THE EFFECTIVENESS OF VIDEO BLOG (VLOG) TO TEACH SPEAKING OF RECOUNT TEXT

(An experimental research at the tenth graders of Ma Nu 02 Al Maarif Boja in academic year 2019/2020)

THESIS

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

By:

Ida Nurstaningsih

Student number: 1403046108

EDUCATION AND TEACHER TRAINING FACULTY

UIN WALISONGO

SEMARANG

2020

THESIS STATEMENT

I am, the students with the following identify:

Name   : Ida Nurstaningsih

Students Number   : 1403046108

Department   : English Language Teaching

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

Semarang,18th May 2020

The Researcher,

Ida Nurstaningsih

1403046108

RATIFICATION

Thesis with the following identification:

Title :**"THE EFFECTIVENESS OF VIDEO BLOG (VLOG) TO TEACH SPEAKING OF RECOUNT TEXT (An Experimental Research at the Tenth Grade of Ma NU Mranggen In Academic Year 2019/2020)"**

Name of Student : Ida Nurstaningsih

Students Number :1403046108

Department : English Education Department

had been ratified by the team of final project examiner of Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of any requirement for gaining the Bachelor Degree in English Education Department.

Semarang, 18th May 2020

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Daviq Rizal, M.Pd   **Dra. Nuna Mustikawati Dewi, M Pd**

NIP.198008032009012010   NIP. 1965061419920320001

ADVISOR NOTE I

To

The Dean of

Walisongo State Islamic University

Assalamu'alaikumwr. wb.

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

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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.

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ABSTRACT

Title   :"THE EFFECTIVENESS OF VIDEO BLOG (VLOG) TO TEACH SPEAKING OF RECOUNT TEXT (An Experimental Research at the Tenth Grade of Ma NU Mranggen In Academic Year 2019/2020)"

Writer   : Ida Nurstaningsih

Students Number   : 1503046108

Speaking is one of the keys in English communication. As one of the language skills, the students should mastery in speaking English. The students face difficulties such as psychological factors which give effect students speaking skills, such as getting afraid, shame, nervous, and lack of motivation. The students needs more practice to improve speaking skill. One of the alternative teaching technique is the implementation of a video blog. By using this technique the students have a chance to explore their ability without any pressure to speak. This study was conducted to investigate the effectiveness of video blogs. The vlog teaching method in this research has given students chance to speak confidently which led them to the speaking score increase.

This study used true-experimental design that belongs to quantitative approach. The researcher applied the vlog teaching method to the treatment class for three meetings. The population of this study was tenth grade students of MA Nahdlatul Ulama Mranggen. The sample of the study was X-MIA-A and X-MIA-B . The instrument used for this research in pre-test and post-test was an oral test by using instruction. In this study, the researcher conducted -step of research there were: pre-test, treatment and post-test.

The finding of the study showed there was different score of pretest and postest. Based on the result of t-test calculation shows that t_{count} is higher than t_{table} (6.71 > 2.00). It means that there are differences in the post-test average score between experimental which has been taught by using VLOG and control group which has taught without using VLOG. So, it can be concluded that using VLOG to teach recount text speaking is effective.

The implications of this study are: (1) video blog can be used by the teachers as the alternative technique in teaching speaking English (2) the vlog with teachers' guidance could help students increase their speaking score.

Keywords: *Video Blog (Vlog), Speaking, Recount Text*

MOTTO

فَبِأَيِّ آلَاءِ رَبِّكُمَا تُكَذِّبَانِ

So which of the favors of your Lord would you deny

(Q.S AR RAHMAN-13)

"Pick yourself up and search for the light. Hungry for a new start. It's your chance now to stand up and fight. Take the next step now a day at a time"

-Let in the sun by Take That: III (2013)

DEDICATION

The final project is dedicated to:

1. My beloved parents, who always love me, pray me and support me in finishing my study, Thank for the effort and contribution in making my education run well and success.
2. My beloved husband for the support.
3. My lovelly families.
4. All my friends.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

I do thank to Allah SWT who has given me mercy, blessing, kindness to finish this research complexly. Sholawat and salam are always given to the Prophet Muhammad SAW who brings us from darkness to the brightness. The writer realized that many people already helped her in arranging and writing this thesis. In this case, the writer would like to express her gratitude and appreciation to:

1. Dr. Hj. Lift Anis M., M.Ag, Dean of Education and Teacher Training Faculty for providing which supported the researcher in completion of this thesis.

2. SayyidatulFadlilah, M. Pd, as the head of English Education Department. Mrs. LulutWidyaningrum, M.Pd and Mrs. Dra. Nuna MustikawatiDewi, M. Pdas the adviser who have given me time to guide the researcher until this thesis finished. Thanks for the advice, suggestion, and guidance

3. Mr.Daviq Rizal, M.p.d as the advisor I and Mrs. Drs. NunaMustikawatiDewi, M.Pd., as the advisor II, thank you for your patience in giving great motivation, helpful correction, and suggestion during the consultation.

4. All lectures in English Language Education Department who had given me the knowledge patiently and sincerely.

5. My beloved father and mother, thank you for everything who always love me, give support, motivation and pray for my success.

6. My thank you who always give support to complete my final project.

7. All of my friends in English Education Department 2014 especially PBI C thank you forthe help, motivation, support.

8. My best friends, Syifa, Bela, and Sawani who always support me, give suggestion and encouragement, always being a positive person.

9. Last but not least, those who cannot be mentioned one by one, who have supported me to complete the final project.

Semarang,   April 2020
The researcher,

Ida Nurstaningsih
NIM 1403046108

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CHAPTER 1

INTRODUCTION

A. Background of the research

Speaking is crucial skills because as a way to communicate ideas, intentions, and feelings. Without excellent speaking skills, a person will find difficulties in delivering his or her purpose of speaking[1].

Everyone needs to communicate with other because everyone needs to interact and to know with other. Allah stated in Al-Qur'an surah al- Hujurat verse 13:

يَـٰٓأَيُّهَا ٱلنَّاسُ إِنَّا خَلَقۡنَـٰكُم مِّن ذَكَرٍ وَأُنثَىٰ وَجَعَلۡنَـٰكُمۡ شُعُوبٗا وَقَبَآئِلَ لِتَعَارَفُوٓاْۚ إِنَّ أَكۡرَمَكُمۡ عِندَ

ٱللَّهِ أَتۡقَىٰكُمۡۚ إِنَّ ٱللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

O people! Indeed, We have created you from a man and a woman, then We made you nationals and tribes so that you know each other. Surely the noblest of you in the sight of Allah is the most pious.Truly, Allah is All-Knowing, All-Exact

In this verse, it is explained that God created man from a man (Adam) and a woman (Eve) and made him national, tribal, and different skin colors not to mock one another, but to know each other and help each other, they will be united through language. The statementlita'arrafu has a meaning that you must know each other. The stronger the introduction of one party to the other, the more opens the opportunity to benefit each other. The introduction is needed to draw each other's lessons and experiences to increase the piety of God.

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[1]Cole Debbie, *Teaching Speaking and Listening a Toolkit for Practitioners About the Key Skills Support Programme* (England: portishead press, bistol).

In the Surah Al-Hujurat verse 13, we can conclude that in this world, we created as human, and every human has language to communicate each other. Allah created human in this world with various nations, ethnics and costumes. People who live in distinctive places have to corporate with another to complete the necessities in their life. Language has a vital role in human's life because writing is not only to communicate, but also convey the message which can express and interpret something.[2]

Speaking is the process of arranging the ideas verbally and non-verbally symbols in different contexts based on the aim of conversation, speaking is one process to create a conversation with other people. It can be questioned, answer, opinions, making a request, and speech that delivered verbally.[3].

Torky defines speaking as a way to produce the sound that created signals to provide differential verbal responses in a listener. About the combining sounds systematical to form meaningful sentences, the speaker and listeners exchanged the messages orally[4].

Cameron states that speaking as an interactive process when people express their minds in spoken words and share the information. Speaking activities can be said as excellent communication if they can release the information clearly and can be understood by other peoples. It is why the students have to produce and interact with the English in their daily learning communication to exercise the students speaking ability before they have to practice in real life.

Interactive activities can be incorporated into any point in the lessons because students' oral activities are significant to support students learning. Verbal interaction skill is needed to survive in their society to have communication with others[5].

Scott Thornbury stated that the teaching of speaking depends on there being a classroom culture of speaking that classrooms need to become ' *talking*

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[2]M.Quraish Shihab, *Tafsir Al Misbah Pesan Kesan Dan Keserasian Al- Qur'an* (Jakarta, 2002).
[3]Chaney A., 'Teaching Oral Communication in Grades K-8', 1998, P.15.
[4]S Torky, The effectiveness of a task based instruction program in developing the English language speaking skills of secondary stage students, 2006.
[5]Cameron L, *Teaching Language to Young Learners* (New York: Cambridge University Press, 2001).

classrooms' In other words, students will be much more confident speakers (and their speaking abilities will improve) if this kind of speaking activation is a regular feature of lessons[6].

According to Juana, there are some psychological factors which give effect students speaking skills, such as getting afraid, shame, nervous, and lack of motivation.According to Thornbury (2005:39) the problems in speaking of second or (other) language covers two main areas that learners-speaker have. The first is knowledge factors, this means the learners do not yet have aspects of the language that enable production and it is related to knowledge of communication strategies. The second is skills factors means the learners' knowledge is not sufficiently automated to ensure fluency and this factor is closely related to discourse strategies. From these factors, He also concludes that two factors might emerge students' affective problem, such as lack of confidence or self-consciousness, which might inhibit fluency[7].

Based on the explanation above, the teacher has essential roles in supporting the students while practicing the English language in the classroom. Thus, one of the solutions to overcome the problems when teaching the English language is giving the media, and the students will confident and enjoy learning speaking English. The teacher must be creative and able to provide some exciting activities to make the students experience in speaking class. Many kinds of media can help the students to speak confidently and fluently. The teacher can find several media on the internet[8].

The current era of technological revolution and the explosion of knowledge have witnessed a tremendous progress in the field of information technology. Modern technology has transformed the world into a small global village. This development is reflected in many areas, but the area which benefited a lot in education. Therefore, Information Communication Techniques are

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[6]Jeremy Harmer, *How to Teach English*, 2nd edn (Edinburgh: Pearson Education Limited, 2007).
[7]Dini Irawati, 'Supporting Student's English Speaking Achievement Using Video', *International Journal of EFL*, 1.1 (2016), 45 <https://doi.org/10.21462/ijefl.v1i1.5>.
[8]Zefa Rosalia Mahafi, Video Blog as a Media in Teaching Speaking Recount Text For Tenth graders Zefa Rossalia Mahafi, 2012, p. 17.

increasingly integrating into our daily lives. They are changing the way we live, the way we spend our spare time and the way we work. They are known by other terms such as teaching and instructional aids. These include the use of slide projector, television, radio, and videos etc[9].

Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers' profession through which they can use it to facilitate learners' learning. When we talk about technology in teaching and learning, the word 'integration' is used. With technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process. That is to say, technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through to teaching and learning proccess[10].

Maulidah found that Technology and social media are a great combination of the English learning process since they provide a chance to improve students' ability in English. A lot of media can be used to facilitate it, and one of them is a vlog. It is meant to increase students' speaking ability. By supporting Vlog with a sophisticated vlogging stage and a proper scoring reflection as feedback, it is expected to improve students' speaking ability in English[11].

Video is an application, while Vlogger is the person who talks in the video. A video blog (Vlog for short) is a medium in which the content creator publishes themselves speaking about any topic of their choosing in an online video sharing platform; Vlog is one of media latest technologies that opened new ways of communication through public created media (Baran)[12].

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[9]Yasmine REGUIG BERRA, 'The Role of Integrating High Technologies in Teaching Speaking English Language', 2015, 30–61.

[10]Dr. Mohammad Reza Ahmadi, 'The Use of Technology in English Language Learning: A Literature Review', *International Journal of Research in English Education*, 3.2 (2018), 115–25 <https://doi.org/10.29252/ijree.3.2.115>.

[11]Maulidah.I, 'Vlog: The Mean to Improve Students' Speaking Ability. In International Conference on English Language Teaching', 2017, P.4.

[12]Novita Lestari, 'Improving the Speaking Skill by Vlog (Video Blog) as Learning Media: The EFL Students Perspective', *International Journal of Academic Research in Business and Social Sciences*, 9.1 (2019), 915–25 <https://doi.org/10.6007/ijarbss/v9-i1/5490>, P.8.

Lee describes vlogging typically features a single person speaking to a camera about range of topics, including personal topics or those relating to the wider world. It can be defined the outline of video blogging as the media which is used by the vlogger to express the information, opinion, idea, even public diary through video with purpose to be seen by unplanned audience in wider world[13].

The blog is one of the technologies which is very popular among the language teachers that they use it as a means of providing learning opportunities to learners without any restrictions of time and place, thus learning can be occurred not only in a classroom which convenient to the learners. A video blog is considered as a useful tool to improve students' English oral communication skill because it is used video rather than written text as a primary media source[14].

In this modern era, young learners are more interested in learning with technology. It becomes a habit for young learners to use technology such as handphones, laptops, and online interactions. The video blog is one of the media that can help the students to enjoy practicing the English language. Based on this explanation, the writer wanted to combine technology with conventional teaching and learning process. The writer chose a video blog as a medium to teach speaking recount text. Several researchers have researched Blending a class video blog to optimize student learning outcomes in higher education.

This exploratory study investigates whether blending a class video blog into face-to-face instruction may simultaneously enhance university students' actual learning performance and effective outcome. This investigation collects multiple data sources from 42 first-year university students in an experimental group and a control group. The result indicates that there is no significant difference between

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[13]Muhammad Muhsin, 'The Use of Video Blogging As Media To Improve Students ' Speaking Skills of Teacher Training and Education Faculty a State Institute for Islamic Studies (Iain) Salatiga', 2019, 64.

[14]Irshad Hussain, 'A Study to Evaluate the Social Media Trends among University Students', *Procedia - Social and Behavioral Sciences*, 64 (2012), P.45 <https://doi.org/10.1016/j.sbspro.2012.11.075>.

the two groups in terms of overall and outside class willingness at the end of this study[15].

This research was different from my research; my research usesa video blog as a medium to teach speaking of recount text. And the previous study used a video blog as blended learning. The writer employed an experimental design in conducting this research. This research aimed to investigate whether using a video blog to teach speaking recount texts gave significant effect or not on the Year-10 Students of MA NU Mranggen.

Referring to the English syllabus of Curriculum 2013, the Year-10 students need to study several text types, one of the text is recount text. Bennet et al., refer a recount text to a kind of writing to recall an event, to inform or entertain the readers. The generic structure of recount text covers (1) orientation, where the writer is introducing the background information needed to understand the text. Examples, characters, place, and time. (2) Events, in which the writer is describing the series of games typically ordered in chronological order, and (3) reorientation, a summary statement whereas the writer may states his/her comment to the story [16].

Considering all the reasons in the previous paragraphs, the researcher researches the title "The Effectiveness of Video Blog (Vlog) To Teach Speaking of Recount Text (an experimental research at the tenth grade of Ma NU Mranggen in academic year 2019/2020)"

B.   Reason for choosing this topic

The researcher considers that the teachers must find out an alternative technique which fills the students need in the teaching-learning process to make the students more interested and enthusiastic in teaching-learning. The teachers should give students more motivation to motivate them to learn better, especially

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[15]Mei Hui Liu, 'Blending a Class Video Blog to Optimize Student Learning Outcomes in Higher Education.', *Internet and Higher Education*, 30 (2016).

[16]Resi Sudarsono, 'The Use of Cubing Technique to Teach Writing Recount Text', 1, 2000, 2.

in developing their oral communication skills. For this reason, many techniques can be applied; one of them is a video blog.

The researcher also wants to utilize the existence of social media to create fun learning and to develop their ability in the target language. Social media that now are identical to the teenager's life can be utilized as media to the students to explore their proficiency in English, which now, most social media are using English in their application.

C.   The Question of the Research

How is the effectiveness of using a video blog (Vlog) to increase the students speaking skill score of recount text at the tenth grade of MA Nahdlatul Ulama Mranggen?

D.   The objective of the Research

The research aim to find out the effectiveness of using a video blog to increase the students speaking skill score of recount text at the tenth grade of MA NU Mranggen.

E. Significance of the Research

This research is hope to give some positive contributions to English learning and will be useful for teacher, students, reader, and school theoritcally and practically.

Theoritically, the result of the study is hoped could give significant constristion as a reference of the speaking teaching method. Moreover, this research result could give broader horizon for the English teacher that technology and internet could be a helpful medium for teaching process.

Practically, this research is hoped could give new views for the following people:

a. For the researcher

The study can be used as a process to improve English teaching, both teacher and researcher.

b. For the Teachers

For the teachers, this study is expected to be widening the skill of the teachers in using the appropriate technique in teaching speaking

c. For students

For the students, it can be also be used to improve and develop their abilities in speaking English. Because it will give them a lot of new experience so that they will be more active and interactive in the English speaking class.

Theoritically, the result of the study is hoped could give significant constribution as a reference of the speaking teaching method. Moreover, this research result could give broarder horizon for the English teacher that technology and internet could be a helpful medium for teaching process.

F.   Limitation of the Research

To make optimal results, the writer would limit this study, and it will be done at MA NU Mranggen because most of the students here are active in social media, and the school allows the students to use their smart-phone to support teaching and learning process.

CHAPTER II
LITERATURE REVIEW

This chapter consists of three parts. The first part is previous studies related to the topic. The second part is a theoretical review. The third part is the research hypothesis. Each piece will be elaborated as follows:

A. Previous Research

Related to this research, the researcher chose some literatures about previous studies which are relevant to the study.

The first previous research is conducted by Muhammad Jahid Marzuki and entitled using video blog in teaching speaking. The research conduct to Find out whether or not a *video blog* can improve the speaking ability of the students of the English Education Department of FITK UINAM in the academic year 2017/2018. The researcher applied the pre-experimental method, with one group pretest and posttest design, which employed the speaking test to find out the students' speaking performance in terms of accuracy. The sample consisted of 20 students who used a purposive sampling technique taken from the population of the second-semester students of Sulawesi Flight. The result of the data analysis indicated that there is a significant difference in students' speaking performance before and after being trained through a *video blog*.) The video blog can improve the speaking performance of the students. The result of the data analysis indicated that there is a significant difference in students' speaking performance before and after being trained through a video blog. Therefore, video blog can improve speaking performance of the students.

This previous research was different from my research, this research used the pre-experimental method, with one group pre-test and post-test design and then my research use the true experimental method[17].

The second previous research is conducted by Mega Wulandari, entitled, improving EFL learners speaking proficiency through Instagram vlog. This research investigated whether InstagramVlog contributed to the improvement of EFL's speaking ability. It also examined learners' perceptions of the integration of InstagramVlog in a speaking class. There were 28 participants involved in this research. To determine the impact of the InstagramVlog on EFL learners' speaking ability, pre- and post-tests were administered to measure the improvement. The results indicated that the implementation of InstagramVlog into a basic-level speaking class improved the learners' speaking proficiency in terms of pronunciation, fluency, vocabulary, syntax, and general use of the target language. The analysis of the questionnaire demonstrated that the utilization of Instagramvlog contributed to EFL learners' speaking skill on enhancing fluency, acquiring vocabulary items, and boosting confidence and motivation[18].

The differences with my research are, this research investigated whether Instagram vlog contributed to the improvement of EFL's speaking ability, and then my research is investigating whether the video blog contributed to the improvement of students speaking skills of recount text[19].

The third previous research is conducted by Rizka Alfi Qurotaa'yunina entitled, the effectiveness of Youtube video in speaking of recount text. In this study, the researcher tried to implement YouTube videos in teaching speaking in recount text to know its effectiveness toward the second-grade students' speaking ability in recount text. The method of the research is a quasi-experimental design with a quantitative approach. The result of this research indicates: (1) the

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[17]Muhammad Jahid Marzuki and Sitti Nurpahmi, 'Using Video Blog in Teaching Speaking', *English Language Teaching for EFL Learners*, 1.1 (2019), 13 <https://doi.org/10.24252/elties.v1i1.7422>.

[18]Mega Wulandari, 'Improving Efl Learners' Speaking Proficiency Through Instagram Vlog', *Journal: A Journal on Language and Language Teaching*, 22.1 (2019), 111–25 <https://doi.org/10.24071/llt.2019.220111>.

[19]Wulandari.

students' mean score of pretest in control class was 49.06 and the mean of posttest was 56.17. (2) the students' mean score of pretest in experimental class was 51.06 and the mean of posttest 59.86. (3) there was different score between control class and experimental class. There was shown score F-test computation by using SPSS program 23.0 version was 0.76 and it was bigger than F-table 0.05. So in this research, H1 was accepted and H0 was rejected. It means that, YouTube video was effective used to improve students' speaking in recount text. YouTube video can be used as an alternative media applied by English teacher in teaching and learning speaking activity especially for recount text.

The differences with my research are, this research used youtube video to teach speaking of recount text and my research used a video blog, this research used a quasi-experimental method and then my research used a true experimental method[20].

The fourth previous research is conducted by Lisa Rakhmanina and Dian Kusumaningrum from the University of Prof. Dr. Hazairin,SH (Bengkulu) The Effectiveness Of Video Blogging In Teaching Speaking Viewed From Students' Learning Motivation. The research is aimed at finding out: (1) the difference between video blogging strategy and expository strategy for teaching speaking; (2) the difference between students who have high and low motivation in speaking ability; and (3) the interaction between teaching strategies and motivation in teaching speaking. An experimental method is carried out in Faculty of Law, University Prof. Dr. Hazairin, SH, Bengkulu. The population was all of the second semesters in 2016/2017 academic year. Two out of four classes consisting of 25 students from each were taken as the sample by applying cluster random sampling. They were Class A as the experimental group and Class B as the control group. The experimental group was learning speaking by using Video blogging strategy, while the control group was learning using expository strategy. The instruments for collecting the data were a questionnaire on speaking

[20]Rizka Alfi, 'The Effectiveness Of Using Youtube Video On The Second Grade Students' Speaking Ability In Recount Text At Mts Assyafi' Iyah Gondang The Effectiveness Of Using Youtube Video Toward The Second Grade Students' Ability In Speaking Recount At Mts Assyafi' Iyah Gondang', 2018.

motivation and a speaking test. Cronbach Alpha formula was used to measure the reliability of items on the instruments. Based on the two formulas, it was found that all of 44 items in the speaking motivation questionnaire were valid. Furthermore, it was found out that the data were in normal distribution and homogeneous based on normality testing and homogeneity testing. The writer analyzed the speaking test scores of students who had high and low reading motivation in the experimental and control groups. Multifactor Analysis of Variance (ANOVA) and Tuckey test was applied. Based on the result of data analysis, it can be concluded that: (1) Learning speaking through video blogging is more effective than expository strategy ; (2) the students who have high learning motivation have higher speaking ability than those who have low one; and (3) there is an interaction between teaching strategies and motivation for the teaching of speaking. Therefore, it is recommended that: (1) teachers apply video blogging process in teaching students speaking; (2) to promote students' learning motivation, it is important to give students chance to develop their own ideas and share the ideas in their personal video blog (vlog); and (3) future researchers may conduct the same kind of research with different sample and condition.

The differences with my research are the object of the research, this previous research focuses on students' motivation, and then my research is to focus on students speaking skills[21].

The fifth previous research is conducted by Alkarahayu, entitled "Students' Perspective on The Use of Vlog Media For Speaking Class at SmkNegeri 01 Pagerwojo. From Tadris English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Tulungagung the research aim was to investigate students' perspective on the use of vlog media for speaking class at SMK Negeri 01 Pagerwojo. This research was applied descriptive quantitative with survey design. The respondent of this study was a student of X DPIB 1 at SMK Negeri 01 Pagerwojo. The researcher distributed questionnaire for thirty-one students and did an interview for two students as the

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[21]Lisa Rakhmanina and Dian Kusumaningrum, 'The Effectiveness of Video Blogging in Teaching Speaking Viewed From Students' Learning Motivation', *Proceedings of ISELT FBS Universitas Negeri Padang*, 5 (2017), 27.

data collection method. The results of the questionnaire show that almost all students had a good perspective on the use of Vlog. They agree that Vlog helped them to speak English more. The students also were motivated to creating Vlog. The results of the interview also showed that Vlog students found their mistakes, so they could overcome their self to speak English better. It meant Vlog is one of teaching media that appropriate to be used in English class.

The differences with my research is, the research focus on students perspective on the vlog so the teacher has a new pole in teaching and then my research focuses on students speaking skills.

B.   Theoretical Review

1. Language Skills

Language is a matter of how to communicate; language skills are a package of language mastery. There are four basic skills of learning a foreign language like English listening, speaking, reading and writing. When it comes to talking about using English at any level of education whether it is primary, secondary, intermediate, or at the tertiary level, it requires teaching the four skills of the language, giving equal importance on each of these skills demands equal importance. Ever growing needs for using English around the world is the consequence of the role of English as the world's international language has given priority to finding more effective ways to teach these crucial language skills.[22]. Once a person could speaking well, she could coomunicate easily. Moreover, a good communication skills may help a persom to improve her career. The students of senior high school may be in the great phase to strat practicing speaking.

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[22]Mohammed Iqram, 'Teaching Productive Skills to the Students: A Secondary Level Scenario', 2015, 2.

a.   Definition of Speaking

Speaking is an action to express oneself in speech (Oxford Concise Dictionary 11th Edition). By speaking, all can be communicated. Someone could express their feeling, ask information or give information. The way of speaking also reflects someone's characteristics. However, speaking can be a bridge between speaker and hearer to have communication[23].

Someone needs to improve speaking skills. A good speaker could easily inform any information they want to express. To achieve this level of speaking, someone must learn and have a huge reference. The reference comes from what the speakers listen and read. Speaking is the output of listening skills. For short, what someone says comes limited to what they have ever heard before. The famous sentence for this is listening first then speaks.

Speaking is one of the language skills that used to express what in the mind of the speaker. It is safe to say that speaking is a concrete way to know how well the communication skill of a person. A good speaker is the one who knows how to use various expressions in the right way, and the hearer is easily understood. The hearer gives proper response is the objective of speaking. The clearer words and right dictions are important to make a clear speaking act. Speaking is what is known as a productive skill, or an active skill, as it requires us to use our vocal tract and our brains to correctly produce language through sound. It is the second of two natural language skills. Speaking is a productive skill with music[24].

b.   The importance of Speaking

Speaking can be categorized as an essential skill to have. A bright idea can be failed to understand if it is not communicated in the right way. The followings are the importance of speaking points of view[25]:Everyday communication is about communicating with people around, Good skills in speaking will make communication easier, A speaker gets in touch with the people in their routine

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[23]*Oxford Concise Dictionary*, 11th edn (Oxford University, 2011).P.21.
[24]Morehouse, 'Languange Skill', 2008, 12.
[25] Debbie, Cole, *Teaching Speaking and Listening a Toolkit for Practitioners About the Key Skills Support Programme* (England: portishead press, bistol

places like neighbourhood and workplace, Speaking is a way to relate a person with their surroundings, Relate means each speaker could match with every topic and how to communicate intentions, Some people may find difficulties in communication because they may don't relate to each other. The informal expressions are the ways how this aspect measured.

Some people need to get information from others. The way how to get it is one aspect of excellent communication skills. The expressions of asking an opinion or asking suggestions are the way to get information. Not only the two but also the way how to express is essential.

One fix measurement of the speaking skill is how to clear an idea explained. To have this level of speaking, someone must read a lot and understand to whom she or he talks to. The right diction in speaking in front of the meeting or discussion will give a clear explanation to the hearers. Arrange a monologue is the best way to know how well someone explains some ideas.

By having excellent communication skills, of course, someone has a bigger chance in their career. It is because they could maintain their relationship trough the right dictions, which are built-in many conversations situations. Formal expressions have strong influences on it.

An excellent communicator always gives good impressions to the hearers. This makes others enjoy having interaction. This included the diction, expression, and intonation. For short, this is the highest level of speaking skills as one must maintain the aspects of good speakers all the time.

The importance above ideally must have to gain excellent communication skills. All the aspects can be practised and measured. The practice could be done by following the program of the department for the students of the fourth semester. But, the measurement needs a specific test with a particular arrangement.

c.   Basic Type of Speaking

Pragmatically in language performance, speaking is always interrelated with listening. It is challenging to assess speaking performance without the

interlocutor's aural participation. There are only limited contexts that speaking performance without the involvement of the interlocutor, such as monologues and speeches. Although it is challenging to assess speaking performance, there is a taxonomy of vocal performance called basic types of speaking. According to Brown (2004), basic types of speaking consist of five items, namely imitative, intensive, responsive, interactive and extensive and will be explained in the following.[26]

The first type in basic types of speaking is imitative. It is an ability to parrot back or imitate a word or phrase. At this level, the speaker simply pronounces a word or phrase without conveying the meaning or involving in an interactive conversation. Then the second type of speaking is intensive. It is frequently used in an assessment context. Intense here means the spoken language that produces the short stretches which are made to show the competence of grammatical, phrasal, lexical or phonological meaning such as in intonation, stress, and rhythm (Brown, 2004). There are some examples of intensive assessments, such as reading aloud and sentence and dialogue completion.

The third type of speaking is responsive. This includes interaction and test comprehension. Although it is a higher level of a speaking kind than imitative and intensive, the scope of responsiveness is still limited. Active types only cover brief conversations, standard greetings and small talk etc. as a result, the interactions are also limited to those topics and will be a concise conversation. The next type of speaking is interactive. This fourth type of speaking is different from the active type in terms of the length and the complexity of the interaction. In this type, it is possible to have multiple participants or interactions.

The interactions can be in two forms which are transactional or interpersonal (interactional). It is possibly happening since the longer the conversations, the more information is exchanged (transactional) and on the other hand the more participants involved, the more complex the vocal production to maintain the social relationship.

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[26]H Brown Douglas, *Teaching by Principles and Classroom Practices*.P.245.

Finally, the last type is extensive. It is more complex oral performance, but still, the participation of the listener is highly limited. The reason why widevariety highly limited for the listeners participating is that the activity if this type is monologue performance. Some examples of monologue performance are speech, oral presentation, and storytelling in which all are planned.

d. The Aspect of Speaking

Nurhadi (1987: 23) says that "the aspect of speaking consist of utterance, grammar, vocabulary, fluency, content, and comprehension". Base on the opinions, it can be said that aspect of speaking ability is determined by utterance, vocabulary, grammar, content, fluency, comprehension, However, not all of them will be described below, but to focus on the problem, the writer limits on the aspects of utterance, vocabulary, grammar, and content, and meaning[27]. as follows:

1) The Utterance Ability

The utterance ability is one of the essential skills so that the message is acceptable. So, the word must utter clearly. Referring to this statement, Tarigan (1985: 55) says that "the speaking process through discussion, briefing, argumentation, chatting, interview, asking and answering, to utter clearly since the expression of thought which is delivered to an audience can be understood. Furthermore, as a good speaker should be able to choose and use words through an appropriate sentence, an excellent intonation, and as well as clear utterance.

2) Vocabulary

Vocabulary cannot separate from the words, and it can be a message or an idea. This idea (news) has to convey it through speaking, whereas speaking is an expression of words orally and clearly. In this case, 19 vocabularies should be mastered a lot in order that communication is developed. Also, the speaker does not merely interact without having a lot of vocabulary.

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[27]Nurhadi, *Bahasa Dan Sastra* (Malang: Kapita Selekta, 1987).

Furthermore, vocabulary is a group of words to make sentence structure in conveying ideas or messages to the listener. Thesaurus is one of the essential language components because, without vocabulary, nothing can be transmitted.

3) Grammar

Every language has a different syntax. "Grammar is a group of the paradigm of structure generally covers the segment of phonology, morphology, and sentence" (Keraf, 1991:28). Keraf (1991) states that "the smallest unit which occurred from sounds, which distinguishing meaning is called grammar".According to Thornbury (2005), speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum.

The expression of appropriate sound is almost determined to comprehend the speaking. It means that speaking must have a sentence structure called grammar, while, the grammar includes phonology, morphology, syntax, and semantics. The definition of some terms above will not be stated because it belongs to the linguistic area. Furthermore, well usage grammar will prevent to misunderstanding.

4) Content and Meaning

Content and meaning are relevant in the speaking process. So, the speaker should plan or prepare content before expressing his/her ideas. Dealing with this statement, Tarigan (1985: 45) states that; "the content and meaning in speaking ability can be seen from mistake, competence, clarification, and simplicity what the topic is about" The content of speaking must be systematic, logical and attractive.

2. Students Problem in Speaking English

Students' problems in speaking English are caused by some factors, Rababa' in Almira (2014) pointed out that there are many factors that cause students havingdifficulties in speaking English as a foreign language. Some of these factors are related to the students themselves, the teaching strategies, the

curriculum, and the environment. A factor that is related to the students is, for example, the students have lack vocabularies, challenging to get meaning or understand the conversations, and keep the interaction going. Motivation is also a factor that causes students to havedifficulties in speaking English as a foreign language. Some students usually have low motivation to speak English[28].

According to Brown (2001:269) that the problem in speaking classes from effective factor of the students. This means that as the students are learning to speak, they feel anxious; this anxiety, of course, might generate over the risks of blurting things out wrong, stupid, or incomprehensible. In addition to that, the students frequently lack confidence and tend to keep silent to use their English in speaking class[29].

It has been mentioned earlier that there is some psychological factor that hinders students from practicing their speaking in English class. Each of them is explained below[30].

a. **Fear of Mistake**

As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). Concerning the fear of making a mistake issue, Aftat (2008) adds that this fear is linked to the question of correction and negative evaluation. Besides, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in a speaking activity (Hieu, 2011). Therefore, teachers need to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

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[28] Farah Sukmawati Wahidah, S.Pd.I., 'STUDENTS' SPEAKING PROBLEMS AND FACTORS CAUSING IT', *JURNAL LOGIKA, Vol XVI, No 1 Maret Tahun 2016 ISSN: 1978-2560 Www.e-Journal.Unswagati-Crb.Ac.Id.*, XVI.1 (2016), 1–11.
[29] Irawati.
[30] Ahmed Maher and Mahmoud Al, 'Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University', 5.12 (2016), 96.

b. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of a problem in students' learning activities in the classroom, especially in the quality of speaking. Therefore, paying attention to this aspect is also quite crucial to help the students do their best in their vocal performance in the classroom (Gebhard, 2000). In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory is also supported by the result of this research in which most students fail to perform vocal performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays a vital role in speaking performance done by the students

c. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreignlanguage (Horwitzet all cited in Nascente, 2001). Further Nascente writes that, among other affective variables, anxiety stands out as one of the central blocking factors for active language learning. In other words, stress influences students in learning the language. Therefore, paying attention to this factor of education should also be taken into consideration

d. Lack of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking, showing that the students are lack of confidence to communicate. In response to this, Tsui cited Nunan (1999) says that students who lack confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students'

confidence is an integral part of a teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.

e.   Lack of Motivation

It is mentioned in the literature that motivation is key to students' learning success (Songsiri, 2007). Concerning the issue of motivation in learning, Nunan (1999) stresses that motivation is essential to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a critical consideration in determining the preparedness of learners to communicate. Zua (2008) further adds that motivation is inner energy. She says that no matter what kinds of motivation the learners possess, it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have the weaker motivation of success showing that building students motivation to learn is urgent for every teacher.

3.   Teaching Speaking

The goal of teaching speaking skills in communication is that learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to the faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rule that apply in each communication situation[31].

The focus of teaching speaking, of course, is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use (Haozhang, 1997). In the past, oral communication instruction was neglected because of the misconception that oral communication competence develops naturally over time and that the cognitive

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[31]Jack C Richards, 'Teaching Speaking Theories and Methodologies', *Cambridge English Language Teaching*, 2014, 1–32.

skills involved in writing automatically transfer to analogous verbal communication skills[32].

There are three main reasons for getting students to speak in the classroom. Firstly, speakingactivities provide rehearsal opportunities - chances to practice real-life speaking in thesafety of the school. Secondly, speaking tasks in which students try to use any or all of the language they know to provide feedback for both teachers and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing. And finally, the more students have opportunities to *activate* the various elements of the style they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought[33].

Jack C. Richards and Willy Renandya write "Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which factors interact". Therefore, the students should be able to speak the target language fluently and appropriately[34].

The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot[35].

a) Language features

Among the elements necessary for spoken production (as opposed to the creation of practice examples in language drills, for example), are the followings:

1) **Connected speech**: active speakers of English need to be able not only to produce the individual phonemes of English.

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[32]Maher and Al.
[33]Harmer, *How to Teach English*.
[34]Richards.
[35]Jeremy Harmer, 'The Practice of English Language Teaching 3rd Jeremy Harmer.Pdf', 2010, p. 12.

2) **Expressive devices:** native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction). The use of these devices contributes to the ability to convey meanings. They allow the other expression of emotion and intensity. Students should be able to deploy at least some of such suprasegmental features and devices in the same way if they are to be fully effective communicators.

3) **Lexis and grammar:** spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of specific language function. A teacher should, therefore, supply a variety of expressions for different purposes such as agreeing or disagreeing, expressing surprise, shock, or approval. Where students are involved in specific speaking contexts such as a job interview, we can prime them, in the same way, with specific useful phrases which they can produce at various stages of an interaction.

4) **Negotiation language:** practical speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying.

b) **Mental/ Social Processing**

If part of speakers productive ability involves the knowledge of language skills such those discussed above, success is also dependent upon the rapid processing skills that talking necessitates.

1) **Language processing:** active speakers need to able to process language in their heads and put it into coherent order so that it comes out in forms that is not only understandable but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly not syntactically and propositionally appropriate sequences. One of the

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main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English.

2) **Interacting with others:** Most speaking involves interaction with one or more participant. This means that effective speaking also requires a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.

3) **Information processing:** Quite apart from our response to other feelings, we also need to be able to process the information they tell us the moment we get it. The longer it takes for the penny to drop, the less productive we are an as instant communicator. However. It should be remembered that this immediate response is very culture-specific, and is not prized by speakers in many other language communities.

4.   Classroom Speaking Activities

Many of the classroom activities which are currently in use fall at or near the communicative end of the communication continuum.

a. **Acting from script:** We can ask our students to act out scenes from plays and their coursebooks, sometimes filming the results. students will often act out dialogues they have written themselves. The frequently involve them in coming out to the front of the class. When choosing who should come out to the front of the type we need to be careful not to select the shyest students first, and we need to work to create the right kind of supportive atmosphere in the class. We need to give students time to rehearse their dialogues before they are asked to perform them. Where the whole level is working on the sameconversation or play extract, we can go through the script as if we were theatre directors, drawing attention to appropriate stress, intonation, and speed.

b. **Communication games:** Games are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between films.

c. **Discussion:** One of the reasons that discussions fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of the language they might use to say it. Many students feel extremely exposed to discussion situations.

d. **Prepared Talks:** A popular kind of activity is the ready talk where a student makes a presentation on a topic of their own choice. Such discussions are not designed for informal, spontaneous conversation, because they are prepared, they are more writing like than this. However, if possible, students should speak from notes rather than from a script.

e. **Simulation and role play:** Many students derive great benefit from simulation and role play. Students 'simulate' a real life encounter (such as a business meeting, an encounter in an aero plane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting aero plane, or taking on the role of a character different from themselves or with thoughts and feelings they do not necessarily share. Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying ESP.

5.   Recount Text

Pardiyono (2017:63) argued, "Recount text is made with the purpose to provide information (to inform) about past activities." In line with that, Dirgeyasa (2016:2), "Simply recount is defined as a type of text composed to give importationabout the past activities. A recount retells past events in the order in which they happened[36].

A recount text is a text which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened, and why it occurred. Its purpose or goal is to entertain or inform about the past activity to the reader or listener.

Recount text can be factual information, such as a news story or procedural information, such as telling someone how you built something or personal information, such as a family holiday or your opinion on an object.

Social Function of recount text: To retell the even to inform or entertain. Schematic / Generic Structure:1)Orientation, Provides the setting and introduces participants. 2) Events: Tell what happened, in what sequence. 3)Re-orientation Optional-closure of events. Language Feature: 1)Focus on the individual participant, 2) Use of material (action) processes.3) Use of past tense Focus on the temporal sequence. 4) The circumstance of time and place[37].

Example of recount text :

Remote Control Racing Cars

On the weekend of the 3 of March, I went to the Ride BMX track with Robert and Christ Macdonald. (Orientation).When we got there it was very crowded in the car park we wondered where everyone was because there weren't many people on the BMX track. (Events 1)

So we parked in the car and we saw a lot of people surrounding a little track with speeding cars going around it. There were also about five people controlling the cars from a high platform. The cars were about 30 cms long

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[36]International Journal and others, 'Development of Recount Text Teaching Material Based on Local History Supported With Comic in Indonesian Learning in High School', 6.4 (2018), 1–13.
[37]Entika fani prastikawati S.Pd and S.Pd Siti Musyarokah, *Writing 3 Handouts and Assignments* (Semarang: IKIP PGRI, 2010).

and 15 cms wide with ig tread on the tires and a flap on the front so that they wouldn't tip over. (Events 2)

Then after the races, they were awarding trophies to the winners. When we were just going a boy was controlling a car around the track it was going very fast. Someone else had a three-wheeled motorbike, but it didn't go as fast. Then we had to go, so we packed up the car and then we left.

6. Technology For Teaching Media

The term ''technology'' has become necessary in our everyday life, especially in education. It has been defined by numerous researchers. According to Maggioli, technology is the broad term used to address any kind of media (electronic or otherwise) which help support learning As well, he added that Technology is used for teaching primarily the same knowledge and skills that teachers teach in the classroom Also, he mentioned that what is unique about technology is that it provides opportunities to supplement familiar teaching strategies in important ways[38].

Nowadays technology plays an important role in our lives, and also technological tools such as computers, laptops, and cellphones with the camera; Therefore students and teachers may interact from a distance. The use of technology in education has closely tracked the development of computers. Since their introduction in the late seventies, computers have improved in speed, power and ease of use. Decreasing prices have made it possible for more and more students, particularly those in post-secondary education, to purchase their own computers. Today, the use of laptop computers is ubiquitous on most college campuses[39].

The use of technology has become an important part of the learning processin and out of the class. Every language class usually uses some form

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[38]Yasmine REGUIG BERRA, 'The Role of Integrating High Technologies in Teaching Speaking English Language', 2015, 30.

[39]Samaneh Yousefi, 'Comparison of Traditional and Video Mediated Learning of English: Tracking a New Approach', *Procedia - Social and Behavioral Sciences*, 98 (2014), 1940–44 <https://doi.org/10.1016/j.sbspro.2014.03.626>.

oftechnology. Technology has been used to both help and improve languagelearning. Technology enables teachers to adapt classroom activities, thusenhancing the language learning process. Technology continues to grow inimportance as a tool to help teachers facilitate language learning for theirlearners[40].

The most important element that supports the use of technology in the educational system is the Internet-learning has become one of the fastest-moving trends in education and poses a promising alternative to traditional learning[41].

In this modern era the development of technologies mainly Information and communication technology, has impressively changed many sides of human life. ICT helps to store, transmit or receive information electronically in a digital form in a quicker way. With the rapid development in society, computer technology and network now play an important role in facilitating learning. For instance, the traditional learning environment has been transformed into a new learning environment with the existence of different ICT materials. With the invention of technology such as computers, the internet and e-mail learning become joyful and easier especially for learners because it facilitated the learning process. As well as, created a suit-full atmosphere for teachers to improve learners speaking, listening, reading, and writing skills[42].

The advantages of using technology in language teaching are numerous. The most important advantage is to strengthen affective factors, motivation, interest, and attitude, to promote cognitive skills, discovery learning, problem-solving, and provide authentic materials for study. According to Maggioli, technology allows students to vary the amount of time they spend, the help they request, and allows the path they take through a learning activity. As well, it enables the teacher to tailor instruction specifically to individual learners. He added other important

[40]Ahmadi.

[41]Mohammed T. Al-Hariri and Abdulghani A. Al-Hattami, 'Impact of Students' Use of Technology on Their Learning Achievements in Physiology Courses at the University of Dammam', *Journal of Taibah University Medical Sciences*, 12.1 (2017), 82–85 <https://doi.org/10.1016/j.jtumed.2016.07.004>.

[42]Wafaa BENMEDDAH, 'The Use of ICT in Developing the Speaking Skill in EFL Classes : Case of First Year EFL Students at the University of Tlemcen', 2017, 61.

advantages like providing individualized interaction, help learners develop learning strategies that will benefit them beyond the language classroom, and provide authentic material in a quick, accessible way[43].

7. Video Blog

one of the activities using social media is vlogging or video blogging. Vlogging activity is currently gaining popularity worldwide. Vlogging activity involves users to record video or themselves to communicate information on certain topic, and then upload it on a video hosting platform, such as youtube.[44]

A blog is one of the technologies that is very popular among the language teachers, they use it as a means of providing learning opportunities to learners without any restrictions of time and place. Thus learning can be occurred not only in a classroom which convenient to the learners. The video blog is considered a useful tool to improve students' English oral communication skill because it is used video rather than written text as a primary media source.

Blogging provides opportunities for developing one's English language skills in many ways (Mutmainna, 2016).[45] Additionally, blogging helps improving speaking ability in learners. There is a number of studies related to the influence of blogging on students' speaking ability. Those studies argue that blogs are effective tools for developing students' speaking skills.

According to Rouse, a vlog is a blog that contains video content. The small but growing of the blogosphere devoted to vlog is sometimes referred to as the blogosphere, some blogger has included video content for years[46].

Video blogs, also called vlog or video logs, are a new form of blogs that have received increased attention over the years. Video blogs are similar to blogs except that the medium used to post content is video instead of text. Video blogs

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[43]BERRA.

[44]Wulandari.

[45]Rakhmanina and Kusumaningrum.

[46]Hermayawati, 'Analysis on the Advanced Learners ' English for Specific Purposes Learning Using Video Blog', *International Journal of Education and Research*, 7.1 (2019), P.64.

are gaining more attention these days as videos are a visually richer form of expression than plain text blogs[47].

To create a vlog, all it is needs is a video camera, an internet connection, and a good idea. While a simple cell phone video camera can get the job done, a standalone HD video camera will produce much higher quality videos.Vlogger can publish videos as often as she or he likes, though if it is decided tomaintain a blog, it helps to post them at consistent intervals, such as once a day or once a week[48].

a. Categories of Video Blogging

The main concept of video blogging, which refers to the definition, is to share the information through video with particular content which involves the informant in it. Lee (2017)points out a distinction relating to the categories of videoblogging[49]. They are:

1) Solo Vlog

Solo Vlog is one of vlogging feature which stresses on person expressing an idea in front of camera. Usually, the content delivered shape in form comment (DeddyCorbuzier), tutorial (Kathleen Lights and Skinnyfabs),summary (AgungHapsah), or personal diary (Lydia Eliss Millen). There are many solo vlogger over the world.Anyway, the main point of solo vlog is to put self to be an object of visual.

2) Collaborative Vlog

Collaborative vlog means the main vlogger (the account owner) invites some participant to be involved invideo. Commonly, the vloggers are making conversationdealing to the particular topic. It seems like reality show onTV. The vlogging owner invites the participants who correlates with the topic being

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[47]Anusha Mogallapu, 'Social Network Analysis of the Video Bloggers' Community in YouTube', *Masters Theses*, 58.12 (2011), 7250–57 <https://doi.org/10.1088/1751-8113/44/8/085201>.
[48]Hermayawati.
[49]Muhsin.

discussed. Forexample, nowadays, Indonesia gets large amount of Youtubechannels. Some of famous accountscooperate with anothervlogger to catch larger audience. It is a good practice for having transactional conversation.

3) Gaming Video

Gaming video appears since game reaches the large costumers. The vloggers will comment the gameplay andset the footage to show their reaction toward it. However,this kind of video blog has some unique expression, like interjection, collocation, and exclamation.

4) Live video

Live video has the same as the live on TV. The vloggers set the video to be accessed online by audience. Usually, what the vloggers say depends on the question or request of audience. The vloggers, in this case, commonlycome from the artist or somebody with many fans.

a. The Advantages of Video Blog

Kamaru 2014 stated the advantages of vlogging are as follows[50]:

1. Vlogging (video blogging) is displayed interestingly containing images, audio, text combined in a unified whole.
2. By making vlogging, one can freely work. For example, making a travel vlog, daily activities, and makeup tutorials.
3. Vlogging is an easy way to work to get money from the internet.

b. The Weakness of Video Blog

The weaknesses of vlogging are as follows.

1. Vlogging on YouTube is currently only for entertainment purposes, no one has been used for learning at school.

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[50]Devina Alianto, Pengembangan Media Vlogging (Video Blogging) Untuk Pembelajaran Laporan Perjalanan Pada Siswa Kelas VIII Smp Katolik Yohanes Gabiel Pare-Kediri, *Program Studi Bahasa Dan Sastra Indonesia Jurusan Bahasa Dan Seni Universitas Sanata Dharma Yogyakarta*, 2017, XCI, 399–404.

2. Limitations of supporting equipment such as DSLR cameras and microphones that support to make vlogging with good picture and sound quality.

3. Producing a vlogging requires quite a lot of time. Starting from finding ideas, taking pictures and sound, to the video editing process.

4. To upload and access vlogging you need an adequate internet connection.

C. Hypothesis

The null Hypothesis (H_o): there is no effectiveness value on the students speaking score in telling recount text using vlog to teach speaking of recount text at the tenth grade of MA Nahdlatul Ulama Mranggen.

Alternative Hypothesis (H_a): there is effectiveness value on the students speaking score in telling recount text using vlog to teach speaking of recount text at the tenth grade of MA Nahdlatul Ulama Mranggen.

According to the statistical hyphothesis, H_a will be accepted if he result of the calculation to (t-observation) is higher than tt (t-table). Meanwhile, Ha will be rejected if the result of the calculation to (t-observation) is smaller than tt (t-table).

CHAPTER III

RESEARCH METHOD

This chapter deals with research methodologies with consist of research design, research setting and source of the data, research variable and indicators, method of collecting the data, method of analyzing the data, and method of storing the data.

A. Research Design

In this chapter, the main point will be focused on the methodology of research used in this study. This research used the true - experimental designs which belong to a quantitative approach. There are several sub chapters: research design, place and time of research, population, sampling technique and sample , the data collecting technique, validity and reliability of the Instrument, and technique of analysis the data, pre – requisite test, testing hypothesis, and statical hypothesis.

In fact, there are two kinds of research approaches namely quantitative and qualitative approaches. The writer will use a quantitative approach because the result of data is in the form of numbers and statistical reports. The writer also will use true experimental design.

The pre-test and post-test control group design will be diagram as below[51]:

| E | O1 | X | O2 |
| C | O3 | Y | O4 |

E : Experimental class

C : