

**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)**

**THESIS**

Submitted in Partial Fulfillment of the Requirement of  
For Degree of Bachelor of Education  
in English Language Education



by :

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**FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
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SEMARANG  
2019**



## A THESIS STATEMENT

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I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinion or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, June 25<sup>th</sup> 2019

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## ADVISOR NOTE

Semarang, 25<sup>th</sup> June 2019

To  
The Dean of  
Walisongo State Islamic University

*Assalamu 'alaikum Wr. Wb.*

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

Title : **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)**

Name of the Students : Iif Latifah Amir  
Students Number : 1503046034  
Department : Education  
Field of of Study : English Language Teaching

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University, to be examined at Munaqosyah session.

*Wassalamu 'alaikum Wr. Wb.*

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*Wassalamu'alaikum Wr. Wb.*

Advisor II.



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## ABSTRACT

Title : 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)  
Name : Iif Latifah Amir  
Students' number : 1503046034

The background of this research was based on the phenomenon that most students demonstrated low speaking proficiency. It was very rare to find the students who can speak English fluently. Students lack of linguistics awareness in grammar, vocabulary, pronunciation, fluency and comprehension. In order to create an interesting and enjoyable activities in the classroom, the teacher should be able to use different media to facilitate the teaching process since technology has brought innovation in education especially in language teaching. *Vlogs* as media in teaching speaking can accommodate students' interest because students sometimes more like watching videos than reading a book. The main objective of this research is to explain the effectiveness of using video blog (*vlog*) to teach speaking of explanation text. The researcher used quantitative approach and the research design used an experimental research. The sample of this research were XI 3 as experimental class which was taught by using video blog (*vlog*) and XI 2 as control class which was taught without using video blog (*vlog*). Based on the collecting data, it was obtained that  $t_{\text{count}} = 4.63$  and  $t_{\text{table}} = 2.02$ . it showed that  $t_{\text{count}} > t_{\text{table}}$  ( $4.63 > 2.02$ ). so  $H_0$  is rejected and  $H_a$  is accepted. It means that, there is a significant difference in students' speaking between students who are taught by using *vlog* and those who are taught by using without *vlog*. Based on the result findings, it can be concluded that the use of *vlog* in teaching speaking is effective. Therefore, it is recommended that *vlog* can be implemented as one of the effective teaching media for the teacher to teach speaking skills and for future researcher can use the same kind of research with different sample and condition.

*Keywords: Students' Speaking Skill, Video Blog (Vlog), Explanation Text.*



## **MOTTO**

We only live once. What all we need just to do well, be nice to ourselves, to people around us. Because we are given only once chance.

“The key to live a happy life is to always be grateful and don’t forget the magic word: ikhlas, ikhlas, ikhlas”.

~Gita Savitri



## DEDICATION

Praise to Allah SWT, the Most Greacious and the Most Merciful, this thesis is dedicated to:

The researcher's dearest father, Mr. Amir Hamzah.

The researcher's dearest mother, Mrs. Sureni.

The researcher's dearest sister and brother, Silvi Mufidah Amir and Maulana AK Azzam Amir.

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Semarang, 25<sup>th</sup> June 2019  
The Writer,

**Iif Latifah Amir**  
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# CHAPTER I

## INTRODUCTION

### A. Background of The Research

English in Indonesia gets to be the first foreign language which has got to be instructed as obligatory subject in school. English has four skills; listening, speaking, reading and writing and with three components; vocabulary, grammar, and pronunciation. Which should be taught integrated in the school then the students will have good English proficiency either written or spoken language. But for most learners, speaking is the most important one to be learn and mastered because they want to employ English as a tool in global communication. According to Davin, “The single most important aspects of learning a second language is mastering the art of speaking, and success is measured in term of the ability to carry out a conversation in the language”.<sup>1</sup> It is clear that speaking should be paid more attention in teaching English at school in order that the students are able to speak English fluency and comprehensively since English in Indonesia becomes the first foreign language unlike Indonesian and Javanese, English is a new language for Indonesian students so that the students are motivated to study harder. In the Holy Qur’an, Allah has stated in Sura An-Nisa verse 5

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<sup>1</sup> David Nunan, *Second Language Teaching & Learning*, (Canada: Heinle & Heinle Publisher, 1999), p.39

..... وَقُولُوا لَهُمْ قَوْلًا مَعْرُوفًا (٥)

“.....and speak to them words of kindness and justice”.<sup>2</sup>

This verse explains the need to choose *qaulan ma'rufan*, namely sentences that are well within the customs in each community. This verse instructs that a message should be delivered in accordance with the good customs in the community.<sup>3</sup> Based on the verse, every human have to communicate in good speaking also for students in the class, they have to speak English in good language includes pronunciation, grammar, vocabulary, fluency and comprehension.

Teaching speaking skill in English as foreign language (EFL) class is important. The success of learning a language is often measured by how well the students can communicate the language. In speaking skill, the students need to express their idea and knowledge in a particular text type and show their fluency during speaking performance. Therefore, in teaching and learning process, developing the students speaking skills seems to be the most difficult thing, Arsyad said that one of the steps in developing students speaking skill is the teachers have to build the

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<sup>2</sup> Muhammad Muhsin Khan and Muhammad Taqi-udDin Al Hilali, *Interpretation of The Meaning of The Noble Qur'an In The English Language*, (Riyadh Saudi Arabia: Dar-us-Salam Publication, 1999), p.48

<sup>3</sup> M Quraish Shihab, *Tafsir Al-Mishbah* (Pesan, Kesan dan Keserasian al-Qur'an) Vol. 1 (Jakarta: Lentera Hati, 2002) p.427

communication between the teachers and the students.<sup>4</sup> The teachers should be able to conduct a comfortable situation and always make a variation method and media in teaching English, so that the students interest and enjoy the activities in classroom. According to Navy Annury and Nadiah Ma'mun, "The teachers need media to enhance the students' skill and the term media itself includes the whole range of modern communications media that already known, such as: audiovisual aids, the cinema, video, internet, photography, pictures, advertising, newspaper, magazines, games and so on".<sup>5</sup> The aims of media are to stimulate the students' mind, skills, and attention and the well-known fact is that audio-visual media is very helpful in stimulating and facilitating learning English, so audio-visual has a positive contribution to the process of learning English.

In order to make learning more interesting, variations of media are needed. According to Bajrami and Ismaili, video can be used as authentic material input and as a motivational tool in teaching learning. Students find the experience of using video to be interesting, relevant, beneficial and somewhat motivational in class.<sup>6</sup> Technology and social media are great combination for

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<sup>4</sup> Azhar Arsyad, *Media Pembelajaran*.(Jakarta: PT. King Grafindo Persada, 2008), p.3

<sup>5</sup> Muhammad Nafi Annury & Nadiah Ma'mun, *Teaching English as a Foreign Language*. (Semarang:Varos Mitra Utama), p.95

<sup>6</sup> Lumturie Bajrami & Merita Ismaili, "The Role of Video Materials in EFL Classroom", *International Conference on Teaching and Learning*

English learning process, they provide a chance to improve students' ability in English skills, especially in speaking ability.<sup>7</sup> That is to say, it may be suggested that both teachers and students can be involved in creative ways to incorporate different video in a variety of classroom activities to enhance learning outcomes and provide a positive classroom environment. The teacher can use *vlog*; video with supporting text, images, and another metadata as another variation of video.

Researcher chooses *vlog* in teaching speaking since it is a part of Information and Communication Technologies (ICTs) where technology takes a role as a mean of learning English<sup>8</sup>. Sudjana and Rivai state that "The rapid advancement of science and technology were implicating the expansion of human horizons in various fields of knowledge so that each future generation must learn more to become educated human beings in accordance with the times and media is a means to communicate specific knowledge and skills, in addition to developing new knowledge,

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*English as an Additional Language*, (GlobELT, Anatalya, Turkey. 2016), p.505

<sup>7</sup> Izzah Maulidah, "Vlog: The Mean to Improve Students' Speaking Ability", *International Conference on English Language*, (Volume 145, 2017), p.1

<sup>8</sup> Ayu Rahmawati, dkk, "The Use of Vlogging to Improve Students' Speaking Skill", *Jurnal Mahasiswa Universitas Muhammadiyah Ponorogo*, p.3

skills, and techniques which will directly integrate with students.”<sup>9</sup>  
So the learning process will be more efficient and effective.

Video blog (*vlog*) is one of popular technology or social media which can be used to accommodate students’ interest in learning speaking skills, and it is currently used by teacher to increase students’ performance, especially in speaking. Several studies have promoted the phenomena that *vlog* can effectively facilitate language teaching and learning. Some reserchers have conducted research about the use of video blog (*vlog*) in teaching speaking; Yulianti, from Tanjungpura University, has conducted research about the use of video blog to teach speaking of recount text.<sup>10</sup> She found increase of students’ enthusiasm which made them did not feel burden to speak up. The research findings of her research, there was a significant difference in students’ achievement after the treatment. That was shown by the students’ post-test score was higher than the students’ pre-test score. Ainun Jariyah, from The State Islamic Institute of Surakarta, has conducted research about the effectiveness of blogging videos (*vlog*) in teaching speaking to the eight grade students of SMP al-

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<sup>9</sup> Nana Sudjana and Ahmad Rivai, “*Teknologi Pengajaran*”, (Bandung: Sinar Baru Algensindo, 2003), p.110-111

<sup>10</sup> Yulianti (NIM. F102114035), “The Use of Video Blog to Teach Speaking of Recount Text”, *Thesis* (Pontianak: Program Sarjana Universitas Tanjungpura, 2018), p. 7

islam 1 surakarta.<sup>11</sup> She found some strength during the process in teaching speaking, they are: Most of students were active in teaching speaking process because *vlog* gave more opportunities to speak during the activity in the class and the students were very interested because they could find comprehend the material given by the researcher. The research finding of her research is that *vlog* is effective to teach speaking. Therefore, *vlog* it is the appropriate medium for students at 16-24 where they likely to access the internet to fulfill their free time, and Maulidah said that “50% of internet users from the demographic spend 10 more hours per week on the internet”.<sup>12</sup> Students can watch some *vlogs* on their social media; Facebook, Instagram, Twitter and Youtube, because *vlog* have a wide reach. *Vlogs*, as media in teaching speaking, can give students plenty of opportunities to develop their fluency in speaking because they can learn from the native. In certain condition, students like watching video rather than reading book, reading paper or learn from the teacher. For these reasons, teachers must consider the implication of those technologies, the skills, and competencies in 21<sup>st</sup> century that students have to participate in the digital world.

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<sup>11</sup> Ainun Jariyah (SRN.14.32.2.1.167), “The Effectiveness of Blogging Videos (Vlog) In Teaching Speaking to The Eight Grade Students of SMP Al-Islam 1 Surakarta In The Academic Year 2017/2018”, *Thesis*, (Surakarta: Program Pasca Sarjana IAIN Surakarta, 2018), p.99

<sup>12</sup> Izzah Maulidah, “Vlog: The Mean to Improve Students’ Speaking Ability”, *International Conference on English Language*, (Volume 145, 2017), p.12

Using *vlog* in teaching speaking can burn up students' interest because it provides good motivation to learn English. Everything related with audiovisual can attract students more active, according to Azhar "Audiovisual aids are often excellent source to which to turn in order to obtain information for inquiry purpose".<sup>13</sup> By using English *vlog*, students was more interested and more active in learning. They feel something new and different from what they usually get in their class. *Vlog* as a learning medium is very interesting for students. Rakhmanina states that *vlog* is very effective use in high school.<sup>14</sup> *Vlog* has been spread out widely as the medium to entertain. Those are the reason why the researcher chooses *vlogs* as a media in teaching explanation text and hopes that with the use of *vlogs* the students will be active as participants and they have more a chance to express their minds, emotions, feelings and attitudes in explaining something in case.

In this study, the researcher is interest in conducting an experimental research. The research in MA Asshiddiqiyah 3 Karawang to eleventh grade students in academic year of 2018/2019. There are two classes, one class as the experimental group and the other class as the control group, to see the

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<sup>13</sup> Azhar Arsyad, *Media Pembelajaran*, p.22

<sup>14</sup> Lisa Rakhmanian and Dian Kusumaningrum, The Effectiveness Of Video Blogging In Teaching Speaking Viewed From Students' Learning Motivation. *Proceedings of the Fifth International Seminar on English Language and Teaching*. (2017), p.28

significant difference between the students are taught by using *vlogs* and the students are taught by blog.

The eleventh graders of MA Asshiddiqiyah 3 Karawang have some difficulties in speaking, Many students demonstrated low speaking proficiency. Students' lack of linguistic awareness in grammar, vocabulary, pronunciation, fluency and control of the content and they need much time to think what will they say, even they do not know how to say the word in English. It was very rare to find the students who can speak English fluently and accidentally. And the English teacher often use Indonesian to explain the materials in the class because the students cannot get the point well without asking the teacher about any certain vocabularies. Those were the result of interview with the English teacher. And based on the reason above, researcher is interest to act directly in applying an appropriate medium for teaching speaking of explanation text in MA Asshiddiqiyah 3 Karawang.

## **B. Questions of The Research**

From the background explained above, the problem to be discussed in this final project can be formulated by the researcher: How effective is video blog (*vlog*) in teaching speaking of explanation text to the eleventh grade of MA Asshiddiqiyah 3 Karawang in the academic year 2018/2019?

### **C. Objectives of The Research**

To explain the effectiveness of video blog (*vlog*) in teaching speaking of explanation text.

### **D. Pedagogical Significance**

The result of this study is expected to be able to give the following benefit for:

1. For the learners

The result of this study will give many benefits to students because they can know the way to enhance their speaking ability by watching video blog (*vlog*) in understanding explanation text.

2. For English teacher

The teacher will get inspiration and motivation to use a *vlog* as variations media in the teaching and learning process.

3. For the researcher

The researcher hopes this study can give more information to the readers about media in the teaching and learning and can develop the more creative research. It can be one of their references.

### **E. Scope of Research**

The scope of the study, the researcher limits this study as follows:

1. The topic is limited to the effectiveness of teaching speaking explanation text using video blog (*vlog*).

2. The study is an experimental study.
3. The population is limited to the eleventh grade of MA Asshiddiqiyah in the Academic Year 2018/2019.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

Chapter II presents previous research and the review of related literature. In the review of related literature the researcher starts with definition of speaking, basic types of speaking, teaching speaking, the nature of media, the nature of vlog, and video blog (*vlogs*) as media in teaching explanation text.

#### **A. Previous Research**

The studies were conducted in line with these studies:

A research conducted by Rosmawar, Asnawi Muslim, and Nira Erdiana, entitled “*The Effect of Using English Video Clips with Pair Work Activity on Students’ Speaking Skills*”. This research focused on the effect of using English video clip with pair work activity on students speaking skill at first grade students (VII-4) of MTsN 2 Banda Aceh. The purpose of this experimental quantitative research was to look at the effect of using English video clip with pair work activity on students speaking skill.

From the result of the study, it was found that the mean score of pre-test was 55,4 and the mean score of post-test was 81,2. It was clearly seen that the mean score of post-test was higher than the mean score of pre-test. Then, t-test was 4,534 and critical value in t-table (0,05) was 1,711, Meaning that t-score was higher than t-table ( $t\text{-score} = 4,534 > t_{\text{table}} = 1,711$ ). It means the alternative hypothesis ( $H_a$ ) of this research was accepted and null

hypothesis (Ho) was rejected.<sup>1</sup> In conclusion, teaching English by using English video clip with pair work activity can give a significant effect toward the students' speaking skill. Therefore, it is recommended that using English video clip with pair work activity can be alternative media used by the teacher in teaching English particularly in teaching speaking.

The weakness of this study was the research design is made for a single group without a control group to compare with the experimental group. The researcher did not use the control group in this study. The researcher compared the students' pre-test result to the students' post-test result in order to know the students' speaking skills improvement. And the strength of this research is the technique used to provide and motivate the stages of learning through media. It use English video clips with pair work activity in teaching speaking to improve students' speaking ability. And the similarity of both reserach is the same media video to motivate students in mastering speaking skill. The dissimilarity of both research is in the objective of the research, this study was conducted at the first grade students of MTsN 2 Banda Aceh while the researcher conducted the study at the eleventh grade of MA Asshiddiyah 3 Karawang.

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<sup>1</sup> Rosmawar, dkk. "The Effect of Using English Video Clips with Pair Work Activity on Students' Speaking Skills", *Research in English and Education (READ)*, (2018), p.11

The next research with the title “*The Effectiveness of Using Video Clip in Teaching Speaking to Deliver Hortatory Exposition Text: An Experiment Research*”. This research aimed at finding out whether or not the use of Video Clip and Hortatory Exposition Text effective in improving student’s pronunciation and student’s vocabulary. In this research, the resercher used experimental research to find the data. The research had conducted a treatment, where the class consisted of six meeting. The research instrument was an oral presentation as a pre-test and post-test. In pre-test the students presented their argument after they watching the video clip that given by cell phone and they were explained based on the structural of hortatory exposition text.

The finding indicated that the use of video clip as media in the teaching speaking to deliver hortatory exposition text was effective in term of pronunciation and vocabulary. It is provided by the pre-test is (59, 75) and compare to the mean score of post-test is 72, 84 and the percentages of the improvement is 21, 90%.<sup>2</sup> The similarity of both research were the media, between video-blog (*vlog*) and video clips as a media are applied by the researcher and the dissimilarity is the researcher trying to apply a video in teaching explanation text with different stages of

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<sup>2</sup> Sandra Susanti, dkk. “The Effectiveness of Using Video Clip in Teaching Speaking to Deliver Hortatory exposition Text: An Experiment Research”, *Jurnal of Computer Interaction in Education*: (Volume 1, 2018), p. 8

learning. The weakness of the research was only focus on students' pronunciation and students' vocabulary at the second grades of SMAN 22 Makassar by pre-experimental whereas there are many aspects in speaking skills, they are: fluency, vocabulary, pronunciation and grammar which should be notice by the teacher in speaking assessment. This method is an effective way for teaching and learning process to enhance the students' speaking ability.

The next research was research conducted by Ceyhun Yükselir and Şevki Kömür, entittle "*Using Online video to Improve Speaking Abilities of EFL Learners*". This study aims to improve the speaking abilities of EFL students at prep school by using online videos at Osmaniye Korkut Ata University. The study was carried out with 20 low level students in 5 classes in an English Language prep class at Osmaniye Korkut Ata University in Turkey. Of 20 students ten were chosen for the treatment group. These students were selected in accordance with the results of the first speaking exam administered in the 2015-2016 academic year. The materials used were five videos available online.<sup>3</sup>

In conclusion, knowing a language means clearly performing productive skills effectively. Speaking is one of the most

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<sup>3</sup>Ceyhun Yükselir and Şevki Kömür, "Using Online video to Improve Speaking Abilities of EFL Learners". *European Journal of Education Studies: (Vol 3, 2017)*, p.9

significant skills which learners need to improve. In this sense, this study shows that using online videos in language classes enables student to communicate and interact more appropriately and they can achieve the ability to convey their messages much more easily. The dissimilarity both of the research was in research question, the research discuss the differences in speaking performance based on the genre, between male and female. And it show the students in experimental group improved their level of speaking via online videos and female students scored higher than male students. As online videos become more accessible to the EFL learners it is likely that they will become more familiar to videos and communication tools and they will have more tendencies to use authentic language.

The next research was research conducted by Yuliani (NIM. F1021141), entitled “*The Use of Video Blog to teach Speaking of Recount Text*”. The research of this study employed pre-experimental design. The purpose of this design is to know the students’ basic score toward the subject in pretest and to determine whether the treatment give any effect on the outcome by assigning posttest. Thus, the writer chose this design to find the effectiveness of using video blog to teach speaking of recount texts to Year-10 students of SMA Negeri 5 Pontianak in Academic Year 2017/2018 of video blog for all students in the class before and after the treatment applied.

