in teaching speaking of explanation text: a study at the eleventh grade of MA Asshiddiqiyah 3 Karawang in the academic year 2018/2019,” 2019.
- [4] M. J. Marzuki and S. Nurpahmi, “Using video blog in teaching speaking,” *Engl. Lang. Teach. EFL Learn.*, vol. 1, no. 1, p. 13, 2019.

- [5] P. Knapp and M. Watkins, *Genre, text, grammar: Technologies for teaching and assessing writing*. UNSW Press, 2005.
- [6] J. W. Creswell, *Educational research: Planning, conducting, and evaluating quantitative*. Prentice Hall Upper Saddle River, NJ, 2002.
- [7] L. M. Leong and S. M. Ahmadi, "AN ANALYSIS OF FACTORS INFLUENCING LEARNERS' ENGLISH SPEAKING SKILL," 2017.
- [8] A. Rivai and N. Sujana, *Media pembelajaran*, 2011th ed. Bandung: Sinar Baru Algesindo.
- [9] C. Greenhow and C. Lewin, "Social media and education: Reconceptualizing the boundaries of formal and informal learning," *Learn. Media Technol.*, vol. 41, no. 1, pp. 6–30, 2016.
- [10] vanoni monica, "The effectiveness of using video on junior high school students listening comprehension achievement".
- [11] R. Fuady and A. A. Mutalib, "Audio-Visual Media in Learning," *J. K6 Educ. Manag.*, vol. 1, no. 2, pp. 1–6, 2018.
- [12] L. M. Leong and S. M. Ahmadi, "AN ANALYSIS OF FACTORS INFLUENCING LEARNERS' ENGLISH SPEAKING SKILL," 2017.
- [13] N. E. Prasetyani, Y. Sabat, and L. Musyarofah, "THE USE OF VIDEO BLOG TO TEACH STUDENTS' SPEAKING OF DESCRIPTIVE TEXT TO THE TENTH GRADE OF BROADCASTING CLASS OF SMK PRAPANCA 2 SURABAYA IN ACADEMIC YEAR 2018/2019," *STKIP PGRI Sidoarjo*.
- [14] V. Nurviyanti and A. S. Rahayu, "A STUDY OF STUDENTS' SPEAKING SKILL THROUGH VLOG," *J. JOEPALLT J. Engl. Pedagogy Linguist. Lit. Teach.*, vol. 6, no. 2, 2018.
- [15] M. Hakim, "The use of video in teaching English speaking.," *Res. Methodol. Linguist. Educ.*, vol. 4, no. 2, p. 362, 2019.