After being taught use a treatment, it was shown by the students' post-test score was higher than the students' pre-test score. The sum of the students' score of pre-test (O1) was 2239 with the mean score 62.19 which meant that they did not pass the minimum standard criteria achievement (then known as KKM) which is 70. Whereas, the sum of the students' score of post-test (O2) is 2837 with the mean score 78.80 which meant that they have passed the minimum standard criteria achievement ( $78.80 > 70$ ).<sup>4</sup>

The strength of this research was applied illustrative Model of Dale's Cone of Experience, it illustrated the advantages of use video in triangle, where 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see. These process of demonstration make the learning fast. When the students are able to understand faster, it can lead them to the production of language as the desired outcome. The similarity of both research was the use of media vlogs to identify the students' problems by their lack of accuracy, fluency and control of the content during speaking performance. And the dissimilarity was the material used in the research, the study conducted to solve some problems in teaching speaking about recount text while the

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<sup>4</sup> Yulianti (NIM. F102114035), "The Use of Video Blog to Teach Speaking of Recount Text", *Skripsi* (Pontianak: Program Sarjana Universitas Tanjungpura, 2018), p. 9

researcher conducted the study to solve some problems in speaking of explanation text.

The next research entitled *“The Effectiveness of Blogging Videos (Vlog) In Teaching Speaking to The Eight Grade Students of SMP Al-Islam 1 Surakarta In The Academic Year 2017/2018”* was composed by Ainun Jariyah (SRN.14.32.2.1.167). The main objective of this research is to find out whether there is or not a significant difference of student’s speaking between students who are taught by vlog and those who are taught by blog. And the research method was experimental research (pretest-posttest group design).

The result of the hypothesis test shows that there is a significant difference of effect on the students’ speaking between those who are taught using Vlog and those who are taught using Blog. It can be proved from the result of T-value (25.333) which is higher than T-table (2.056). The students’ score from the experimental class are different from those who are in the control class. The lowest score in the experimental class is 75, while in the control class is 60. Then, the highest score in the experimental class is 95, while in the control class is 80. The mean score of the both classes are also different. The result of analysis shows that the mean score of the students who are taught using vlog (81.96) is higher than those who are taught using blog (68.48). It means that the students who are taught using vlog have

better speaking than those who are taught using blog.<sup>5</sup> The strength of this study was the use of media in every classes, the researcher held this research by teaching speaking process that was done at two classes that are VIII B as a control class and VIII A as experimental class. The researcher use vlog to teach experimental group and blog to teach control class. The researcher would only use a media as a treatment in experimental group, but nothing given in control group. The dissimilarity of both study was in the object of the research, this study was conducted to the eighth grade students of Al-Islam 1 Surakarta in academic year 2017/2018, while the researcher conducted the study to the eleventh grade of MA Asshiddiqiyah 3 Karawang.

## **B. Theoretical Review**

1. General Concept of Speaking
  - a. Definition of Speaking

Speaking is one of the basic skills which include productive skill that must be mastered by students since it is very important for them to communicate in the class or outside the class. According to Brown,<sup>6</sup> There are three

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<sup>5</sup> Ainun Jariyah (SRN.14.32.2.1.167), "The Effectiveness of Blogging Videos (Vlog) In Teaching Speaking to The Eight Grade Students of SMP Al-Islam 1 Surakarta In The Academic Year 2017/2018", *Thesis*, (Surakarta: Program Pasca Sarjana IAIN Surakarta, 2018), p.98

<sup>6</sup> H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (New York : A Person Education Company, 2001), 2<sup>nd</sup> Ed, p.140

important points within this definition of speaking skills. First, by productive skill is meant the ability of a person to actively produce the language by coordinating the organs of speech such as the lips, tongue, teeth, vocal cords, larynx, pharynx, etc. Second, to express meaning it means that the purpose of producing language in verbal communication is to deliver ideas and experiences so that the speaker can convey meaning to the listener. Third, being able to be directly and empirically observed means that the implementation of speaking can be directly heard or seen and empirically measured in the speaking process by looking at the correctness and effectiveness of the speaker. When speaking skills are discussed, this often happens in a context of public speaking. Speaking, however, is much more than that. Broader views focus either on communication realised to achieve specific purposes, e.g. to inform, to ask for explanations, etc., or they describe speaking in terms of its basic competences used in daily communication such as booking a room, giving directions, etc.<sup>7</sup> So speaking can describe as a similar way saying that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

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<sup>7</sup> James Edward Thomas, English Language and Literature and Teaching English Literature for Secondary School, *Thesis*, (Department of English and American Studies of Masaryk University Faculty of Art, 2011), p.17

David Nunan states “To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.”<sup>8</sup> Speaking is the most important thing and been so much a part of daily life that we take it for granted. With speaking we can make the communication easier beside by using sign or writing.

Speaking is a productive skill consisting of verbal utterance production derives attention both in first and second language which can share idea and meaning.<sup>9</sup> Which involves expressing ideas and opinion it can be expressing a wish or a desire to do something negotiating and/or solving particular problem or establishing and maintaining social relationship and friendship.

Jack C. Richard adds definition of speaking, he states, “Yet for many people, speaking is seen as the central skill. The desire to communicate with others, often face to face and in real time, drives us to attempt to speak fluently and correctly. There is a dynamic tension caused by the competing

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<sup>8</sup> David Nunan, *Language Teaching Methodology a Textbook for Teachers*, (New York: Phoenix Ltd, 1995), p. 39

<sup>9</sup> Jo McDonough and Christopher Shaw, *Materials and Methods in ELT: A Teacher's Guide*, (United kingdom: Blackwell publishing, 2003), 2nd Ed., p. 134.

needs for fluency and accuracy during natural speech”.<sup>10</sup> Speaking is a part of integral from overall of person of personality, expressing the speaker environment, strata of social and their additional background. Speaking is the ability to speak to express articulator sound or words to expressing also submit minds, ideals and feeling.

b. The Element of Speaking

Thornbury states that the components of speaking are pronunciation, grammar, vocabulary, and fluency. The following is the description of the degree of speaking skill.<sup>11</sup>

- 1) Pronunciation; 1) Utterance often cannot be understood  
2) There are many mistakes and still influence by local accent which is making difficulties in the comprehension, always desire to repeat it. 3) The influence of local accents force almost accurate, the wrong utterance cause misunderstanding. 4) There is no mistake in utterance, close to the standard speech. 5) Standard speech (close to native speaker).
- 2) Grammar; 1) The using of grammar is almost always incorrect. 2) There is a mistake in using the basic pattern permanently which always disturbs communication. 3) It often happens a mistake in certain pattern, because of less

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<sup>10</sup> Jack C. Richards, *New Ways in Teaching Speaking*, (USA: Pantagraph Printing, Bloomington, Illinois, 1994), p. 1.

<sup>11</sup> Scott Thornbury, *How To Teach Speaking*, (New York: Pearson Education Limited 2005), p.96

accurately that can disturb communication. 4) It sometimes happens a mistake in using certain pattern, but not disturbing communication. 5) It is just a little mistake, but not in using a pattern. 6) There is no more mistake as long as the activity.

- 3) Vocabulary; 1) The using of vocabulary incorrect involve in very simple conversation. 2) Acquiring the vocabulary is very limited on the basic needs of personal (time, food, transportation, family). 3) The choice of vocabulary incorrect and the limitation its comprehension disturb the conversation of society and professional problems. 4) The using of technical vocabulary accurate in speaking about certain problem, but the using of general vocabulary is over. 5) The using of technical vocabulary and the general vocabulary more large and accurate in conversation of society. 6) The using of both technique vocabulary and general vocabulary very large and exact.
- 4) Fluency; 1) The conversation is always stopped in the middle and it was disturb the communication. 2) The conversation works slowly except in the short sentences and about the routines conversation. 3) The conversation often seem doubtful, the sentence is not complete. 4) The conversation sometimes still worked doubtfully, the clustering of words sometimes not accurate. 5) The

conversation is fluent and smooth, but sometimes still not accurate.

It has been clear that we must be aware of the components of speaking in learning speaking skills. So the teachers have to inform their students even guides them to reach those elements. Thornbury adds that “the ability to speak English presupposes the elements necessary for spoken production as follows:<sup>12</sup>

a) Language feature

The elements necessary for spoken production are follows; 1) Connected speech: In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakness (trough contraction and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech. 2) Expressive devices: Native speaker of English change the pitch and stress of particular parts of utterances, very volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in the face interaction). The use of these devices contributes to the ability to convey meanings. 3) Lexis and grammar: Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. 4)

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<sup>12</sup> Scott Thornbury, *How To Teach Speaking*, .....p.81

Negotiation language: Effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk and it is very crucial for students.

b) Mental/social processing

Success of speaker's productivity is also depend upon rapid processing skill that talking necessitates; 1) Processing: Language processing involves the retrieve of words and their assembly into syntactically and propositionally appropriate sequence. 2) Interacting with others: Affective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so. 3) Information processing: Quite apart from our response to other's feeling, we also need to be able to process the information they tell us the moment we get it.

Those elements are the ways how we speak English clearly and should involve students in activities designed specifically to improve their speaking skill.

c. Basic Types of Speaking

Numerous attempts have been made to classify the function of speaking in human interaction. Richard's use as expanded three-part version of Brown and Yule's framework:

talk as interaction; talk as transaction; and talk as performance.<sup>13</sup> Each of these activities is quite distinct in terms of form and function and requires different teaching approaches.

*Talk as interaction.* Talk as interaction refers to what normally mean by “conversation” and describes interaction that serves as primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the message. Such exchanges may be either casual or more formal, depending on the circumstance, and their nature.

*Talk as transaction.* Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact social with each other.

*Talk as performance.* The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

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<sup>13</sup> Jack C. Richard, *Teaching Listening and Speaking from Theory to practice*, (New York: Cambridge University Press, 2008), p.21

From the explanation above, speaking is the thing to fulfill necessity in daily activities. From speaking, we recognize each other and share some information and speaking makes people able to communicate and maintain the relationship in society.

## 2. Teaching Speaking

Harmer stated that there are two main reasons for getting students to speak in classroom:<sup>14</sup>

- a. Speaking activities can provide rehearsal opportunities chances to practice real life speaking in the safety of the classroom.
- b. Speaking task in which students try to use any or all of the languages they know to provide feedback for both teacher and student. The more students have opportunities to activate the various brains, the more automatic they use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use word and phrases fluently without very much conscious thought.

According to Nunan, teaching speaking means involving learners in teaching language to:<sup>15</sup>

- a. Produce the English speech sounds and sound patterns

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<sup>14</sup> Jeremy Harmer, *The Practice of English Language Teaching*,... P.123

<sup>15</sup> David Nunan. (ed.), *Practical English Language Teaching*. (New York: McGraw-Hill, 2003), p.18

- b. Use word and sentence stress, intonation pattern and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

In teaching speaking, how learners speak in the classroom and involving them in some instructures become the goals in teaching speaking itself which must be aware for the teachers. According to Jariyah, the characteristic of teaching speaking in the class should be students' center, cooperative learning, and the students must be active in discussing the tasks and exercises in their small group.<sup>16</sup> The stages of teaching speaking are:

- a. Pre-production stage or silent period. In this class the students do limitation in what the teacher says.

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<sup>16</sup> Ainun Jariyah (SRN.14.32.2.1.167), "The Effectiveness of Blogging Videos (Vlog) In Teaching Speaking to The Eight Grade Students of SMP Al-Islam 1 Surakarta In The Academic Year 2017/2018", *Thesis*, (Surakarta: Program Pasca Sarjana IAIN Surakarta, 2018), p. 47-48

- b. Early production stage; on the second stage, the students still cannot use some expression in short language correctly.
- c. Speech emergence stage; at this stage, the students have good vocabularies and can use them in simple phrase and sentences when communicate with their friends.
- d. Intermediate fluency; the students are able to use more complex sentences to tell their feeling in speaking, and able to ask questions to clarify what they are learning in class, and they have been able to work with some teacher support.
- e. Advance fluency; at the last stage, the students have increasing facility in discussion using their vocabularies without any proper preparation.

For the conclusion, teaching speaking begins at teaching the students how to speak in English at their foreign language then student pronounce the new language accurately, and by teacher' guidance students are able to judge whether their sound productions are correct or not.

### 3. The Nature of Media

Azhar Arsyad states that, "Media is the accessories that can send and transmits learning messages."<sup>17</sup> And he adds that use of teaching media in the orientation phase of teaching will help the learning process and effectiveness of delivery and content of the

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<sup>17</sup> Azhar Arsyad, *Media Pembelajaran*, ..... p. 4

subject at the time, as it also raised the motivation. So, media is very needed in teaching learning process. Media not only can send learning messages but also can make students get more involved and absorb teaching material. Example, occasionally, teacher use video blog (vlog) in teaching speaking, shows the students one of vlog about something happening or recent phenomena to trigger students' enthusiasm and improve their motivation.

According to Seels and Richey that was adopted by Azhar Arsyad, types of teaching media based on technology development are divided into two categories; they are<sup>18</sup>

a. Traditional media

Traditional media are things that can be used to transmit a message from the sender to receiver traditionally. There are eight traditional media choice. They are as follow:

- 1) Silent visual that was projected  
Examples: slides, filmstrips.
- 2) Visual that wasn't projected  
Examples: poster, picture, diagram.
- 3) Audio  
Examples: cassette, reel, cartridge.
- 4) Multimedia presentation  
Examples: slide plus sound (tape), multi-image

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<sup>18</sup> Azhar Arsyad, *Media Pembelajaran*, ..... p. 33-34

5) Visual dynamic that was projected

Examples: movie, television, video.

6) Published

Examples: text book, workbook, hand-out.

7) Games

Examples: simulation, puzzle.

8) Realia

Examples: model, specimen, manipulative (map, doll)

Traditional media can be used to teach in the elementary school, junior high school and senior high school.

b. ICT (Internet Communication Technology) media

ICT (Internet Communication Technology) are the opposite of traditional media. There are two kinds of ICT (Internet Communication Technology). They are:

1) Telecommunication media

Examples: teleconference

2) Microprocessor media

Examples: computer-assisted instruction, computer games, compact (video) disc.

In this case, the teachers are given freedom in the use of media, either traditional or ICT (Internet Communication Technology) media. But in this era, the rapid growth of technology has brought many innovation in education, especially in language teaching, and the internet is a multi-

warehouse information center that has several benefits for learning purposes. According to Salamah, the benefits of internet in learning are:<sup>19</sup> (1) professional development; increasing knowledge, communicating to all parts of the world, organizing communication regularly, dan participating in local and international forum. (2) learning resources/information center; media information and learning methodology, teaching materials for all fields of learning, access to science and technology information. (3) learn on their own; increasing knowledge, studying active learning and developing skills in the field of knowledge. And for the last (4) adding perception, association, knowledge, and career development; improving communication with all other communities, increasing sensitivity to problems that exist throughout the world. That is to say, the teachers are suggested to use ICT (Internet Communication Technology) in teaching learning.

#### 4. The Nature of Vlog

##### a. Definition of Vlog

Vlog is a shortened of words video and blog. Video is technology for capturing, recording, processing, transmitting and rearrange moving image. While blog is personal records that are frequently update and distributed to the general public. And Rahmanina said that A video blog, or vlog, is

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<sup>19</sup> Husniyatus Salamah Zainiyati, *Pengembangan Media Pembelajaran berbasis ICT*, (kencana, Jakarta: 2017), p.156

defined as a blog that uses video as its main source instead of texts.<sup>20</sup> Vlog is personal record in the form of video that is updated and distributed in general, and it includes of blogging activities using the medium of video over the main media source using text or audio.

According to Maulidah, vlog defines as the video component that provides a series of online broadcast which is allowing everyone to create and post content and considers it as video collections that serve both as audiovisual life documentary and as a vehicle for communication.<sup>21</sup> In addition, vlog is a site in which authors post their interest stories, opinions or thoughts, and or information about certain topic in the form of video that can be updated in social media.

b. The benefits of vlog

Vlog can help students to improve their English speaking ability. Students can do better on storytelling, expressing ideas and others. Jariyah adds that the benefits of using vlog gives an unexpected experience to learners:<sup>22</sup>

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<sup>20</sup> Lisa Rakhmanian and Dian Kusumaningrum, The Effectiveness of Video Blogging In Teaching Speaking Viewed From Students' Learning Motivation. *Proceedings of the Fifth International Seminar on English Language and Teaching*. (2017), p.28

<sup>21</sup> Izzah Maulidah, Vlog: the Mean to Improve Students' Speaking Ability, *International Conference on English Language Teaching* (Volume 145, 2017), p. 12

<sup>22</sup> Ainun Jariyah (SRN.14.32.2.1.167), "The Effectiveness of Blogging Videos (Vlog) In Teaching Speaking to The Eight Grade Students

- 1) Shows for real something that is initially not possible can be seen.
- 2) Analyzing the change the specific time period.
- 3) Provides experience to learners to feel the circumstances and discussion learners.

Based on the explanation above, the existence of video media is undoubtedly in teaching learning. Through the vlog, students can witness an event that cannot be seen directly and also students can replay the vlog when they need and their need. So teaching speaking through video blog (*vlog*) grows interest and motivate students to always pay more attention to the lesson.

c. Advantages and Disadvantages of Vlog

There are many advantages of vlog that can be used by English teachers in teaching speaking. Based on Yulianti, the advantages of vlog as follows:<sup>23</sup>

- 1) Vlog is an essential medium since it enables students to replay, rewind, stop, fast-forward the video until they understand the content well.
- 2) Vlog gives new enjoyment experience for both teachers and students.

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of SMP Al-Islam 1 Surakarta In The Academic Year 2017/2018”, *Thesis*, (Surakarta: Program Pasca Sarjana IAIN Surakarta, 2018), p. 58

<sup>23</sup>Ayu Rahmawati, dkk., The Use of Vlogging to Improve The Students’ Speaking Skill, *Jurnal Mahasiswa Universitas Muhammadiyah Ponorogo 2 (1)*, (2018), p. 89-91

- 3) Vlog allows students to learn from expert directly without leaving school.
- 4) It help the students understand the topic when they are able to see their teachers or someone else demonstrate the topic through the vlog. Using a vlog to demonstrate an idea also gives students the ability to watch and listen to the video as many times as they want.

While the disadvantages of the use of vlog are among others:

- 1) Small screen monitor will limit attendance, unless the network monitors and upgrades video projection system.
- 2) When it is used, video equipment should be readily available at the place of use. The nature of the communication one way direction and must be balanced with the search feedback forms the other.

Due to the nature of the video can be repeat nor dismiss, then teachers can invite to communicate with students about the content/message from the video viewed, as well as frequently asked questions about video for the record. So communications are not only one direction.

## 5. Explanation Text

An explanation text is a non-fiction text that is used to describe how or why things happen. It usually includes a sequence of events (explaining how) and provides reasons for a process or phenomenon (why). Or to explain the processes

involved on the formation or working of natural or socio-cultural phenomena.<sup>24</sup>

a. General structure :

- A title that identifies the topic to be explained
- An opening statement that identifies the process to be explained
- A clear order of paragraph that describe how and why
- A concluding paragraph that puts all the information together
- Finally, a visual text (a labeled image)

b. Language feature

- Focuses on general group that specific
- Use of Linking words like in general, rather, for instance
- Use of action verbs like beaks, erupts.
- Use of present tense like is, wake, are
- Reference to people should not be given
- Passive voice may be used
- Use of technical terms and language relevant to the subject
- Conjunctions should be used and language relevant to the subject

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<sup>24</sup> Entika Fani P and Siti Musarokah, *Writing 3 (Handout and Assignments)*, (IKIP PGRI Semarang, 2010), p.14

Table 2.1  
The Example: How Self Confidence Formed

Schematic structure	
General Statement	A sense of self-confidence will make someone easy to adjust to the new environment, have a strong grip on life and be able to contribute their potential. He is also capable of learning and working hard to achieve progress and full of confidence in the role he lives. How does self confidence form?
Explanation: shows the processes	When childhood self-confidence is formed by the attitude of acceptance, appreciation, and affection and family. But this until doesn't stop there, because children experience adolescence and adulthood. At each of these times, the environment and problems faced also change and contribute to the development of one's personality. The process of forming self-confidence begins with an understanding of the strengths and weaknesses that are owned to be able to generate positive reactions, and use all the advantages that exist in the individual to create self-confidence, because self-confidence is the source of our own strength to can get along with the social environment.
Closing	People who have confidence will act decisively and have an optimistic attitude, life motivation is more meaningful and has high self-esteem.

6. Video blog (vlogs) as Media in Teaching Explanation Text

As a teacher of English subject, we have to produce enjoyable impression which burn up students' motivation in teaching learning process. If we can create this situation, students will have a good spirit and enjoyment in teaching learning process.

They understand the materials successfully. Jeremy adds that students' boredom is the greatest enemy in teaching learning, he states, "One of the greatest enemies of successful teaching is students' boredom. Students frequently know what is going to happen in class and they know this because it will be the same as what happen in the last class and whole sting of classes before."<sup>25</sup> Teacher should be creative and always try some alternative ways to make students interested in studying and practicing, especially in speaking class because there are many techniques to do.

One of the aims of teaching speaking is to give the students the opportunity to express their own idea using the language pattern they have learned before. One of the ways to make the students feel easier, the teacher help them by using video blog (*vlog*) in teaching explanation text. Video blog (*vlog*) can effectively communicate complex information to students and if used creatively, can become a powerful expressive tool. Using vlog in teaching speaking explanation text is actually meant to help students in achieving and expressing their idea easily, because vlog gives description about something in case. It can help students to build their idea in speaking explanation text. Without any media, when the teacher asks students to speak, they will get difficulty in speaking. By using vlog as a technical tool, it can help engage students especially to improve students' ability in speaking,

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<sup>25</sup> Jeremy Harmer, *How to Teach English*, (England: Longman, 1998), p. 5

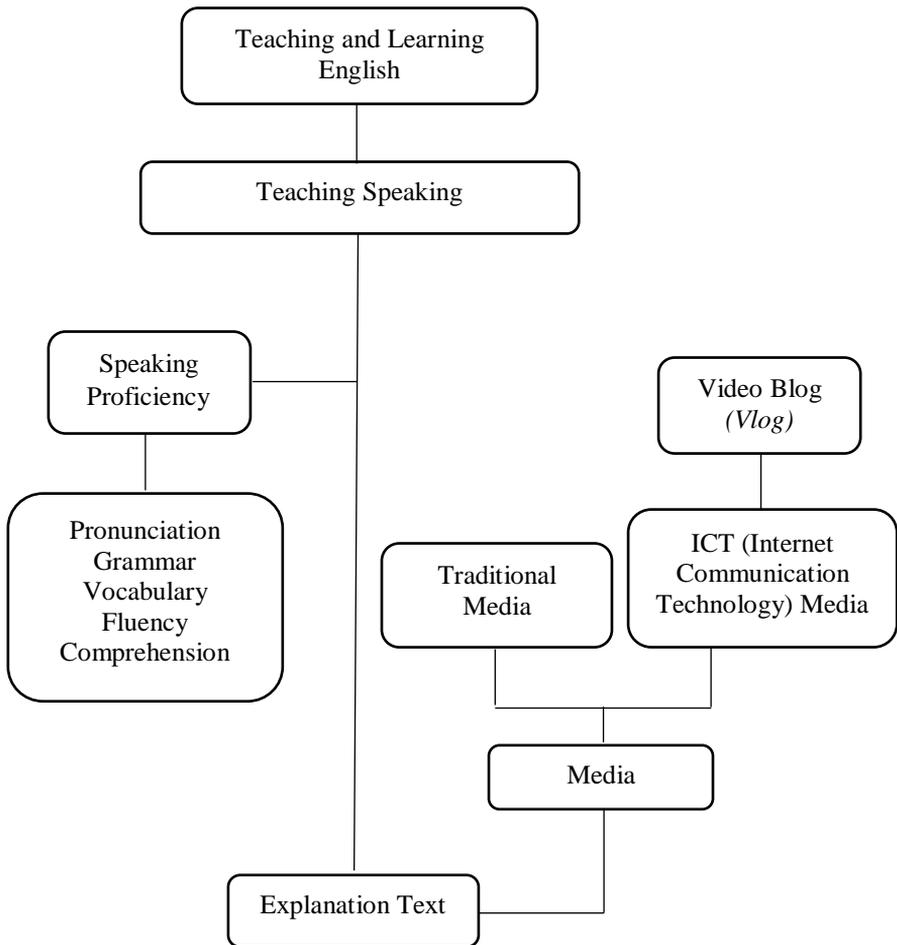
especially in teaching speaking explanation text. The procedures of video blog (*vlog*) used by the researcher to teach explanation text in this study are follows:

- a. First, the teacher gives an explanation text includes the generic structure and language features of the text in video. Then the students with the teacher discuss about explanation text.
- b. Second, students are focus on the video about social phenomena which usually happened at their age given by the teacher.
- c. Third, students have to write down or take notes individually about the important information that they catch from the video. They are encouraged to write content words on their notes, such as noun, verb, that can help them in making explanation text.
- d. Fourth, the teacher divides students into group of 6 and asks them to make explanation text based on the video above and supported by content words that has been collected in group.
- e. Fifth, students per group are asked to present the explanation text orally in front of the class without texts.
- f. Sixth, students are asked to analyze to other's group presentation and make correction on the text, if it is needed, in the aspect of pronunciation, grammar, vocabulary, fluency and comprehension.
- g. The last, students are asked to make a conclusion of the lesson.

As a teacher, we must be good in choosing appropriate media to support and facilitate the learning. The researcher chooses

video blog (vlogs) as media in teaching speaking of explanation text. Indeed teaching speaking through vlog is interesting and enjoyable, so it can motivate the students to enhance their speaking ability.

### C. Theoretical Framework



Theoretical framework is answering the research question of this research. In teaching and learning English there are 4 skills should be taught, one of them is speaking. Teaching speaking seems difficult for the students because there are some characteristics should be mastered; pronunciation, grammar, vocabulary, fluency and comprehension. To reach those things, the researcher use *vlog* as variation media to create interesting and enjoyable teaching learning in the classroom.

## CHAPTER III

### RESEARCH METHOD

This chapter discusses research design, setting and time, source of data/participant, research variable and indicators, technique of collecting data, and technique of analyzing data.

#### **A. Research Design**

Cresswell stated that research design has two types. Those are quantitative and qualitative research.<sup>1</sup> It has aims to collect, analyze, and interpret data.

In this study, the researcher used quantitative approach to measure students' ability in speaking. According to Urdan, "Quantitative research presents the number, or values, or it is indicate kinds of measure. Then, it is summarized by using numbers."<sup>2</sup> Margono said that the emphasis of quantitative research is on collecting and analyzing numeral data; it concentrates on measuring the scale, range, frequency and others, of phenomena.<sup>3</sup> And he adds that although this type of research is harder to design initially but usually highly detailed and structured and result can be easily collected and presented statistically.

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<sup>1</sup> Cresswell, Jhon W. *Educational research: planning, conducting, and evaluating quantitative and qualitative research (4th Ed.)* (Bostom: Pearson Education, Inc. 2012),p.293

<sup>2</sup> Timothy C. Urdan. *Statistics in Plain English(3rd Ed.)*. (New York: Taylor & Francis e-Library. New York, 2010),p.4

<sup>3</sup> S. Margono, *Methodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2010), p.105-106

The researcher used the true-experimental design in pretest-posttest control group design. To know the significant different of the students' ability in speaking after though by using video blog (*vlog*). The researcher used three steps; those were pre-test, treatment and post-test. According to Nunan, "Experiments are design to collect data in such a way that threats to reliability and validity of the research are minimized".<sup>4</sup>

The researcher used an experimental research to know how is students' speaking ability after taught by using video blog (*vlog*).

The design of the experimental could be described as follows:<sup>5</sup>

Pattern:

R.E	: O <sub>1</sub>	X	O <sub>2</sub>
R.C	: O <sub>3</sub>		O <sub>4</sub>

Where:

R.E = Random Experimental group sample

R.C = Random Control group sample

O<sub>1</sub> = Pre-test for experimental group

O<sub>2</sub> = Post-test for experimental group

O<sub>3</sub> = Pre-test for control group

O<sub>4</sub> = Post-test for control group

X = Treatment using video blog (*vlog*)

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<sup>4</sup> David Nunan, *Research Method in Language Learning*, (Cambridge University Press, 1992), p.47

<sup>5</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitative dan R&D*, (Bandung: Alfabeta, 2018), p. 76

Referring to this research, the researcher took two classes; they were the experimental and control class. The procedure of experiment design included pre-test, treatment and post test. Firstly, both of groups were given a pre-test. Then the different treatments were applied to the two groups; the experimental class received a new treatment by using video blog (*vlog*) while the control class was treated by using blog. After that, both the groups will be given post-test to know is there the difference or not from their ability.

## B. Setting and Time

The research was conducted at the eleventh grade of MA Asshiddiqiyah 3 Karawang in the second semesters of the academic year of 2018/2019. The research was conducted from 10th of April to 10th of May 2019.

**Table 3.1**  
The Activities of Researcher

No.	Activities	Date
1	Meet the principle of MA Asshiddiqiyah 3 Karawang to ask permission to do the research by giving the permission letter and proposal.	April 10 <sup>th</sup> 2019
2	Pre-test and treatment for experimental group.	April 15 <sup>th</sup> 2019
3	Pre-test and treatment conventional teaching (using blog) for control group.	April 15 <sup>th</sup> 2019
4	Treatment for experimental group.	April 22 <sup>nd</sup> 2019
5	Treatment conventional teaching (using blog) for control group.	April 22 <sup>nd</sup> 2019

6	Treatment for experimental group.	April 2019	29 <sup>th</sup>
7	Treatment conventional teaching (using blog) for control group.	April 2019	29 <sup>th</sup>
8	Post-test for experimental group.	May 2019	06 <sup>th</sup>
9	Post-test for control group.	May 2019	06 <sup>th</sup>

### C. Source of Data/Participant

#### 1. Population

Population is the representation of an individual group in all members of a certain interest group.<sup>6</sup> The population in this research was the eleventh grade of MA Asshiddiqiyah 3 Karawang in the academic year of 2018/2019 which is located at Jl. Singa Perbangsa, RT. 02/ RW. 05, Sukatani, Cilamaya Wetan, Kabupaten Karawang, Jawa Barat 41384.

#### 2. Sample

This study is an experimental research, so the researcher needs to take two classes as a sample that was an experimental and control class from the eleventh grade of the population. Urdan states that sample is a part of larger from the larger population.<sup>7</sup> As the result, students of XI 2 becomes experimental class which was taught by using video blog (*vlog*) in teaching speaking of explanation text and students of

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<sup>6</sup> Timothy C. Urdan. *Statistics in Plain English(3rd Ed.)*. (New York: Taylor & Francis e-Library. New York. 2010), p.1

<sup>7</sup> Timothy C. Urdan. *Statistics in Plain English(3rd Ed.)*. ..... p.1

XI 3 becomes control class which was taught by using non-video blog (*vlog*) in teaching speaking of explanation text.

### 3. Sampling

According to Crasswell “in simple random sampling, the resercher selects participants such as school for being the sample”.<sup>8</sup> Therefore any individuals has an equal probability to be selected. This technique is used when mutually homogeneous yet internally heterogeneous grouping area evident in a statistical population.<sup>9</sup> The researcher will take two classes with similarity average score as the samples. Those classes are obtained through homogeneity test using ANOVA (Analyze of Varian) which is done before being given treatment or in other words when pre-test.

#### **D. Research Variable**

According to Arikunto, “variable is the object of research or something that became the concern of research”.<sup>10</sup> In this study, there are two variables. They are Independent Variable (x) and Depeandent Variable (y).

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<sup>8</sup> Jhon W Creswell, *Educational research: planning, conducting, and evaluating quantitative and qualitative research (4th Ed.)* (Bostom: Pearson Education, Inc. 2012), p.143

<sup>9</sup> Suharsini Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006),p.134

<sup>10</sup> Suharsimi Arikunto, *Prosedur Penelition Suatu Pendekatan Praktik*, ..... p.161

1. The independent variable

Independent variable is variable that influences or those to be cause of change the dependent variable.<sup>11</sup> One independent variable must be the treatment variable. The independent variable of this research was the use of video blog (*vlog*) in teaching speaking explanation text.

2. The dependent variable

Dependent variable is variable that was affected or that be the result because of the existence of the independent variable.<sup>12</sup> The dependent variable of this study was the students' achievement in the speaking test score in explanation text.

Based on the variables above, the researcher can make indicators that support the variables. The schema of indicators variables is stated as follows:

**Table 3.2**  
Independent Variable and Indicators

<b>Variable</b>	<b>Indicators</b>
<b>1. (Independent Variable)</b> Using video blog ( <i>vlogs</i> )	<b>a.</b> The teacher prepares video blog ( <i>vlogs</i> ) and the tools, such as laptop, LCD, and sound. <b>b.</b> Teacher plays video blog

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<sup>11</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* ..... p. 119

<sup>12</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* ..... p. 119

	<p>(<i>vlog</i>) about something in case.</p> <ul style="list-style-type: none"> <li>c. The students write the content words and the ideas from the video.</li> <li>d. After that the teacher divides students into 6 groups to construct the text of the collected notes.</li> <li>e. Students make correction on other group's performance.</li> <li>f. Then the students with the teacher discuss together.</li> </ul>
<p><b>2. (Depending Variable)</b> Students' achievement in the speaking test score of explanation text using video blog (<i>Vlogs</i>).</p>	
<p><b>Sub-Variable</b></p>	<p><b>Indicators</b></p>
<p>a. Students' ability in speaking explanation text.</p>	<ul style="list-style-type: none"> <li>1) Mentioning difficult words of the vlog.</li> <li>2) Writing the content word of the vlog.</li> <li>3) Giving arguments of the explanation based on the vlog.</li> <li>4) Making explanation text related to natural or social phenomena.</li> <li>5) Presenting the explanation text fluency without depending on note.</li> </ul>

### E. Technique of Collecting Data

To get the accurate data in this research, the researcher used two ways in the collecting data, they are as follow:

## 1. Test

In order to discover how students are thinking and using the target language (English) especially in their speaking. The researcher gave twice test; pre-test and post-test. Test is a set of questions which has to be answered, or a questions to be chosen, responded, or a tasks to measure of certain aspects (attitude, attribute) from the students.<sup>13</sup> Test used to measure the students' achievement or capability of the individual or group.<sup>14</sup>

This method is used to get the data score of pre-test and post-test was given for both groups, the experimental class and control class. Test was one of ways to measure the students' ability especially in mastering speaking skill. This method is used to get the data score of pre-test and post-test was given for both groups; the experimental class and control class.

The researcher conducted oral test in certain technique. The form of the test in this study was direct test item of speaking because the researcher put the students in individual and asked them to perform based on the topic given. The topic

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<sup>13</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, ..... p.231

<sup>14</sup> H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (New York : A Person Education Company, 2001), 2nd Ed, p.384

was “presenting of a case, giving arguments and retelling arguments”.

a. Pre-test

In pre-test, the teacher gave a test to the students before teaching new material. Pre-test were given to both of classes, experimental class and control class.

b. Post-test

The researcher used post-test in order to know students’ improvement of speaking explanation text by using video blog (*vlog*). Post-test was given to the experimental class and the control class. The experimental class was taught in speaking exposition text by using video blog (*vlog*) while the control class was taught with conventional medium (using blog).

## **F. Technique of Analyzing Data**

In this research, the researcher measured the effectiveness of using video blog (*vlogs*) to teach speaking ability of explanation text. The researcher used quantitative analysis therefore the researcher uses statistic method to analysis the data. The score is evaluated by using scoring rubric of speaking test, there two kinds of test that were held in this research, they are: pre- requisite test and hypothetical test.

1. Pre-requisite Test

Pre-requisite test is the test to know the legality of the population, it uses the normality and homogeneity test. Before

the writer determines the sample, the researcher conducted the homogeneity test by choosing 2 classes from eleventh grade of MA Asshiddiqiyah 3 Karawang. The data analysis carried out to find out homogeneity of the population. The formula as follows:

a. Normality Test

Normality test is used to know the normality of the data which are going to be analyzed whether both groups have normal distribution or not. Chi square was used to find out the distribution of data.<sup>15</sup>

The hypothesis that used to test the normality:

$H_0$  = normal distribution data

$H_a$  = abnormal distribution data

Calculate the chi-square ( $\chi^2$ ), with the formula:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Where:

$\chi^2$  = Chi square

$O_i$  = Frequency from sample

$E_i$  = Frequency that was obtained from data sample

K = Number of class interval

If  $\chi^2_{count} > \chi^2_{table}$  so the data is not normal distribution and the other way if the  $\chi^2_{count} < \chi^2_{table}$  so the data is normal distribution.

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<sup>15</sup> Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), p.273

## b. Homogeneity Test

Homogeneity test is used to know whether experimental class and control class, that are taken from population have same variant or not. To know the Homogeneity. There are some steps to find out. They are:

- 1) Calculate variants both classes (experimental and control class), with the formula:

$$S_1^2 = \frac{\sum(x-\bar{x})^2}{n_1} \text{ and } S_2^2 = \frac{\sum(x-\bar{x})^2}{n_2-1}$$

- 2) Determine  $F = \frac{Vb}{Vk}$

Where:

Vb : Bigger Variant

Vk : Smaller Variant

- 3) Determine  $dk = (n_1 - 1) : (n_2 - 1)$
- 4) Determine  $F_{table}$  with  $\alpha = 5\%$
- 5) Determining the distribution homogeneity with test criteria: If  $F_{count} > F_{table}$ , the data is not homogeneous and the other way, if the  $F_{count} < F_{table}$ , the data is homogeneous.<sup>16</sup>

## 2. Hypothetical analysis

### a. Pre-Test

- 1) Normality Test

Normality test is used to know whether groups that have normal distribution or not. To find out distribution data

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<sup>16</sup> Sudjana, *Metoda Statistika*, ..... p. 250

is used normality test with Chi-Square. To calculate Chi-Square is used here:<sup>17</sup>

$$x^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Where:

$X^2$  = Chi square

$O_i$  = Frequency from sample

$E_i$  = Frequency that was obtained from data sample

K = Number of class interval

If  $X_{count}^2 > X_{table}^2$  so the data is not normal distribution and the other way if the  $X_{count}^2 < X_{table}^2$  so the data is normal distribution.

## 2) Homogeneity

Homogeneity test is used to know whether experimental group and control group, which are taken from population have relatively same variant or not. The formula is:<sup>18</sup>

$$F_{count} = \frac{vb}{vk}$$

Where:

Vb = Biggest Variant

Vk Smallest Variant

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<sup>17</sup> Sudjana, *Metoda Statistika*, ..... p. 273

<sup>18</sup> Sudjana, *Metoda Statistika*, ..... p. 250

The calculation of result of  $F_{\text{count}} < F_{\text{table}}$  with  $\alpha = 5\%$  degree of significances, so  $H_0$  is accepted, it means the data is homogeneous and have same variance.

b. Post-Test

1) Normality Test

Normality test will be same as the normality test on the initial data.

2) Homogeneity Test

Homogeneity test was the same as the homogeneity test on the initial data.

c. Hypothetical Test

First, the test was done in both groups, experimental and control group. Second, the result of the test was scored by using analytic scale. Third, the means score of the two groups were determined. Finally, the two means were compared by applying t-test formula. T-test was used to differentiate if the students' result of students' speaking ability of explanation text by using video blog (*vlog*) and without using video blog (*vlog*) were significant or not

If  $\sigma_1^2 = \sigma_2^2$  (has same variant), the formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with} \quad S = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

$\bar{x}_1$  = The mean score of the experimental group

$\bar{x}_2$  = The mean score of the control group

$n_1$  = The number of experimental group

- $n_2$  = The number of control group
- $s_1^2$  = The standard deviation of experimental group
- $s_2^2$  = The standard deviation of both groups

If  $\sigma_1^2 \neq \sigma_2^2$  (has no same variant) the formula is:

$$t^1 = \frac{\bar{x} - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_1^2}{n_2}}}$$

The hypothesis are:

$$H_0 = \mu_1 = \mu_2$$

$$H_a = \mu_1 \neq \mu_2$$

$\mu_1$  = Average data of experimental class

$\mu_2$  = Average data of control class

If  $t_{\text{count}} > t_{\text{table}}$  so  $H_0$  is rejected and there is no difference of average value from both of groups. Moreover, the other way if  $t_{\text{count}} < t_{\text{table}}$  so  $H_0$  is accepted and there is significant difference of average value from groups. <sup>19</sup>

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<sup>19</sup> Sudjana, *Metode Statistika*, ..... p. 239

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter discusses the data that was collected during the experimental research. First analysis focuses on the homogeneity of the sample; the second analysis represents the result of pre-test and post-test that had done both in experimental and control group.

#### **A. Description of Research Findings**

To explain the effectiveness of “*video blog (vlog)*” as medium in teaching speaking of explanation text to the eleventh grade of MA Asshiddiqiyah 3 Karawang in the academic year 2018/2019, the research did analysis of quantitative data.

After conducting the research, the researcher got the data of research findings that is obtained by using the test both in experimental and control class. The subjects of this research was divided into two classes; experimental class (XI 3) and the control class (XI 2) with the same number of students are 20 students.

Before the activities were conducted, the researcher determine the materials and lesson plan of learning. Learning in the experimental class was conducted by using video-blog (*vlog*) while in the control class was not conducted by using video-blog (*vlog*).

The data of research was given to the students. The test was given before and after following the learning process that was provided by the researcher. After data was collected, the researcher

analyzed them to prove the truth hypothesis that had been formulated.

## B. Data Analysis

### 1. The Data Analysis of Pre-requisite Test

This discussion covers normality and homogeneity.

#### 1) Normality Test

Normality test is used to know whether the data is normally distributed or not. To find the distribution data is used normality test.

The criteria:

Ho accepted if  $\chi^2_{count} < \chi^2_{table}$

Ha rejected if  $\chi^2_{count} > \chi^2_{table}$

With  $\alpha = 5\%$  and  $Df = K-1$

**Table 4.1**  
**The normality result of Pre-requisite Test**

Class	$\chi^2_{count}$	$\chi^2_{table}$	Criteria
XI 2	6,62	11.07	Normal
XI 3	4,29	11.07	Normal

Based on analysis above, it can be seen that  $\chi^2_{count}$  of both classes is lower than  $\chi^2_{table}$  ( $\chi^2_{count} < \chi^2_{table}$ ), so Ho accepted. The conclusion is distribution data both of classes are normal.

#### 2) Homogeneity Test

Homogeneity test is used to know whether the class that is taken from population is homogeneous or not.

$$H_0 = \sigma_1 = \sigma_2$$

$$H_a = \sigma_1 \neq \sigma_2$$

**Table 4.2**

Class	Variance( $S^2$ )	N	Df	$F_{count}$	$F_{table}$	Criteria
XI 2	33,52	20	19	1,56	2,16	homogeneous
XI 3	52,21	20	19			

According to the formula above, it is obtained that:

$$F = \frac{vb}{vk} = \frac{52,21}{33,52} = 1,56$$

Based on computation above it is obtained that  $F_{count}$  is lower than  $F_{table}$ . So  $H_0$  accepted. It can be conclude that data from XI 2 class and XI 3 have the same variance or homogeneous.

### 1. Analysis of Pre-test

The researcher was done to know the normality, homogeneity, and average test of initial data in experimental class and control class.

**Table 4.3**

No.	Source of Variance	Experimental	Control
1	N	20	20
2	$\Sigma$	1040	1112
3	Average	52,00	55,60
4	Variance ( $S^2$ )	52,21	33,52
5	Standard of Deviation (S)	7,23	5,79
6	MAX	64	68
7	MIN	40	48

The more calculations can be seen in appendix 11.

a. Normality Test of Pre-test

The normality test was used to know whether the data was normally distributed or not. To find out the distribution data was used normality test with Chi-square.

Ho : The data of normal distribution

Ha : The data of un normal distribution

With criteria, Ho accepted if  $X^2_{count} > X^2_{table}$

**Table 4.4**

The Result of Normality Pre-test of Experimental Class and Control Class

No.	Class	Test	$X^2_{count}$	$X^2_{table}$	Criteria
1	Experimental	Pre-test	4,29	11,07	Normal
2	Control	Pre-test	6,62	11,07	Normal

The more calculations can be seen in appendix 14 and 15

Based on the result of the table above, it can be seen that  $X^2_{count}$  both of classes were lower than  $X^2_{table}$  ( $X^2_{count} > X^2_{table}$ ), so Ho accepted. The conclusion is distribution data of experimental class and control class were normal.

b. Homogeneity Test of Pre-test

The homogeneity test is used to know whether the group sample that was taken from population is homogeneous or not.

Hypothesis:

$$H_0: \text{Homogeny variance} = \sigma_1^2 = \sigma_2^2$$

$$H_a: \text{Non Homogeny variance} = \sigma_1^2 \neq \sigma_2^2$$

With criteria,  $H_0$  accepted if  $F_{\text{count}} < F_{\text{table}}$  with  $\alpha = 5\%$  and  $df = k-1$

**Table 4.5**

The Result of Homogeneity Pre-test of Experimental and Control Class

No.	Class	Variance	N	$F_{\text{count}}$	$F_{\text{table}}$	Criteria
1	Experimental	52,21	20	1,56	2,16	Homogenous
2	Control	33,52	20			

The more calculations can be seen in appendix 12.

Based on the formula:

$$F_{\text{count}} = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

$$F_{\text{count}} = 1,56$$

Based on the result of table above, it was obtained that  $F_{\text{count}}$  was lower than  $F_{\text{table}}$ , so  $H_0$  accepted. It can be concluded that the data of pre-test from experimental and control class have the same variance or homogenous.

- c. Testing the similarity of average of the initial data between experimental and control class.

To test the difference of average, the researcher used t-test.

Hypothesis:

**Table 4.6**

The Average Similarity Test of Pre-test of Experimental and Control Class

Source of variance	Experimental	Control	Criteria
Sum	1040	1112	Identical
N	20	20	
Average	52	55,6	
Variance ( $S^2$ )	52,21	33,52	
Standard deviation (S)	7,22	5,79	

The more calculations can be seen in appendix 18.

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$= 6,55$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= 1,74$$

$H_0$  was accepted if  $-t_{(1-\alpha)(n_1+n_2-2)} < t < t_{(1-\alpha)(n_1+n_2-2)}$ . Based on the computation above, by  $\alpha = 5\%$  and  $df = 20+20-2 = 38$  is obtained  $t_{table} = 2,02$  and  $t_{count} = 1,74$ .  $H_0$  is accepted if  $-t_{table} < t_{count} < t_{table}$ . So, it can be concluded that there was not significant different of the

average pre-test between experimental and control class, because  $t_{\text{count}}$  at the reception area of  $H_0$ .

## 2. Analysis of Post-test

It was done to answer hypothetical of this research. The data used are the result of post-test of both classes. The experimental class taught by using video blog (*vlog*) and the control class taught without using video blog (*vlog*). The post-test analysis contains of normality test, homogeneity test, and hypothesis test.

**Table 4.7**

The Score of Post-test Experimental Class and Control Class

No.	Source of Variance	Experimental	Control
1	N	20	20
2	$\Sigma$	1348	1180
3	Average	67,40	59,00
4	Variance ( $S^2$ )	59,41	45,27
5	Standard of Deviation (S)	7,71	6,73
6	MAX	80	72
7	MIN	56	52

The more calculations can be seen in appendix 11

### a) Normality Test of Post-test

$H_0$ : The data of normal distribution

$H_a$ : the data of un normal distribution

With the criteria,  $H_0$  accepted if with criteria,

$H_0$  accepted if  $X^2_{\text{count}} < X^2_{\text{table}}$  with  $\alpha = 5\%$  and  $df = k-1$

**Table 4.8**

The Result of Normality Post-test of Experimental and Control Class

No.	Class	$X^2_{\text{count}}$	$X^2_{\text{table}}$	Criteria
1	Experimental	2,84	11,07	Normal
2	Control	2,97	11,07	Normal

The more calculations can be seen in appendix 16 and 17.

Based on the computation above, it was obtained that  $X^2_{\text{count}} < X^2_{\text{table}}$  with  $\alpha = 5\%$  and  $df = 6 - 1 = 5$ . SO,  $H_0$  is accepted. It can be concluded that the distribution data of post-test of experimental and control class were normal.

b) Homogeneity Test of Post-test

Homogeneity test is used to determine the mean and variance of the students' score in experimental and control class.

Hypothesis:

$H_0$ : homogeny variance =  $\sigma_1^2 = \sigma_2^2$

$H_a$ : non homogeny variance =  $\sigma_1^2 \neq \sigma_2^2$

With criteria,  $H_0$  accepted if  $F_{\text{count}} < F_{\text{table}}$  with  $\alpha = 5\%$  and  $df = k - 1$

**Table 4.9**

The Result Homogeneity Post-test of Experimental and Control Class

N o.	Class	Varian ce	N	$F_{\text{cou nt}}$	$F_{\text{tab le}}$	Criteria
1	Experime ntal	45,26	2	1,3 0	2,1 6	Homogen ous
2	Control	59,00	2			

The more calculations can be seen in appendix 22.

Based on the formula:

$$F_{\text{count}} = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

$$F_{\text{count}} = 1,31$$

Based on the result of table above, it was obtained that  $F_{\text{count}}$  was lower than  $F_{\text{table}}$ , so  $H_0$  accepted. It can be concluded that the data of pre-test from experimental and control class have the same variance or homogenous.

c) Test Average (Right Hand Test)

This test was used to know whether there was a different average on post-test of experimental and control class. The data which were used to test the hypothesis was the post-test score both of classes. To test the difference of average used t-test.

$H_0: \mu_1 \leq \mu_2$  : It means there is no significant difference between the students' speaking skill who were taught by video blog (*vlog*) and who were taught without using video blog (*vlog*).

$H_a: \mu_1 > \mu_2$  : It means there is significant difference between the students' speaking skill who were taught by video blog (*vlog*) and who were taught without using video blog (*vlog*).

**Table 4.10**

The Average Difference of Post-test of Experimental and Control Class

Source of variance	Experimental	Control
Sum	1348	1180
N	20	20
Average	67,4	59
Variance ( $S^2$ )	59,41	45,26
Standard deviation (S)	7,70	6,72

The more calculations can be seen in appendix 19.

$$\begin{aligned}
 S^2 &= \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \\
 &= 7,23 \\
 t &= \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
 &= 3,67
 \end{aligned}$$

$H_0$  was accepted if  $-t_{(1-\alpha)(n_1+n_2-2)} < t < t_{(1-\alpha)(n_1+n_2-2)}$ . Based on the computation above, it was obtained that the average of post-test of the experimental class who were taught by video blog (*vlog*) was 59,41 and standard (s) was 7,70. While the average of post-test of the control class who were taught without using video blog (*vlog*) was 59 and standard deviation (s) was 6,72 by  $\alpha = 5\%$  and  $df = 20+20-2 = 38$  is obtained  $t_{table} = 2,02$  and  $t_{count} = 4,62$ . It means that  $t_{count}$  is higher than  $t_{table}$ . so,  $H_0$  rejected and  $H_a$  is accepted.

Because  $t_{\text{count}} > t_{\text{table}}$ , it can be included that there is significant different between experimental and control class on post-test. The score of the experimental class was higher than the control class.

### 3. Hypothetical Test

Hypothetical test is intended to process the data that had been collected from the data result of experimental class and control class after getting treatment for experimental class. The goal is to prove the acceptance or rejection of the hypothesis that had been proposed by the researcher. To prove it, the researcher use t-test.

$H_0 = \mu_1 \leq \mu_2$  : It means there is no significant difference between the students' speaking skill who were taught by video blog (*vlog*) and who were taught with conventional media (using blog).

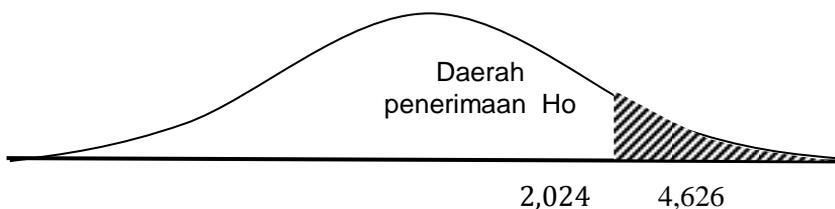
$H_a = \mu_1 > \mu_2$  : It means there is significant difference between the students' speaking skill who were taught by video blog (*vlog*) and who were taught with conventional media (using blog).

Testing criteria is  $H_0$  is accepted for  $\alpha = 5\%$  if  $t_{\text{count}} > t_{\text{table}}$  with  $df = n_1 + n_2 - 2$

Based on the final data calculation of the average difference test showed that the averagetest score of experimental class was 67.4, while the average post-test score of control class was 59.

The result of the coaculation using t-test showed that  $t_{\text{count}} = 4.63$  and  $t_{\text{table}} = 2,02$  with  $\alpha = 5\%$  if  $t_{\text{count}} > t_{\text{table}}$  with  $df = n_1 + n_2 - 2$ . It showed that  $t_{\text{count}} > t_{\text{table}}$  ( $4.63 > 2.02$ ). so  $H_0$  is rejected and  $H_a$  is accepted. It means that between experimental class and control class are significantly different.

Based on  $H_0$  rejected area, it can be drawn as follow:



### C. Discussion of The Research Findings

The description of data collected, used video blog (*vlog*) to teach speaking of explanation text showed that the students were enjoy and interested. It was supported by the frequency and rate percentage of the result of the students' score of pre-test and post-test. The students' score after giving video blog (*vlogs*) as media in teaching speaking explanation text in individual was better than before the treatment given to the students'. Ainun Jariyah, from The State Islamic Institute of Surakarta refers to page 11, found some strength during the process in teaching speaking on her

research about the effectiveness of blogging videos (*vlog*) in teaching speaking to the eight grade students of SMP al-islam 1 surakarta, they are: Most of students were active in teaching speaking process because *vlog* gave more opportunities to speak during the activity in the class and the students were very interested because they could find comprehend the material given by the researcher. That is to say, *Vlogs*, as media in teaching speaking, gave students plenty of opportunities to develop their ability in speaking skills.

Based on the finding result, the eleventh graders of MA Asshiddiqiyah students' score percentage in speaking before used the video blog (*vlog*) and explanation text were very low. It was showed in pre-test out of 20 students, both experimental and control class, none of them got excellent. The highest score for experimental class is only 4 students who got 60-61 and 2 students got the lowest score 40-43. There are 2 students of control class got the highest score 68-71 and 2 students got the lowest score 48-51. It means the students got problems in speaking include of pronunciation, grammer, vocabulary, fluency and comprehension.

After giving treatments, the students speaking ability improved based on the analysis of students' ability. It was supported by the research finding which were conducted by Izzah Mulidah refers on page 3. She stated that *Vlog* significantly improves students' speaking ability. Students were given video blong (*vlog*) in the treatment because the researcher thought that

the video blog (*vlogs*) were happening and could make the students enjoy and interesting in the lesson. They could get appropriate models of English through video watching activity. They could learn how to use the language in real context or daily conversation. Their pronunciation and grammar accuracy, fluency, vocabulary mastery and comprehension increased.

The improvement was proved by the students score percentage in post-test. The result of this result was obtained the average score of experimental class was 67.40 which were higher than the result of control class was 59.00. The average score of experimental class was 67.40 and standard deviation (S) was 7.71. teaching students' speaking skills explanation text in experimental class by using video blog (*vlog*) can make class condition alive during the process of giving the treatment. The students' involvement was also high and they showed great attention and enthusiasm to the lesson because nowadays students like to use technology, so they will be interested in learning if they can use the tools they like. Also They are able to explore an abundance learning materials by taking advantage of the features that YouTube has provided. It can be seen on average score of experimental class which more better than control class. The average score of control class was 59.00 and standard deviation (S) was 6.73. teaching student's speaking skill explanation text using picture make the students feel bored and they can not observe the

learning material well. The students still had difficulty in exploring and understanding the learning material through pictures.

Based on the result of calculation of t-test obtained  $t_{\text{count}} = 4.63$  and  $t_{\text{table}} = 2.02$ . It showed that  $t_{\text{count}} > t_{\text{table}}$  ( $4.63 > 2.02$ ). So  $H_0$  is rejected and  $H_a$  is accepted. It means there was a significant difference between the students' speaking skills who were taught by using video blog (*vlog*) and the students' speaking skills who were taught by using non video blog (*vlog*).

#### **D. Limitation of The Research**

The researcher realized that this research had not been optimally, there were obstacles faced during the process, some limitations of this research are:

1. This research was limited at MA Asshiddiqiyah 3 Karawang in the academic year 2018/2019 and only used 2 classes as sample. The researcher focused on Explanatory Text. When the same researchers conducted in other schools, it is still possible that a different result will be gained.
2. This research is implemented in a short time and the school doesn't have a good facility. It makes this research could not be done maximally. But it was enough to fulfill all requirements for a research.
3. The researcher was still lack of knowledge and experience for during this research, so the implementation process of this research was less smooth. But the researcher tried to present the research as good as possible to do this research.

Considering all those limitation, there is need more new research about teaching speaking skill of explanation text using the same or different medium. Hopefully it will be more success in developing English teaching and learning in the future.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In the previous chapter, the researcher had discussed about the introduction of the study, the review of related literature, the method of the research, the findings and discussion. This final chapter presented the conclusion and suggestion were derived from analyses of the study.

#### **A. Conclusion**

Based on the result of this research at the eleventh grade of MA Asshiddiqiyah 3 Karawang in the academic year 2018/2019, it could be conclude that video blog (*vlog*) is effective medium in teaching speaking of explanation text. It proved by the result of t-test. The result of the coalculation using t-test showed that  $t_{\text{count}} = 4.63$  and  $t_{\text{table}} = 2,02$  with  $\alpha = 5\%$  if  $t_{\text{count}} > t_{\text{table}}$  with  $df = n_1 + n_2 - 2$ . It showed that  $t_{\text{count}} > t_{\text{table}}$  ( $4.63 > 2.02$ ). so  $H_0$  is rejected and  $H_a$  is accepted. It means there is significant difference between the students' speaking skill who were taught by video blog (*vlog*) in class XI 3 and who were taught by non video-blog (*vlog*) in class XI 2.

The average post test score of experimental class was 67,4 and the average post test score of control class was 59. It means that the experimental class (XI 3) was better than control class (XI 2). Video blog (*vlog*) can be used effectively in teaching speaking skill especially on speaking of explanation text. Through video

blog (*vlog*), students can improve their speaking skill of explanation text. Hence, they were so interested in the teaching learning process.

## **B. Suggestion**

Based on the conclusions above, here are some suggestions to the teacher, and researcher in order to gain effective teaching learning process.

1. For the teachers
  - a. The teacher must be more creative to create interesting and enjoyable teaching-learning process. It means the teacher might choose variations media which appropriate in teaching speaking in order to increase the students' speaking ability.
  - b. English teacher can use *vlog* in order to support the learning atmosphere and gain student's involvement. It also can help teachers to maintain teaching learning process, from the preparation until assessment step could be a reference as an effective way or strategy to teach speaking skills to the students.
  - c. The teacher must be mentoring the group activity in order to make group discussion become active and effective.
  - d. The teacher must give information to the students to guidance during the learning process.

2. For the students
  - a. The students have to stay focus on the teachers' explanation.
  - b. The students must have motivation to practice, both in class and out of the class.
  - c. The students must be confident to speak English in front of the class.
  - d. The students must be respect each others.

3. For the headmaster

A media of video blog (*vlog*) may be an alternative way in the teaching speaking skills especially in genre such as explanation text which needs comprehension. Using video blog (*vlog*) is a good innovation. It can improve quality and productivity in speaking skill by taking a part in modifying the English teaching learning curriculum that will be implemented in those institutions based on the basic competence started in the national curriculum.

4. For the other researchers

The result of this research is expected that can encourage other researcher to conduct further study dealing with using *Vlog* in other skill areas as reading, writing, and listening.



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## Appendix 1

### The Student's name list of XI 2 class at MA Asshiddiqiyah 3 Karawang.

No.	Students' Name	Students' Code
1	Ananda Juniza Chofsah	C1
2	Anisa Ismaya	C2
3	Berlia Syelviana	C3
4	Deffila	C4
5	Indah Afrida Luthfah	C5
6	Iqlima Nabila Azzahra	C6
7	Rahmadina Tanjani	C7
8	Ratna Dwi Ningsih	C8
9	Retno Watiwi	C9
10	Shakira Maharani Suherlan	C10
11	Siska Indriyani	C11
12	Tiara Dwi Palupi	C12
13	Vera Maulida	C13
14	Wadi'ah Fitri Nur Rfidah	C14
15	Yani Fitriyani	C15
16	Yuni Wulansari	C16
17	Septiany Nur Anggita	C17
18	Shifaul Fuadah	C18
19	Irfan Nur'aeni	C19
20	Sri Rusmiyati	C20

## Appendix 2

### The Student's name list of XI 3 class at MA Asshiddiqiyah 3 Karawang.

No.	Students' Name	Students' Code
1	Anita Aprilia	E1
2	Avida Coriyana	E2
3	Ayu Dzakiyah JKN	E3
4	Ayuni Purnamasari	E4
5	Bunga Yuliana aZahrotul Afiah	E5
6	Cucu Darojatul Ajria	E6
7	Diba Lestari	E7
8	Fia Nabila	E8
9	Irenda Widya	E9
10	Lala Jamila	E10
11	Mutiatul Fajri Dzakia	E11
12	Nabila Nur Awaliah	E12
13	Nadya Salsabila	E13
14	Nuri Wahyuni	E14
15	Ririn Herliyana	E15
16	Siti Rahmawati	E16
17	Sri Amalia	E17
18	Triana Quroatul Zamilah	E18
19	Tsabitah Nur Ramadhani	E19
20	Widya Arya Firdaus	E20

## **Appendix 3**

### **LESSON PLAN FOR EXPERIMENTAL GROUP**

School	: MA Asshiddiqiyah 3
Class	: XI/II
Subject	: English
Skill	: Speaking
Material	: Explanation Text
Meeting	: 1 and 2
Time	: 3 X 45 Minutes

#### **A. Core Competences**

KI-1 and KI-2: Living with and practicing the teachings of religion. Appreciate and practice the honest behavior, discipline, manners, caring (gotong royong, cooperation, tolerance, peace), responsible, responsive and pro-active in interacting effectively in accordance with the development of children in the neighborhood, family, school, community and the natural environment around, nation, country, regional region, and international region ".

KI-3: Understanding, applying, and analyzing (factual, conceptual, procedural, and metacognitive knowledge) based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, statehood, and civilization related to the causes of phenomena and

events, and applying procedural knowledge in a specific field of study according to their talents and interests to solve the problem.

KI-4: Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, acting effectively and creatively, and being able to use methods according to scientific rules.

**B. Basic Competences and Indicators**

<b>Basic Competences</b>	<b>Indicators</b>
<p>3.8 Differentiating social functions, text structure, and linguistic elements from several oral and written explanation texts by giving and requesting information related to natural or social symptoms included in other subjects in class XI, according to the context of their use</p>	<p>3.8.1. Understanding the structure of explanation text in giving and asking for information related to natural or social symptoms.</p> <p>3.8.2. Understanding the linguistic elements of explanation text of giving and asking for information related to the natural or social phenomenon.</p>
<p>4.8 Capturing contextually meaning related to social function, text structure, and linguistic elements of oral and written explanation text, related to natural or social symptoms included in other subjects in class XI</p>	<p>4.8.1. Mentioning the difficult words of the vlog related to natural phenomena and social symptoms</p> <p>4.8.2. Mentioning the content word of the vlog related to natural phenomena and social symptoms.</p>

	<p>4.8.3. Making short and simple explanation texts related to natural phenomena and social symptoms</p> <p>4.8.4. Presenting short and simple explanation texts briefly related to natural phenomena and social symptoms</p>
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## C. Learning Objectives

### Meeting 1

1. Students are able to determine the social function, the structure, and the linguistic elements of explanation text appropriately after studying explanation text.
2. Students are able to mention the difficult words and find the meaning correctly after watching video blog (*vlog*).
3. Students are able to make the arguments of natural or social phenomena appropriately after studying explanation text through vlog.
4. At the end of the lesson, students are able to present the arguments of explanation text related to natural or social phenomena briefly in front of the class.

### Meeting 2

1. Students are able to determine the social function, the structure, and the linguistic elements of explanation text appropriately after studying explanation text.

2. Students are able to mention the content words of explanation text appropriately after watching video blog (*vlog*).
3. Students are able to make explanation text related to natural or social phenomena correctly after mentioning the content words.
4. At the end of the lesson, students are able to present the explanation text briefly in front of the class.

### **Meeting 3**

1. Students are able to determine the social function, the structure, and the linguistic elements of explanation text appropriately after they study explanation text.
2. Students are able to mention the content words of explanation text appropriately after they watch video blog (*vlog*).
3. Students are able to make explanation text related to natural or social phenomena correctly after mentioning the content words.
4. At the end of the lesson, students are able to present the explanation text briefly without depending on notes in front of the class.

## **D. Teaching Material**

### **1. Material for Regular Learning**

#### Explanation Text

An explanation text is a non-fiction text that is used to describe how or why things happen. It usually includes a sequence of events (explaining how) and provides reasons for a process or phenomenon (why).

For example:

Rain

The water cycle

Earthquakes

#### Types of Explanation Texts

Explanation texts are categorized according to the type of process they describe.

##### 1. Sequential Explanation

Explanations that describe natural and non natural phenomena, for example life cycles.

##### 2. Cause and Effect Explanation

Explanation texts that link cause and effect in explanation how and why an event occurred, for example volcanoes.

The example of explanation text

### **Earthquakes**

Earthquakes – being among the most deadly natural hazards – strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through the earth's crust. This vibration occurs as a result of powerful movement of rocks in the earth's crust. These powerful movement trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time. (Earthquake since 2001)

Earthquakes are classified as large and small. Large earthquake usually begin with slight tremors but rapidly take form of violent shocks. The vibrations from a large earthquake last for a new days known an aftershocks. Small earthquakes usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings and cause death and injury (Richter, 1935). According to some

statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year. Earthquakes are dreaded by everyone.

#### Structure of an Explanation Text

1. Social function : an explanation text is used to describe how or why a certain phenomenon happens.
2. General structure :
  - A title that identifies the topic to be explained
  - An opening statement that identifies the process to be explained
  - A clear order of paragraph that describe how and why
  - A concluding paragraph that puts all the information together
  - Finally, a visual text (a labeled image)

## **2. Material for Remedial Learning**

1. Language feature
  - a. Focuses on general group that specific
  - b. Use of Linking words like in general, rather, for instance
  - c. Use of action verbs like beaks, erupts.
  - d. Use of present tense like is, wake, are
  - e. Reference to people should not be given

- f. Passive voice may be used

The formula:

Active Voice	Passive Voice
S + V1 + O	S + to be + V3 + by + O
The teacher explain the lesson.	The lesson is explained by the teacher.
She closed the door	The door was closed by her.

Pronoun in Active Voice	Pronoun in Passive Voice
I	Me
We	Us
You	You
He	Him
She	Her
It	It
They	Them

- g. Use of technical terms and language relevant to the subject
- h. Conjunctions should be used and language relevant to the subject
- i. Gives a detailed description to create a rich meaning.

### 3. Material for Enrichment Learning

Topic 1  How rainbow is formed?	Topic 2  How does rain fall?	Topic 3  How volcanoes erupt?
Topic 4  How does bee make honey?	Topic 5  Where does water comes from?	Topic 6  How do the clouds form?

Instruction:

Please choose one topic and give your argument based on the topic then present it briefly in front of the another students.

#### E. Source Materials

1. English handbook for teacher from Kemendikbud
2. Students handbook
3. Other relevant textbooks

#### F. Teaching Method

Approach : Scientific Approach  
Method : Cooperative Method  
Technique : Small group discussion

#### G. Media

Laptop, LCD and projector board.  
Video blog (*vlog*).

## H. Learning Activities

### Meeting 1

<b>Phase</b>	<b>Activities</b>	<b>Time Allocation</b>
<b>Opening</b>	<ol style="list-style-type: none"><li>1. Orientation<ul style="list-style-type: none"><li>• Teacher greets the students</li><li>• Teacher invites the students to pray before they start to study.</li><li>• Teacher asks some questions about previous material.</li></ul></li><li>2. Motivation<ul style="list-style-type: none"><li>• Teacher motivates the students to study hard and sincerely.</li></ul></li><li>3. Apperception<ul style="list-style-type: none"><li>• Teacher tells to students about the coverage of the material.</li><li>• Teacher informs the learning goal, learning activities and the assessment to the students.</li></ul></li></ol>	<b>10 minutes</b>
<b>Main Activity</b>	<ol style="list-style-type: none"><li>1. Observing<ul style="list-style-type: none"><li>• Teacher shows the example of explanation text.</li><li>• Students observe the example of explanation text.</li></ul></li><li>2. Questioning<ul style="list-style-type: none"><li>• Students ask some question to the teacher</li></ul></li></ol>	<b>30 Minutes</b>

	<p>based on the example of explanation text.</p> <p>3. Exploring</p> <ul style="list-style-type: none"><li>• Students work in group of 6 students.</li><li>• Teacher plays vlog about natural or social phenomena.</li><li>• Students watch the vlog and write the difficult words that used in the vlog then find the meaning on the dictionary. (<i>Worksheet 1</i>)</li><li>• In group, students discuss about the difficult words that have been collected.</li><li>• After students find the meaning of difficult words, students write more than 2 argument based on the vlog. (<i>Worksheet 2</i>)</li></ul> <p>4. Associating</p> <ul style="list-style-type: none"><li>• Students make pair from the same group. In this part, students retell the argument alternately.</li></ul> <p>5. Communicating</p> <ul style="list-style-type: none"><li>• One of student from each group present the result of their work in front of the class and the other students pay</li></ul>	
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	<p>attention then give comment of the performances.</p> <p>6. Creating</p> <ul style="list-style-type: none"> <li>• Students individually write the arguments of explanation text on their book.</li> <li>• Students collect their work to the teacher.</li> </ul>	
<b>Closing</b>	<p>1. Conclusion</p> <ul style="list-style-type: none"> <li>• Students and teacher conclude about the material correctively.</li> </ul> <p>2. Reflection</p> <ul style="list-style-type: none"> <li>• Students do reflection about activities have been done.</li> </ul> <p>3. Evaluation</p> <ul style="list-style-type: none"> <li>• Students do the test in groups, in pairs and individually.</li> </ul>	<b>5 Minutes</b>

## Meeting 2

<b>Phase</b>	<b>Activities</b>	<b>Time Allocation</b>
<b>Opening</b>	<p>1. Orientation</p> <ul style="list-style-type: none"> <li>• Teacher greets the students</li> <li>• Teacher invites the students to pray before they start to study.</li> <li>• Teacher asks some questions about previous material.</li> </ul> <p>2. Motivation</p>	<b>10 minutes</b>

	<ul style="list-style-type: none"> <li>• Teacher motivates the students to study hard and sincerely.</li> </ul> <p>3. Apperception</p> <ul style="list-style-type: none"> <li>• Teacher tells to students about the coverage of the material.</li> <li>• Teacher informs the learning goals, learning activities and assessment to students.</li> </ul>	
<p><b>Main Activity</b></p>	<p>1. Observing</p> <ul style="list-style-type: none"> <li>• Teacher shows the example of explanation text.</li> <li>• Students observe the example of explanation text.</li> </ul> <p>2. Questioning</p> <ul style="list-style-type: none"> <li>• Students ask some question to the teacher based on the example of explanation text.</li> </ul> <p>3. Exploring</p> <ul style="list-style-type: none"> <li>• Students work in group of 6 students.</li> <li>• Teacher plays vlog about natural or social phenomena.</li> <li>• Students watch the vlog and write the content words of the vlog. (<i>Worksheet 3</i>)</li> <li>• In group, students discuss about the content words that have been collected.</li> </ul>	<p><b>30 Minutes</b></p>

	<ul style="list-style-type: none"> <li>• After students write the content words, students write explanation text. (<i>Worksheet 4</i>)</li> </ul> <ol style="list-style-type: none"> <li>4. Associating <ul style="list-style-type: none"> <li>• Students make pair from the same group. In this part, students retell the explanation text alternately.</li> </ul> </li> <li>5. Communicating <ul style="list-style-type: none"> <li>• One of student from each group present the result of their work in front of the class.</li> </ul> </li> <li>6. Creating <ul style="list-style-type: none"> <li>• Students write explanation text with their own words individually.</li> <li>• Students collect their work to the teacher.</li> </ul> </li> </ol>	
<b>Closing</b>	<ol style="list-style-type: none"> <li>1. Conclusion <ul style="list-style-type: none"> <li>• Students and teacher conclude about the material correctively.</li> </ul> </li> <li>2. Reflection <ul style="list-style-type: none"> <li>• Students do reflection about activities have been done.</li> </ul> </li> <li>3. Evaluation <ul style="list-style-type: none"> <li>• Students do the test in groups, in pairs and individually.</li> </ul> </li> </ol>	<b>5 Minutes</b>

### Meeting 3

<b>Phase</b>	<b>Activities</b>	<b>Time Allocation</b>
<b>Opening</b>	<ol style="list-style-type: none"><li>1. Orientation<ul style="list-style-type: none"><li>• Teacher greets the students</li><li>• Teacher invites the students to pray before they start to study.</li><li>• Teacher asks some questions about previous material.</li></ul></li><li>2. Motivation<ul style="list-style-type: none"><li>• Teacher motivates the students to study hard and sincerely.</li></ul></li><li>3. Apperception<ul style="list-style-type: none"><li>• Teacher tells to students about the coverage of the material.</li><li>• Teacher informs the learning goals, learning activities and learning assessment to the students.</li></ul></li></ol>	<b>10 minutes</b>
<b>Main Activity</b>	<ol style="list-style-type: none"><li>1. Observing<ul style="list-style-type: none"><li>• Teacher shows the example of explanation text.</li><li>• Students observe the example of explanation text.</li></ul></li><li>2. Questioning<ul style="list-style-type: none"><li>• Students ask some question to the teacher based on the example</li></ul></li></ol>	<b>30 Minutes</b>

of explanation text.

3. Exploring

- Students work in group of 6 students.
- Teacher plays vlog about natural or social phenomena.
- Students watch the vlog and write the content words that used in the vlog. (*Worksheet 5*)
- In group, students discuss the content words that have been collected.
- After students write the content words, students write explanation text. (*Worksheet 6*)

7. Associating

- Students make pair from the same group. In this part, students retell the explanation text alternately.

8. Communicating

- One of student from each group present the result of their work in front of the class without depending on note.

9. Creating

- Students write explanation text with their own word

	individually. • Students collect their work to the teacher.	
<b>Closing</b>	4. Conclusion • Students and teacher conclude about the material correctively. 5. Reflection • Students do reflection about activities have been done. 6. Evaluation • Students do the test in groups, in pairs and individually.	<b>5 Minutes</b>

## I. Assessment

### a. Affective Domain

1. Aspect : Students' cooperation in group.
2. Instrument : Fill this form by seeing students' attitude.
3. Scoring Rubric

No.	Students' Name	Cooperation			
		1	2	3	4
1.	A	...	...	...	...
2.	B	...	...	...	...
3.	C	...	...	...	...

Cooperation:

1 = Students are not able to work well together in groups and are not active

2 = Students are less able to work well together in groups and are not active

3 = Students are able to work well together but are less active in groups

4 = Students are able to work well together and be active in groups

4. List :

#### Qualification of Attitude Assessment

Predicate	Competence Score	
	Score	Affective
A	3,85 – 4,00	Great
A-	3,51 – 3,84	
B+	3,18 – 3,50	Good
B	2,85 – 3,17	
B-	2,51 – 2,84	
C+	2,18 – 2,50	Standart
C	1,85 – 2,17	
C-	1,51 – 1,84	
D+	1,18 – 1,50	Low
D-	1,00 – 1,17	

#### b. Cognitive Domain

1. Aspect :

- Mentioning the difficult words and find the meaning in dictionary.
- Writing the content words of explanation text.

2. Instrument : Students' worksheet 1 & 3

### 3. Scoring Rubric

<b>Aspect</b>	<b>Score</b>	<b>Description</b>
Write of vocabulary and content words.	4	Students write 70% of the vocabulary and content words.
	3	Students only write 50% from the complete vocabulary and content words.
	2	Students only write 25% from the complete vocabulary and content words.
	1	Students write less than 25% from the vocabulary and content words.

#### 4. Score

$$\text{Final score} = \text{Total score} \times 25$$

### c. Psychomotor Domain (Speaking Skill)

1. Aspect : Presenting explanation text briefly.
2. Instrument : Students' worksheet 2 & 4
3. Score

$$\text{Final score} = \text{Total score} \times 4$$

#### 4. Scoring Rubric

<b>Aspect</b>	<b>Score</b>	<b>Description</b>
Pronunciation	5	Have few trace of foreign accent.
	4	Always intelligible, through one is conscious of a definite accent.
	3	Pronunciation problem necessitate concentrated listening and occasionally

		lead to misunderstanding.
	2	Very hard to understand because of pronunciation problem, must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar and word order .
	4	Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning.
	3	Make frequent error of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order error makes comprehend difficult. Must often rephrase sentence and/or restrict him to basic pattern.
	1	Error in grammar and word order as severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes use of inappropriate terms and/or must rephrase the idea

		because of lexical inadequate.
	3	Frequently uses the wrong word; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to conversation virtually impossible.
Fluency	5	Speed as fluent and effortless as that of native speaker.
	4	Speed of the speech seems to be slightly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silent by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Appears to understand everything with difficulty.
	4	Understand nearly everything at normal speed, although occasional repetition may

		be necessary.
	3	Understand most of what is said slower than normal speed with repetition.
	2	Has great difficulty following what is said. Can comprehend only "social conversation" frequently repetition.
	1	Can not be said to understand even simple conversation virtually impossible.

### Students' Worksheet

#### *Worksheet 1*

Please write the difficult words of the vlog then find the meaning on your dictionary!

No	Words	Meaning
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

*Worksheet 2*

Please give your argument based on the explanation of the vlog!

Name : .....

Class : .....

Arguments :

.....

.....

.....

.....

.....

.....

.....

*Worksheet 3*

Please write the content words of the vlog and discuss with your group!

Content words	Noun (Person, place, or thing).	
	Verb (Action, state)	
	Adjective (Describes an object, person, place or thing).	
	Adverb (Tell us how, where or when something happens).	

*Worksheet 4*

Write the explanation text based on the explanation of the vlog then present it briefly in front of the class!

Name : .....

Class : .....

Title	
Opening	
Argument 1	
Argument 2	
Closing	

<b>Remedial Activity</b>	<ul style="list-style-type: none"><li>• Teacher show another explanation text to the students.</li><li>• Students write the sentences of simple present tense and change it into passive voice form.</li></ul>
<b>Enrichment Activity</b>	<ul style="list-style-type: none"><li>• Teacher gives the tittle of explanation text.</li><li>• Students analyze the tittle and write their arguments then present it orally.</li></ul>

## **Appendix 4**

### **LESSON PLAN FOR CONTROL GROUP**

School	: MA Asshiddiqiyah 3
Class	: XI/II
Subject	: English
Skill	: Speaking
Material	: Explanation Text
Meeting	: 1 and 2
Time	: 3 X 45 Minutes

#### **A. Core Competences**

KI-1 and KI-2: Living with and practicing the teachings of religion. Appreciate and practice the honest behavior, discipline, manners, caring (gotong royong, cooperation, tolerance, peace), responsible, responsive and pro-active in interacting effectively in accordance with the development of children in the neighborhood, family, school, community and the natural environment around, nation, country, regional region, and international region ".

KI-3: Understanding, applying, and analyzing (factual, conceptual, procedural, and metacognitive knowledge) based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, statehood, and civilization related to the causes of phenomena and

events, and applying procedural knowledge in a specific field of study according to their talents and interests to solve the problem.

KI-4: Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, acting effectively and creatively, and being able to use methods according to scientific rules.

**B. Basic Competences and Indicators**

<b>Basic Competences</b>	<b>Indicators</b>
<p>3.8 Differentiating social functions, text structure, and linguistic elements from several oral and written explanation texts by giving and requesting information related to natural or social symptoms included in other subjects in class XI, according to the context of their use</p>	<p>3.8.1. Understanding the structure of explanation text in giving and asking for information related to natural or social symptoms.</p> <p>3.8.2. Understanding the linguistic elements of explanation text of giving and asking for information related to the natural or social phenomenon.</p>
<p>4.8 Capturing contextually meaning related to social function, text structure, and linguistic elements of oral and written explanation text, related to natural or social symptoms included in other subjects in class XI</p>	<p>4.8.1. Mentioning the difficult words of the blog related to natural phenomena and social symptoms</p> <p>4.8.2. Mentioning the content word of the blog related to natural phenomena and social symptoms.</p>

	4.8.3. Making short and simple explanation texts related to natural phenomena and social symptoms 4.8.4. Presenting short and simple explanation texts briefly related to natural phenomena and social symptoms
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## **C. Learning Objectives**

### **Meeting 1**

1. Students are able to determine the social function, the structure, and the linguistic elements of explanation text appropriately after studying explanation text.
2. Students are able to mention the difficult words and find the meaning correctly after studying explanation text through blog.
3. Students are able to make the arguments of natural or social phenomena appropriately after studying explanation text through blog.
4. At the end of the lesson, students are able to present the arguments of explanation text related to natural or social phenomena briefly in front of the class.

### **Meeting 2**

1. Students are able to determine the social function, the structure, and the linguistic elements of explanation text appropriately after studying explanation text.

2. Students are able to mention the content words of explanation text appropriately after studying explanation text through blog.
3. Students are able to make explanation text related to natural or social phenomena correctly after mentioning the content words.
4. At the end of the lesson, students are able to present the explanation text briefly in front of the class.

### **Meeting 3**

1. Students are able to determine the social function, the structure, and the linguistic elements of explanation text appropriately after they study explanation text.
2. Students are able to mention the content words of explanation text appropriately after they read blog.
3. Students are able to make explanation text related to natural or social phenomena correctly after mentioning the content words.
4. At the end of the lesson, students are able to present the explanation text briefly without depending on notes in front of the class.

## **D. Teaching Material**

### **1. Material for Regular Learning**

#### Explanation Text

An explanation text is a non-fiction text that is used to describe how or why things happen. It usually includes a sequence of events (explaining how) and provides reasons for a process or phenomenon (why).

For example:

Rain

The water cycle

Earthquakes

#### Types of Explanation Texts

Explanation texts are categorized according to the type of process they describe.

##### 1. Sequential Explanation

Explanations that describe natural and non natural phenomena, for example life cycles.

##### 2. Cause and Effect Explanation

Explanation texts that link cause and effect in explanation how and why an event occurred, for example volcanoes.

The example of explanation text

**How Discipline is Achieved**

Schematic structure	
General statement	<p>Discipline is a condition that is formed from a process and a series of behaviors that show the value of obedience, obedience, and order. How is discipline achieved?</p> <p>School becomes an important place in shaping discipline. Discipline students can grow and develop if the school climate shows discipline. New students will soon adjust to the situation at school. If the school situation is disciplined, students will take discipline. Teachers and principals play an important role in shaping school discipline from designing, implementing and maintaining it.</p> <p>Self-awareness as a self-understanding that discipline is considered important for self-worth and success. In addition, self-awareness is a very strong motive for the realization of discipline. Retribution and obedience as a step in applying and practicing the rules governing individual behavior. Educational tools to influence, change, foster and shape behavior that is in accordance with the values specified or taught. Punishment is an effort to raise awareness, correct and correct the wrong so that people return to behavior that is in line with expectations</p>

## Structure of an Explanation Text

3. Social function : an explanation text is used to describe how or why a certain phenomenon happens.
4. General structure :
  - A title that identifies the topic to be explained
  - An opening statement that identifies the process to be explained
  - A clear order of paragraph that describe how and why
  - A concluding paragraph that puts all the information together
  - Finally, a visual text (a labeled image)

## 2. Material for Remedial Learning

- a. Language feature
  - 1) Focuses on general group that specific
  - 2) Use of Linking words like in general, rather, for instance
  - 3) Use of action verbs like beaks, erupts.
  - 4) Use of present tense like is, wake, are
  - 5) Reference to people should not be given
  - 6) Passive voice may be used

The formula:

Active Voice	Passive Voice
S + V1 + O	S + to be + V3 + by + O
The teacher explain the lesson.	The lesson is explained by the teacher.
She closed the door	The door was closed by her.

Pronoun in Active Voice	Pronoun in Passive Voice
I	Me
We	Us
You	You
He	Him
She	Her
It	It
They	Them

- 7) Use of technical terms and language relevant to the subject
- 8) Conjunctions should be used and language relevant to the subject
- 9) Gives a detailed description to create a rich meaning.

### 3. Material for Enrichment Learning

Topic 1  How rainbow is formed?	Topic 2  How does rain fall?	Topic 3  How volcanoes erupt?
Topic 4  How does bee make honey?	Topic 5  Where does water comes from?	Topic 6  How do the clouds form?

Instruction:

Please choose one topic and give your argument based on the topic then present it briefly in front of the another students.

#### E. Source Materials

1. English handbook for teacher from Kemendikbud
2. Students handbook
3. Other relevant textbooks

#### F. Teaching Method

Approach : Scientific Approach  
Method : Cooperative Methode  
Technique : Digtoglos Technique

#### G. Media

Laptop, LCD and projector board.  
Video blog (*vlog*).

## H. Learning Activities

### Meeting 1

<b>Phase</b>	<b>Activities</b>	<b>Time Allocation</b>
<b>Opening</b>	<ol style="list-style-type: none"><li>1. Orientation<ul style="list-style-type: none"><li>• Teacher greets the students</li><li>• Teacher invites the students to pray before they start to study.</li><li>• Teacher asks some questions about previous material.</li></ul></li><li>2. Motivation<ul style="list-style-type: none"><li>• Teacher motivates the students to study hard and sincerely.</li></ul></li><li>3. Apperception<ul style="list-style-type: none"><li>• Teacher tells to students about the coverage of the material.</li><li>• Teacher informs the learning goal, learning activities and the assessment to the students.</li></ul></li></ol>	<b>10 minutes</b>
<b>Main Activity</b>	<ol style="list-style-type: none"><li>1. Observing<ul style="list-style-type: none"><li>• Teacher shows the example of explanation text.</li><li>• Students observe the example of explanation text.</li></ul></li><li>2. Questioning<ul style="list-style-type: none"><li>• Students ask some question to the teacher</li></ul></li></ol>	<b>30 Minutes</b>

	<p>based on the example of explanation text.</p> <p>3. Exploring</p> <ul style="list-style-type: none"><li>• Students work in group of 6 students.</li><li>• Teacher shows and reads blog about natural or social phenomena.</li><li>• Students focus on blog and write the difficult words used in blog then find the meaning on the dictionary. (<i>Worksheet 1</i>)</li><li>• In group, students discuss about the difficult words that have been collected.</li><li>• After students find the meaning of difficult words, students write more than 2 argument based on the blog. (<i>Worksheet 2</i>)</li></ul> <p>4. Associating</p> <ul style="list-style-type: none"><li>• Students make pair from the same group. In this part, students retell the argument alternately.</li></ul> <p>5. Communicating</p> <ul style="list-style-type: none"><li>• One of student from each group present the result of their work in front of the class and the other students pay</li></ul>	
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	<p>attention then give comment of the performances.</p> <p>6. Creating</p> <ul style="list-style-type: none"> <li>• Students individually write the arguments of explanation text on their book.</li> <li>• Students collect their work to the teacher.</li> </ul>	
<b>Closing</b>	<p>4. Conclusion</p> <ul style="list-style-type: none"> <li>• Students and teacher conclude about the material correctively.</li> </ul> <p>5. Reflection</p> <ul style="list-style-type: none"> <li>• Students do reflection about activities have been done.</li> </ul> <p>6. Evaluation</p> <ul style="list-style-type: none"> <li>• Students do the test in groups, in pairs and individually.</li> </ul>	<b>5 Minutes</b>

## Meeting 2

<b>Phase</b>	<b>Activities</b>	<b>Time Allocation</b>
<b>Opening</b>	<p>1. Orientation</p> <ul style="list-style-type: none"> <li>• Teacher greets the students</li> <li>• Teacher invites the students to pray before they start to study.</li> <li>• Teacher asks some questions about previous material.</li> </ul> <p>2. Motivation</p>	<b>10 minutes</b>

	<ul style="list-style-type: none"> <li>• Teacher motivates the students to study hard and sincerely.</li> </ul> <p>3. Apperception</p> <ul style="list-style-type: none"> <li>• Teacher tells to students about the coverage of the material.</li> <li>• Teacher informs the learning goals, learning activities and assessment to students.</li> </ul>	
<p><b>Main Activity</b></p>	<p>1. Observing</p> <ul style="list-style-type: none"> <li>• Teacher shows the example of explanation text.</li> <li>• Students observe the example of explanation text.</li> </ul> <p>2. Questioning</p> <ul style="list-style-type: none"> <li>• Students ask some question to the teacher based on the example of explanation text.</li> </ul> <p>3. Exploring</p> <ul style="list-style-type: none"> <li>• Students work in group of 6 students.</li> <li>• Teacher shows and reads blog about natural or social phenomena.</li> <li>• Students focus on the blog and write the content words of the sentences. (<i>Worksheet 3</i>)</li> <li>• In group, students discuss about the</li> </ul>	<p><b>30 Minutes</b></p>

	<p>content words that have been collected.</p> <ul style="list-style-type: none"> <li>• After students write the content words, students write explanation text. (<i>Worksheet 4</i>)</li> </ul> <p>4. Associating</p> <ul style="list-style-type: none"> <li>• Students make pair from the same group. In this part, students retell the explanation text alternately.</li> </ul> <p>5. Communicating</p> <ul style="list-style-type: none"> <li>• One of student from each group present the result of their work in front of the class.</li> </ul> <p>6. Creating</p> <ul style="list-style-type: none"> <li>• Students write explanation text with their own words individually.</li> <li>• Students collect their work to the teacher.</li> </ul>	
<b>Closing</b>	<p>1. Conclusion</p> <ul style="list-style-type: none"> <li>• Students and teacher conclude about the material correctively.</li> </ul> <p>2. Reflection</p> <ul style="list-style-type: none"> <li>• Students do reflection about activities have been done.</li> </ul> <p>3. Evaluation</p> <ul style="list-style-type: none"> <li>• Students do the test in groups, in pairs and individually.</li> </ul>	<b>5 Minutes</b>

### Meeting 3

<b>Phase</b>	<b>Activities</b>	<b>Time Allocation</b>
<b>Opening</b>	<ol style="list-style-type: none"><li>1. Orientation<ul style="list-style-type: none"><li>• Teacher greets the students</li><li>• Teacher invites the students to pray before they start to study.</li><li>• Teacher asks some questions about previous material.</li></ul></li><li>2. Motivation<ul style="list-style-type: none"><li>• Teacher motivates the students to study hard and sincerely.</li></ul></li><li>3. Apperception<ul style="list-style-type: none"><li>• Teacher tells to students about the coverage of the material.</li><li>• Teacher informs the learning goals, learning activities and learning assessment to the students.</li></ul></li></ol>	<b>10 minutes</b>
<b>Main Activity</b>	<ol style="list-style-type: none"><li>1. Observing<ul style="list-style-type: none"><li>• Teacher shows the example of explanation text.</li><li>• Students observe the example of explanation text.</li></ul></li><li>2. Questioning<ul style="list-style-type: none"><li>• Students ask some question to the teacher based on the example</li></ul></li></ol>	<b>30 Minutes</b>

	<p>of explanation text.</p> <p>3. Exploring</p> <ul style="list-style-type: none"> <li>• Students work in group of 6 students.</li> <li>• Teacher shows and reads blog about natural or social phenomena.</li> <li>• Students focus on the blog and write the content words that used of the sentences. <i>(Worksheet 5)</i></li> <li>• In group, students discuss the content words that have been collected.</li> <li>• After students write the content words, students write explanation text. <i>(Worksheet 6)</i></li> </ul> <p>4. Associating</p> <ul style="list-style-type: none"> <li>• Students make pair from the same group. In this part, students retell the explanation text alternately.</li> </ul> <p>5. Communicating</p> <ul style="list-style-type: none"> <li>• One of student from each group present the result of their work in front of the class without depending on note.</li> </ul> <p>6. Creating</p> <ul style="list-style-type: none"> <li>• Students write explanation text with</li> </ul>	
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	<p>their own word individually.</p> <ul style="list-style-type: none"> <li>• Students collect their work to the teacher.</li> </ul>	
<b>Closing</b>	<ol style="list-style-type: none"> <li>1. Conclusion <ul style="list-style-type: none"> <li>• Students and teacher conclude about the material correctively.</li> </ul> </li> <li>2. Reflection <ul style="list-style-type: none"> <li>• Students do reflection about activities have been done.</li> </ul> </li> <li>3. Evaluation <ul style="list-style-type: none"> <li>• Students do the test in groups, in pairs and individually.</li> </ul> </li> </ol>	<b>5 Minutes</b>

## I. Assessment

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- 2) Instrument : Fill this form by seeing students' attitude.
- 3) Scoring Rubric

No.	Students' Name	Cooperation			
		1	2	3	4
1.	A	...	...	...	...
2.	B	...	...	...	...
3.	C	...	...	...	...

Cooperation:

1 = Students are not able to work well together in groups and are not active

2 = Students are less able to work well together in groups and are not active

3 = Students are able to work well together but are less active in groups

4 = Students are able to work well together and be active in groups

4. List :

#### Qualification of Attitude Assessment

Predicate	Competence Score	
	Score	Affective
A	3,85 – 4,00	Great
A-	3,51 – 3,84	
B+	3,18 – 3,50	Good
B	2,85 – 3,17	
B-	2,51 – 2,84	
C+	2,18 – 2,50	Standart
C	1,85 – 2,17	
C-	1,51 – 1,84	
D+	1,18 – 1,50	Low
D-	1,00 – 1,17	

#### d. Cognitive Domain

1. Aspect :

- Mentioning the difficult words and find the meaning in dictionary.
- Writing the content words of explanation text.

2. Instrument : Students' worksheet 1 & 3

### 3. Scoring Rubric

<b>Aspect</b>	<b>Score</b>	<b>Description</b>
Write of vocabulary and content words.	4	Students write 70% of the vocabulary and content words.
	3	Students only write 50% from the complete vocabulary and content words.
	2	Students only write 25% from the complete vocabulary and content words.
	1	Students write less than 25% from the vocabulary and content words.

#### 4. Score

$$\text{Final score} = \text{Total score} \times 25$$

### e. Psychomotor Domain (Speaking Skill)

1. Aspect : Presenting explanation text briefly.
2. Instrument : Students' worksheet 2 & 4
3. Score

$$\text{Final score} = \text{Total score} \times 4$$

#### 4. Scoring Rubric

<b>Aspect</b>	<b>Score</b>	<b>Description</b>
Pronunciation	5	Have few trace of foreign accent.
	4	Always intelligible, through one is conscious of a definite accent.
	3	Pronunciation problem necessitate concentrated listening and occasionally

		lead to misunderstanding.
	2	Very hard to understand because of pronunciation problem, must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar and word order .
	4	Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning.
	3	Make frequent error of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order error makes comprehend difficult. Must often rephrase sentence and/or restrict him to basic pattern.
	1	Error in grammar and word order as severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes use of inappropriate terms and/or must rephrase the idea

		because of lexical inadequate.
	3	Frequently uses the wrong word; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to conversation virtually impossible.
Fluency	5	Speed as fluent and effortless as that of native speaker.
	4	Speed of the speech seems to be slightly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silent by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Appears to understand everything with difficulty.
	4	Understand nearly everything at normal speed, although occasional repetition may

		be necessary.
	3	Understand most of what is said slower than normal speed with repetition.
	2	Has great difficulty following what is said. Can comprehend only "social conversation" frequently repetition.
	1	Can not be said to understand even simple conversation virtually impossible.

### Students' Worksheet

#### *Worksheet 1*

Please write the difficult words of the blog then find the meaning on your dictionary!

No	Words	Meaning
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

*Worksheet 2*

Please give your argument based on the explanation of the blog!

Name : .....

Class : .....

Arguments :

.....

.....

.....

.....

.....

.....

.....

*Worksheet 3*

Please write the content words of the blog and discuss with your group!

Content words	Noun (Person, place, or thing).	
	Verb (Action, state)	
	Adjective (Describes an object, person, place or thing).	
	Adverb (Tell us how, where or when something happens).	

*Worksheet 4*

Write the explanation text based on the explanation of the blog then present it briefly in front of the class!

Name : .....

Class : .....

Title	
Opening	
Argument 1	
Argument 2	
Closing	

<b>Remedial Activity</b>	<ul style="list-style-type: none"><li>• Teacher show another explanation text to the students.</li><li>• Students write the sentences of simple present tense and change it into passive voice form.</li></ul>
<b>Enrichment Activity</b>	<ul style="list-style-type: none"><li>• Teacher gives the title of explanation text.</li><li>• Students analyze the title and write their arguments then present it orally.</li></ul>

## **An app against bullying**

March 20, 2019

**Anonymous**

Hi,

I've been bullied mostly the whole time at junior high school. It was bad, I felt desperate, useless and unwanted. I couldn't even understand how the kids can be so cruel? Why? I was even considering taking my life away and make the worst essential decision in my life. When I started going to high school, something changed. Not the others, it was my approach to bullying what was different, but in a good sense. My friends and I have decided to develop a mobile and web platform that enables anonymous reporting about all bad behavior in the school. From the little project, it became a big platform that helps students and even save human lives all around the world. You can find it right here:<https://www.faceup.com/en-us/> In current time, I'm in senior year at High school. I'm happy because I'm no more being bullied and primarily, I'm helping others. I never could even imagine making something like that, but i dit it! So, if you feel bad and low let us know in FaceUp and we are sure we will have you.

Have a nice day!

Martina

## **Life gets better**

April 7, 2019

**Anonymous**

I have often been bullied in school, and I was scared that someone would threaten me. It started in 5th grade when I was at a new school and I was so nervous. I tried to make new friends but I was getting teased for my height and people called me ugly. I also experienced depression and started to harm myself. I wanted to die. But something inside of me felt like those feelings were wrong. I was sad but I had to listen to my heart. I prayed about it and I felt better. At a bible camp, I felt so broken inside. I felt like there was no hope for me, but I found God and He helped me through everything that was happening in my life. I felt like I was cared for and that I was loved. One thing that I learned is that bullying is never the answer. If we can stop bullying then it will save someone and it can help someone know that they are loved and cared for. To anyone who has experienced bullying, it does

get better you just have to block out the negativity and tell yourself you are worth something. Keep telling yourself don't give up and it will make you one step closer to freedom.

### **My experience**

*May 29, 2019*

#### **Anonymous**

I remember my boy being bullied when he was in year 4 . My boy loved school he loved everything about school . Until he started getting bullied everyday my son really started to change his attitude he always felt unwell then he always used to scream when he had to get out the car . We spoke to the teachers head teacher but still kept happening. Now from all that bullying he has suffered from anxiety and depression since year 4 he is now year 7 he has trust issues he has no friends. They caused my son to have anxiety attacks really bad nose bleeds it goes on and on he didn't even want to leave the house my son still suffers today. My son has to take medication and even sleeping tablets as he won't sleep . All of this because of bullies I took my son out the school myself as I was more worried about his mental state and his health. I asked the schools if he could have home tuition he got refused twice. He now only has work sent home he has lost out on loads of education. These bullies really don't understand how hard it is for someone and the parents when there doing what there doing it changes people's lives. But it's ok for these bullies they are still in education and having friends — my son does not have any friends and has trust issues anxiety and depression. Bullying needs to stop and more people and schools need to listen as even schools and teachers can be half to blame.

Accessed on <https://pacerteensagainstabullying.org/advocacy-for-others/real-teens-speak-out/> at march 20<sup>th</sup> 2019.

## **Appendix 5**

### **INSTRUMENT OF PRE-TEST**

Name :

Class :

#### **Instruction!**

1. Write your full name and your class
2. Write a draft of explanation text entitled “How to build confident” in 20 minutes.
3. Present orally without depending your notes!
4. No more than 45 minutes.

## Appendix 6

### INSTRUMENT OF POST-TEST

Name :

Class :

#### **Instruction!**

1. Write your full name and your class
2. Write a draft of explanation text entitled “How to keep friendship” in 20 minutes.
3. Present orally without depending on your notes!
4. No more than 45 minutes.



Name: Mutiatul fajri dzahira  
Class: 2nd class of senior high school 3/11

44

### "How to build confident"

My... friends my name mutiatul fajri dzahira you can call me deek  
I'm student from ~~assthe~~ Asshiddiqiyah Islamic college

I will presentation "How to build confident"

confident is feel build to the power of heart for you brave

Come forward to people, ~~much~~ People there isn't feel confident

there is 3 step :

1. build ~~to~~ your power of heart
2. always come forward to present your argument
3. don't be shy and confident

thanks for all and sorry for all my mistake

P = 3  
G = 3  
V = 2  
F = 2  
C = 1

## Appendix 8

### Students' pre-test worksheet for control class

52

Name : Sephanie Ther Angolica

class : XI<sup>a</sup> Mia / 17

- How to build confident =

Certainly, everyone have a confident. A confident isn't must about speak in front of much people isn't about to be a public speaker. Confident is a little things that in people' self. But, ~~now~~ some people sometimes realize that everyone have a confident.

How ~~is~~ we must to build confident? because is important for our self. without confidentiante, maybe thereis'nt ~~people's~~ reporter, actor, teacher, ~~is~~ no one else want to go outside and meet each other.

And how to build confident? it's simple.. example : from the simple ~~thing~~ <sup>thing</sup> like, someday u want 2 go to some place, u so confused what 'll u wear ~~is~~? and finally u've going wearing a pink dress with black shoes. with is confidentiante u go outside wear that

P = 3

G = 3

V = 3

F = 3

C = 1

(12)

No.

Date.

60

Name : Tiara Dwi Palupi

class : XI<sup>2</sup> MIA / 12

## HOW TO BUILD CONFIDENT

Confident is something important for human and we must to have confidence.

Confident always needs for speech, dont ever your discussion with your office mate is useless cause you not brave to talk at discussion. you must blow your mind and with confident you will feel the discussion is very exited. Remember, your speech is fail caused by your unconfident, so confident ☺

And, I have some tips for make you confidence :

1. Talking at lonely
2. always talk at any discussion.
3. Dont heart the heaters

practice at all, insyaAllah you can. See you in the sky brothers and sisters.

P = 4  
G = 4  
V = 3  
F = 2  
C = 2

## Appendix 9

Students' post-test worksheet for experimental class

### How To Keep Friendship

Name = Fya - Habibah

class = XI<sup>3</sup> mia

72

Hi guys ☺

1. do you thing it is as important as what friendship?  
maybe everyone must have someone who is so meaningful in his life that is usually called a friend.

2. what is that friend? friends are those who can bring and guide us to the blessings of god. he who is always with us when happy or sad. he who always reminds us when we are wrong. he always encourages us when we fall so meaningful is a friend in someone life so that there is in one of the islamic sciences "friends are people who feel happiness, sadness and our pain to the flesh" (Habibi level)

one way to maintain friendships is to maintain friendships is to maintain communication. Trust each other and always understand each other.

3. Then from that love your best friend while still there.  
because the most important thing in friendship is to maintain the trust of one another.

general structure

1. general statement

2. contain

3. closing

P = 5

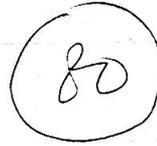
C = 4

V = 3

F = 4

L = 2

Name : Cucu Darozatun Ajria  
Class : XI<sup>3</sup>ma<sup>1</sup>/6



## "How to keep Friendship"

every ~~new~~ persons definitely needs the existence of other persons believe that you will not be able to endure loneliness with our friends or relatives can pour out our hearts. we burden them and therefore we must ~~maintain~~ <sup>keep</sup> the friendship rope. we can keep friendship in the way:

### 1. BELIEVE ☺

we have to trust each other <sup>and</sup> never believe what other people say especially about our friend's ugliness. we know him from our own judgment not from someone else's judgment

### 2. RESPECT AND UNDER-~~STANDING~~

we must understand the situation, don't misunderstand our friends! always (husnudzon) to our friend

for example; when we meet our friends and she doesn't say hello, (not) that she is arrogant but we have to understand / husnudzon the condition of our friends may be she is bad mood (like that)?

### 3. LOVE EACH OTHER

we have to love each other and the way to cultivate compassion is to give each other as the following hadist:

”عَلَاؤُكُمْ بِنِعْمَتِي“

”give each other you then you will love each other“

now that is some way how we keep our friendship and hopefully we can keep our friendship well ☺

P : 5 C : 3 U : 4 F : 5 C : 3

## Appendix 10

Students' post-test worksheet for control class

Name : Anisa Vaniya  
class : XI IPA / 2

72

### How to keep friendship ☺

friendship is (a) important in life. everyone have friend because people is social people. usually someone (a) friend to see way in life. because we can together to want one way.

when we have friend, we must keep feel her don't make her broken heart with us about me. friend is place (a) to where lean on when we falls when we happy, don't leave her (a) looking for new friends.

Sometimes, better me broken heart than they or her because I want make her sad. keep your friendship because friend is the best in my life. all in life, we stand stand before with friends. Don't be too choosy <sup>and</sup> make in friends and don't be ever have someone always there is ~~best~~ you in beside beside you because search someone that difficult for friend founded.

Search friend ~~now~~ is the best for your life, and can understanding you feel when you sad and happy and understanding, one each other between ~~for~~ we friendship.

-There is friend so certainly there is friendship-

Sorry for all mistakes ☺-

P = 5

G = 4

V = 3

F = 4

C = 2

Name : Tessa Dwi Palupi  
class : XI IPS 2 / 12

68

Friendship is a social relation between humans and must have this relation, Friendship must we keep better for our heart be peaceful and not to much enemy. this Friendship teach us for how to respect other and how Importen (a friend)

I have some tips ~~for~~ for keeps Friendship

- ①. respect other argument, because with that, we respect each other argument for keep ~~that~~ their feels
- ②. Not ~~bullying~~ bullying parent or something else cause this is one thing wich can damage Friendship we build for a long time
- ③. Don't want ~~crack~~ to crack cause friendship can broke and our self keep this feel

Friendship is vary important cause we social human who need help to anybody.

P = 4

G = 5

V = 3

F = 3

C = 2

## Appendix 11

The Score Pre-test and Post-test of Experimental and Control						
No	Students' Code	Experimental Class		Students' Code	Control Class	
		Pretest	Posttest		Pretest	Posttest
1	E1	48	64	C1	48	60
2	E2	48	56	C2	52	72
3	E3	64	76	C3	60	52
4	E4	48	60	C4	48	56
5	E5	52	72	C5	52	64
6	E6	48	80	C6	52	52
7	E7	56	60	C7	56	52
8	E8	60	68	C8	52	60
9	E9	56	68	C9	64	56
10	E10	48	72	C10	68	48
11	E11	44	68	C11	56	64
12	E12	52	56	C12	68	68
13	E13	56	60	C13	56	60
14	E14	40	72	C14	52	60
15	E15	56	72	C15	52	64
16	E16	60	64	C16	56	56
17	E17	40	56	C17	60	56
18	E18	56	76	C18	56	52
19	E19	64	80	C19	52	56
20	E20	44	68	C20	52	72
	$\Sigma$	1040	1348		1112	1180
	Average	52	67,4		55,6	59
	Variance	52,21	59,41		33,52	45,27
	Standard of Deviation	7,23	7,71		5,79	6,73
	MAX	64	80		68	72
	MIN	40	56		48	52

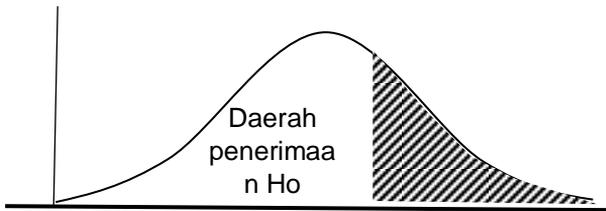
## Appendix 12

### Uji Homogenitas (Pretest)

Untuk menguji homogenitas digunakan rumus :

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

Ho diterima apabila  $F < F_{\frac{1}{2}a}(v_1, v_2)$



**Tabel penolong homogenitas**

No.	Kelas	
	XI 2	XI 3
1	48	48
2	52	48
3	60	64
4	48	48
5	52	52
6	52	48

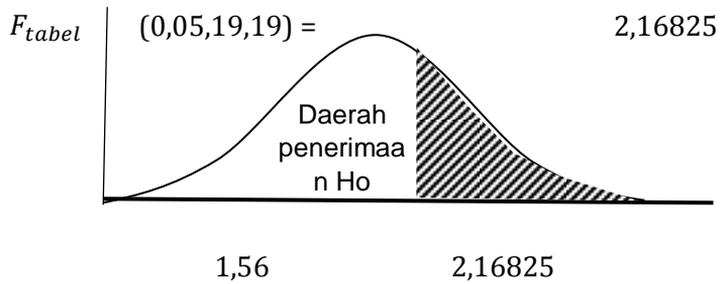
<b>7</b>	56	56
<b>8</b>	52	60
<b>9</b>	64	56
<b>10</b>	68	48
<b>11</b>	56	44
<b>12</b>	68	52
<b>13</b>	56	56
<b>14</b>	52	40
<b>15</b>	52	56
<b>16</b>	56	60
<b>17</b>	60	40
<b>18</b>	56	56
<b>19</b>	52	64
<b>20</b>	52	44
<b><math>\Sigma</math></b>	1112	1040
<b>N</b>	20	20
<b><math>\bar{X}</math></b>	55,60	52,00
<b><math>S^2</math></b>	33,52	52,21
<b>S</b>	5,79	7,23

Berdasarkan tabel diperoleh:

$$F_{hitung} = \frac{52,21}{33,52}$$

$$F_{hitung} = 1,56$$

Pada  $\alpha = 5\%$  dengan :  
 dk pembilang =  $n-1 = 20-1 = 19$   
 dk penyebut =  $n-1 - 20-1 = 19$



Karena  $F_{hitung} < F_{tabel}$  maka dapat disimpulkan bahwa kedua kelas mempunyai varians yang sama (**Homogen**)

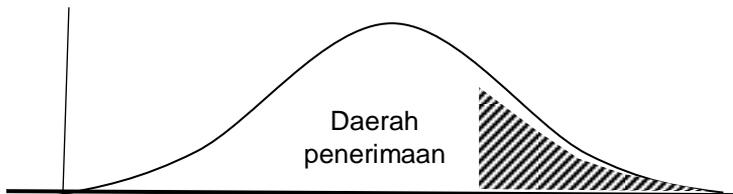
## Appendix 13

### Uji Homogenitas Posttest

Untuk menguji homogenitas digunakan rumus :

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

Ho diterima apabila  $F < F_{\frac{1}{2}\alpha}(v_1, v_2)$



**Tabel penolong homogenitas**

No.	Kelas	
	XI 3	XI 2
1	64	60
2	56	72
3	76	52
4	60	56
5	72	64
6	80	52
7	60	52

<b>8</b>	68	60
<b>9</b>	68	56
<b>10</b>	72	48
<b>11</b>	68	64
<b>12</b>	56	68
<b>13</b>	60	60
<b>14</b>	72	60
<b>15</b>	72	64
<b>16</b>	64	56
<b>17</b>	56	56
<b>18</b>	76	52
<b>19</b>	80	56
<b>20</b>	68	72
<b><math>\Sigma</math></b>	1348	1180
<b>N</b>	20	20
<b><math>\bar{X}</math></b>	67,40	59,00
<b><math>S^2</math></b>	59,41	45,26
<b>S</b>	7,71	6,73

Berdasarkan tabel diperoleh:

$$F_{hitung} = \frac{59,41}{45,26}$$

$$F_{hitung} = 1,31$$

$$\alpha = 5\%$$

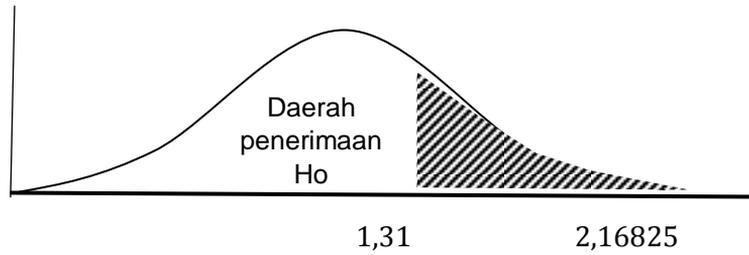
Pada

dengan :

dk pembilang =  $n-1 = 20-1 = 19$

dk penyebut =  $n-1 = 20-1 = 19$

$$F_{tabel} (0,05,19,19) = 2,16825$$



Karena  $F_{hitung} < F_{tabel}$  maka dapat disimpulkan bahwa kedua kelas mempunyai varians yang sama (**Homogen**)

## Appendix 14

### Uji Normalitas (Pretest) Kelas Eksperimen (XI 3)

#### Hipotesis

$H_0$  : Data berdistribusi normal

$H_1$  : Data tidak berdistribusi normal

#### Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

#### Kriteria yang digunakan

diterima jika  $H_0$  :  $\chi^2_{hitung} < \chi^2_{tabel}$

#### Pengujian Hipotesis

Nilai maksimum : 64

Nilai minimum : 40

Rentang nilai (R) :  $64 - 40 + 1 = 25$

Banyaknya kelas (k) :  $1 + 3,3 \log 20 = 6,095 \approx 6$  kelas

Panjang kelas (P) :  $\frac{25}{6} = 4,167 \approx 4$

#### Tabel perhitungan Rata-rata dan Simpangan baku

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	48	-4,00	16
2	48	-4,00	16
3	64	12,00	144
4	48	-4,00	16
5	52	0,00	0
6	48	-4,00	16
7	56	4,00	16
8	60	8,00	64
9	56	4,00	16
10	48	-4,00	16
11	44	-8,00	64
12	52	0,00	0
13	56	4,00	16
14	40	-12,00	144
15	56	4,00	16
16	60	8,00	64
17	40	-12,00	144
18	56	4,00	16
19	64	12,00	144
20	44	-8,00	64
<b>Jumlah</b>	<b>1040</b>		<b>992</b>

$$\text{Rata-rata } (\bar{X}) = \frac{\sum x}{N} = \frac{1040}{20} = 52,00$$

Simpangan baku (S)

$$S = \sqrt{\frac{\sum (X - \bar{X})^2}{n - 1}} = \sqrt{\frac{992}{20 - 1}}$$

$$S^2 = 52,2105$$

$$S = 7,23$$

**Daftar nilai frekuensi kelas XI 3**

Kelas			Bk	$Z_i$	$P(Z_i)$	Luas Daerah	$O_i$	$E_i$	$\frac{(O_i - E_i)^2}{E_i}$
			39,5	- 1,7	0,4582				
40	-	43	43,5	- 1,2	0,3803	0,0779	2	1,5581	0,1253
44	-	47	47,5	- 0,6	0,2333	0,1470	2	2,9398	0,3004
48	-	51	51,5	- 0,1	0,0276	0,2057	5	4,1140	0,1908
52	-	55	55,5	0,5	-0,1859	0,2135	2	4,2705	1,2072
56	-	59	59,5	1,0	-0,3504	0,1644	5	3,2883	0,8911
60	-	64	64,5	1,7	-0,4582	0,1078	4	2,156	1,5760
<b>Jumlah</b>							<b>20</b>		<b>4,2908</b>

Keterangan :

- Bk = Batas kelas bawah - 0,5 atau batas kelas atas + 0,5
- $Z_i = \frac{Bk - \bar{X}}{S}$
- $P(Z_i)$  = Nilai  $Z_i$  pada luas tabel di bawah lengkung kurva normal standar dari 0 s/d Z
- Luas daerah =  $P(Z_1) - P(Z_2)$
- $E_i$  = Luas daerah  $\times$  N
- $O_i = f_i$

Untuk  $\alpha = 5\%$  dengan dk = 6 - 1 = 5, diperoleh  $\chi^2_{tabel} = 11,0705$   
 Karena  $\chi^2 \text{ hitung} < \chi^2 \text{ tabel}$ , maka data tersebut berdistribusi normal

## Appendix 15

### Uji Normalitas (Pretest) Kelas Eksperimen (XI 2)

#### Hipotesis

$H_0$  : Data berdistribusi normal

$H_1$  : Data tidak berdistribusi normal

#### Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

#### Kriteria yang digunakan

diterima jika  $H_0$  :  $\chi^2_{hitung} < \chi^2_{tabel}$

#### Pengujian Hipotesis

Nilai maksimum : 68  
Nilai minimum : 48  
Rentang nilai (R) :  $68 - 48 + 1 = 21$   
Banyaknya kelas (k) :  $1 + 3,3 \log 20 = 6,095 \approx 6$  kelas  
Panjang kelas (P) :  $\frac{21}{6} = 3,500 \approx 4$

#### Tabel perhitungan Rata-rata dan Simpangan baku

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	48	-8	64
2	52	-4	16
3	60	4	16
4	48	-8	64
5	52	-4	16
6	52	-4	16
7	56	0	0
8	52	-4	16
9	64	8	64
10	68	12	144
11	56	0	0
12	68	12	144
13	56	0	0
14	52	-4	16
15	52	-4	16
16	56	0	0
17	60	4	16
18	56	0	0
19	52	-4	16
20	52	-4	16
<b>Jumlah</b>	<b>1112</b>		<b>640</b>

$$\text{Rata-rata } (\bar{X}) = \frac{\sum X}{N} = \frac{1112}{20} = 55,60$$

Simpangan baku (S)

$$S = \sqrt{\frac{\sum(X - \bar{X})^2}{n - 1}} = \sqrt{\frac{640}{20 - 1}}$$

$$S^2 = 33,5158$$

$$S = 5,79$$

### Daftar nilai frekuensi kelas XI 2

Kelas			Bk	$Z_i$	$P(Z_i)$	Luas Daerah	$O_i$	$E_i$	$\frac{(O_i - E_i)^2}{E_i}$
			47,5	- 1,4	0,4191				
48	-	51				0,1585	2	3,1705	0,4321
			51,5	- 0,7	0,2606				
52	-	55				0,2537	8	5,0740	1,6873
			55,5	- 0,0	0,0069				
56	-	59				0,2566	5	5,1325	0,0034
			59,5	0,7	-0,2497				
60	-	63				0,1641	2	3,2815	0,5004
			63,5	1,4	-0,4138				
64	-	67				0,0563	1	1,1265	0,0142
			66,5	1,9	-0,4701				
68	-	71				0,0269	2	0,537	3,9852
			71,5	2,7	-0,4970				
<b>Jumlah</b>							<b>20</b>		<b>6,6227</b>

Keterangan :

Bk = Batas kelas bawah - 0,5 atau batas kelas atas + 0,5

$Z_i = \frac{Bk - \bar{X}}{S}$

$P(Z_i)$  = Nilai  $Z_i$  pada luas tabel di bawah lengkung kurva normal standar dari 0 s/d Z

Luas daerah =  $P(Z_1) - P(Z_2)$

$E_i$  = Luas daerah  $\times$  N

$O_i$  =  $f_i$

Untuk  $\alpha = 5\%$  dengan dk = 6 - 1 = 5, diperoleh  $\chi^2_{tabel} = 11,0705$

Karena  $\chi^2$  hitung <  $\chi^2$  tabel, maka data tersebut berdistribusi normal

## Appendix 16

### Uji Normalitas (Posttest) Kelas Eksperimen (XI 3)

#### Hipotesis

$H_0$  : Data berdistribusi normal

$H_1$  : Data tidak berdistribusi normal

#### Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

#### Kriteria yang digunakan

diterima jika  $H_0$  :  $\chi^2_{hitung} < \chi^2_{tabel}$

#### Pengujian Hipotesis

Nilai maksimum : 80  
Nilai minimum : 56  
Rentang nilai (R) : 80-56+1 = 25  
Banyaknya kelas (k) :  $1+3,3 \log 20 = 6,095 \approx 6$  kelas  
Panjang kelas (P) :  $\frac{25}{6} = 4,167 \approx 4$

### Tabel perhitungan Rata-rata dan Simpangan baku

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	64	-3,00	9,00
2	56	-11,00	121,00
3	76	9,00	81,00
4	60	-7,00	49,00
5	72	5,00	25,00
6	80	13,00	169,00
7	60	-7,00	49,00
8	68	1,00	1,00
9	68	1,00	1,00
10	72	5,00	25,00
11	68	1,00	1,00
12	56	-11,00	121,00
13	60	-7,00	49,00
14	72	5,00	25,00
15	72	5,00	25,00
16	64	-3,00	9,00
17	56	-11,00	121,00
18	76	9,00	81,00
19	80	13,00	169,00
20	68	1,00	1,00
<b>Jumlah</b>	<b>1348</b>		<b>1132</b>

$$\text{Rata-rata } (\bar{X}) = \frac{\sum X}{N} = \frac{1348}{20} = 67,40$$

Simpangan baku (S)

$$S = \sqrt{\frac{\sum (X - \bar{X})^2}{n - 1}} = \sqrt{\frac{1132}{20 - 1}}$$

$$S^2 = 59,4105$$

$$S = 7,71$$

**Daftar nilai frekuensi kelas XI 3**

Kelas			Bk	$Z_i$	$P(Z_i)$	Luas Daerah	$O_i$	$E_i$	$\frac{(O_i - E_i)^2}{E_i}$
			55,5	- 1,5	0,4387				
56	-	59				0,0914	3	1,8278	0,7518
			59,5	- 1,0	0,3473				
60	-	63				0,1537	3	3,0748	0,0018
			63,5	- 0,5	0,1936				
64	-	67				0,1987	2	3,9748	0,9811
			67,5	0,0	-0,0052				
68	-	71				0,1974	4	3,9487	0,0007
			71,5	0,5	-0,2026				
72	-	75				0,1189	4	2,3780	1,1063
			74,5	0,9	-0,3215				
76	-	80				0,1339	4	2,678	0,6530
			80,5	1,7	-0,4554				
<b>Jumlah</b>							<b>20</b>		<b>2,8417</b>

Keterangan :

Bk = Batas kelas bawah - 0,5 atau batas kelas atas + 0,5

$$Z_i = \frac{Bk - \bar{X}}{S}$$

$P(Z_i)$  = Nilai  $Z_i$  pada luas tabel di bawah lengkung kurva normal standar dari 0 s/d Z

Luas daerah =  $P(Z_1) - P(Z_2)$

$E_i$  = Luas daerah  $\times N$

$O_i$  =  $f_i$

Untuk  $\alpha = 5\%$  dengan  $dk = 6 - 1 = 5$ , diperoleh  $\chi^2_{tabel} = 11,0705$

Karena  $\chi^2$  hitung  $< \chi^2$  tabel, maka data tersebut berdistribusi normal

## Appendix 17

### Uji Normalitas (Posttest) Kelas Kontrol (XI 2)

#### Hipotesis

$H_0$  : Data berdistribusi normal

$H_1$  : Data tidak berdistribusi normal

#### Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

#### Kriteria yang digunakan

diterima jika  $H_0$  :  $\chi^2_{hitung} < \chi^2_{tabel}$

#### Pengujian Hipotesis

Nilai maksimum : 72  
Nilai minimum : 52  
Rentang nilai (R) :  $72 - 52 + 1 = 21$   
Banyaknya kelas (k) :  $1 + 3,3 \log 20 = 6,095 \approx 6$  kelas  
Panjang kelas (P) :  $\frac{21}{6} = 3,500 \approx 4$

### Tabel perhitungan Rata-rata dan Simpangan baku

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	60	1	1
2	72	13	169
3	52	-7	49
4	56	-3	9
5	64	5	25
6	52	-7	49
7	52	-7	49
8	60	1	1
9	56	-3	9
10	48	-11	121
11	64	5	25
12	68	9	81
13	60	1	1
14	60	1	1
15	64	5	25
16	56	-3	9
17	56	-3	9
18	52	-7	49
19	56	-3	9
20	72	13	169
<b>Jumlah</b>	<b>1180</b>		<b>860</b>

$$\text{Rata-rata } (\bar{X}) = \frac{\sum X}{N} = \frac{1180}{20} = 59,00$$

Simpangan baku (S)

$$S = \sqrt{\frac{\sum (X - \bar{X})^2}{n - 1}} = \sqrt{\frac{860}{20 - 1}}$$

$$S^2 = 45,2632$$

$$S = 6,73$$

**Daftar nilai frekuensi kelas XI 2**

Kelas			Bk	$Z_i$	$P(Z_i)$	Luas Daerah	$O_i$	$E_i$	$\frac{(O_i - E_i)^2}{E_i}$
			51,5	- 1,1	0,3675				
52	-	55	55,5	- 0,5	0,1985	0,1690	4	3,3796	0,1139
56	-	59	59,5	0,1	-0,0296	0,2282	5	4,5634	0,0418
60	-	63	63,5	0,7	-0,2482	0,2186	4	4,3718	0,0316
64	-	67	67,5	1,3	-0,3968	0,1486	3	2,9714	0,0003
68	-	71	70,5	1,7	-0,4563	0,0595	2	1,1905	0,5504
72	-	75	75,5	2,5	-0,4929	0,0366	2	0,732	2,1962
<b>Jumlah</b>							<b>20</b>		<b>2,9342</b>

Keterangan :

Bk = Batas kelas bawah - 0,5 atau batas kelas atas + 0,5

$$Z_i = \frac{Bk - \bar{X}}{S}$$

$P(Z_i)$  = Nilai  $Z_i$  pada luas tabel di bawah lengkung kurva normal standar dari 0 s/d Z

Luas daerah =  $P(Z_1) - P(Z_2)$

$E_i$  = Luas daerah  $\times$  N

$O_i$  =  $f_i$

Untuk  $\alpha = 5\%$  dengan  $dk = 6 - 1 = 5$ , diperoleh

$$x^2_{tabel} = 11,0705$$

Karena  $X^2$  hitung  $< X^2$  tabel, maka data tersebut berdistribusi normal

## Appendix 18

### UJI PERSAMAAN DUA RATA-RATA NILAI PRE-TEST KELAS XI 2 DAN XI 3

#### Hipotesis

$$H_0 = \mu_1 \leq \mu_2$$

$$H_1 = \mu_1 > \mu_2$$

#### Uji Hipotesis

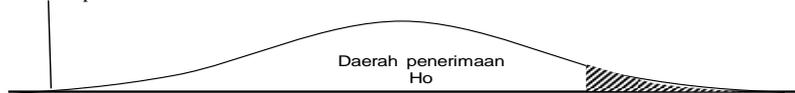
Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

dengan

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Ho diterima apabila  $-t_{(1-\alpha)(n_1+n_2-2)} < t < t_{(1-\alpha)(n_1+n_2-2)}$



Sumber	XI 2	XI 3
Jumlah	1112	1040
n	20	20
$\bar{x}$	55,6	52
$S^2$	33,52	52,21
S	5,789646	7,22564876

Berdasarkan rumus diatas diperoleh

$$S = \frac{(20-1) \cdot 33,52 + (20-1) \cdot 52,21}{20 + 20 - 2}$$

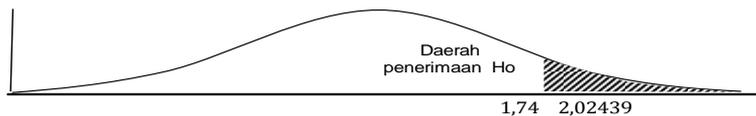
$$S^2 = 42,865$$

$$S = 6,55$$

$$t = \frac{55,6 - 52}{6,55 \sqrt{\frac{1}{20} + \frac{1}{20}}} = 1,74$$

Pada  $\alpha = 5\%$  dengan  $df = 20 + 20 - 2 = 38$  diperoleh

$$t_{1-(0,05)(38)} = 2,02439$$



Karena t berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa TIDAK ada persamaan rata-rata dari kedua kelas

## Appendix 19

### UJI PERBEDAAN DUA RATA-RATA NILAI POST-TEST KELAS XI 2 dan XI 3

#### Hipotesis

$$H_0 = \mu_1 \leq \mu_2$$

$$H_1 = \mu_1 > \mu_2$$

#### Uji Hipotesis

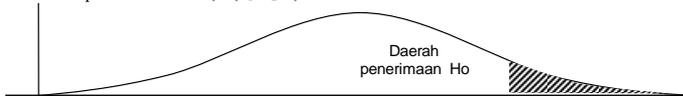
Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

dengan

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Ha diterima apabila  $t > t_{(1-(n_1+n_2-2))}$



Sumber	XI 3	XI 2
Jumlah	1348	1180
n	20	20
$\bar{x}$	67,4	59
$S^2$	59,41	45,26
S	7,707788	6,7275528

Berdasarkan rumus diatas diperoleh

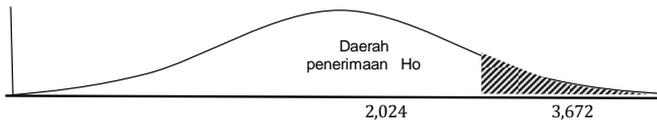
$$S^2 = \frac{(20-1) 59,41 + (20-1) 45,26}{20 + 20 - 2}$$

$$S^2 = 52,335$$

$$S = 7,23$$

$$t = \frac{67,4 - 59}{7,23 \sqrt{\frac{1}{20} + \frac{1}{20}}} = 3,67$$

Pada  $\alpha = 5\%$  dengan dk = 20 + 20 - 2 = 38 diperoleh  $t_{1-(0,05)(38)} = 2,024$



Karena t berada pada daerah penolakan  $H_0$ , maka dapat disimpulkan bahwa ada perbedaan rata-rata dari kedua kelas

**Appendix 20**

**DOCUMENTATION**



Appendix 21

DOCUMENTATION





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jalan Prof. Hamka Km.2 Semarang 50185  
Telepon 024-7601295, Faksimile 024-7615387  
www.walisongo.ac.id

Nomor: B -692/Un.10.3/D.1/TL.00./03/2018

25 Maret 2019

Lamp : -

Hal : Mohon Izin Riset

a.n. : Iif Latifah Amir

NIM : 1503046034

Yth.

Kepala Sekolah MA Asshiddiqiyah 3 Karawang  
di Tempat

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Iif Latifah Amir

NIM : 1503046034

Alamat : Ds. Muktijaya RT 01/01 Kec. Cilamaya Kulon Kab. Karawang

Judul Skripsi : 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)

Pembimbing :

1. Siti Tarwiyah, M. Hum

2. Nadiyah ma'mun, M. Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 1 (satu) bulan, mulai tanggal 10 April 2019 sampai dengan tanggal 10 Mei 2019.

Demikian atas perhatian dan terakbulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



..... n. Dekan,  
..... il Dekan Bidang Akademik

HAH SYUKUR

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai  
laporan)



**PONDOK PESANTREN ASSHIDDIQIYAH 3 KARAWANG**  
**MADRASAH ALIYAH ASSHIDDIQIYAH**

AKREDITASI "A" Nomor : 02.00/693/BAN-SM/2011  
Jl. Singaperbangsa, Sukatani, Cilamaya Wetan - Karawang 41384

**SURAT KETERANGAN**

NOMOR : MA.i/S.15/07/PP.006/139/2019

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Asshiddiqiyah Cilamaya Wetan Kabupaten Karawang dengan ini menerangkan bahwa nama dibawah ini :

Nama : **Iif Latifah Amir**  
NIM : 1503046034  
Program studi : Pendidikan Bahasa Inggris  
Alamat : Ds. Muktijaya RT. 01/01 Kec. Cilamaya Kulon Kab. Karawang

Bahwa Mahasiswi Universitas Islam Negeri (UIN) Walisongo Semarang tersebut di atas telah melaksanakan riset dalam rangka tugas akhir pembuatan skripsi Program S-1 dengan judul skripsi "*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)*" di Madrasah Aliyah Asshiddiqiyah Cilamaya Wetan Kabupaten Karawang dari tanggal 10 April s/d 10 Mei 2019.

Demikian, Surat Keterangan ini kami sampaikan untuk diketahui bagi pihak yang berkepentingan dan dapat dipergunakan sebagaimana mestinya.

Cilamaya Wetan, 16 Mei 2019

Kepala MA Asshiddiqiyah



Rosyidin AM.S.Pd.I



# AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

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Keputusan BAN-PT Nomor : 3579/SK/BAN-PT/Akred/PT/X/2017

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**PENELITI** : Iif Latifah Amir

**NIM** : 1503106019

**JURUSAN** : Pendidikan Bahasa Inggris

**JUDUL** : THE EFECTIVENESS OF VIDEO BLOG (VLOG) IN TEACHING SPEAKING OF EXPLANATION TEXT (A STUDY AT ELEVENTH GRADE OF MA ASSHIDDIQIYAH 3 KARAWANG IN THE ACADEMIC YEAR 2018/2019)

## HIPOTESIS:

a. Hipotesis Uji Homogenitas Data Tahap Awal

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

b. Hipotesis Uji Homogenitas Data Tahap Akhir

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

c. Hipotesis Perbedaan Rata-Rata Data Tahap Awal

$$H_0: \mu_1 \leq \mu_2$$

$$H_1: \mu_1 > \mu_2$$

d. Hipotesis Perbedaan Rata-Rata Data Tahap Akhir

$$H_0: \mu_1 \leq \mu_2$$

$$H_1: \mu_1 > \mu_2$$

## HASIL DAN ANALISIS DATA

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Kontrol_Pre	20	48	68	55.60	5.789	33.516
Eksperimen_Pre	20	40	64	52.00	7.226	52.211
Valid N (listwise)	20					

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Kontrol_Post	20	48	72	59.00	6.728	45.263
Eksperimen_Post	20	56	80	67.40	7.708	59.411



## AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

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Telp. (024) 7608786 Fax (024) 7619177 - website : aismuh.ac.id

### Uji Homogenitas Data Tahap Awal

F-Test Two-Sample for Variances

	Variable 1	Variable 2
Mean	52	55.6
Variance	52.21052632	33.51578947
Observations	20	20
df	19	19
F	1.557788945	
P(F<=f) one-tail	0.171145529	
F Critical one-tail	2.168251601	

#### Keterangan:

Sig. = 0.171  $\geq$  0.05, maka  $H_0$  diterima artinya kedua kelas tersebut memiliki varians yang sama (Homogen).

### Uji Homogenitas Data Tahap Akhir

F-Test Two-Sample for Variances

	Variable 1	Variable 2
Mean	67.4	59
Variance	59.41052632	45.26315789
Observations	20	20
df	19	19
F	1.31255814	
P(F<=f) one-tail	0.279565842	
F Critical one-tail	2.168251601	

#### Keterangan:

Sig. = 0.279  $\geq$  0.05, maka  $H_0$  diterima artinya kedua kelas tersebut memiliki varians yang sama (Homogen).



# AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

STATUS : TERAKREDITASI

Keputusan BAN-PT Nomor : 3579/SK/BAN-PT/Akred/PT/X/2017

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### Independent Samples 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	95% Confidence Interval of the Difference	
								Lower	Upper
Nilai_Pre	1.865	.180	1.739	38	.090	3.600	2.070	-5.91	7.791
Equal variances assumed									
Equal variances not assumed			1.739	36.275	.091	3.600	2.070	-5.98	7.798

**Keterangan:**

Sig. = 0.090 > 0.05, maka  $H_0$  diterima artinya bahwa tidak ada perbedaan (Identik) rata-rata nilai Kelas Eksperimen dan Kelas Kontrol

### Independent Samples 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	95% Confidence Interval of the Difference	
								Lower	Upper
Nilai_Equal variances assumed	.530	.471	3.672	38	.001	8.400	2.288	3.769	13.031
Post									
Equal variances not assumed			3.672	37.318	.001	8.400	2.288	3.786	13.034

**Keterangan:**

Sig. = 0.001 < 0.05, maka  $H_0$  ditolak artinya bahwa ada perbedaan antara rata-rata nilai Kelas Eksperimen dan Kelas Kontrol

Semarang, 25 Juni 2019

Kepala Laboratorium

Dede Istiawan, S.Si.,M.Kom

## **CURRICULUM VITAE**

### **PERSONAL IDENTITY**

Full Name : Iif Latifah Amir  
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Phone : 085771418762  
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### **EDUCATION BACKGROUND**

1. Formal Education
  - RA Miftahul Ilmi
  - MI Mifatahul Ilmi
  - Mts Asshiddiqiyah 3 Karawang
  - MA Al-Hikmah 2 Brebes
2. Informal Education
  - PPTQ Al-Hikmah Tugurejo, Tugu, Semarang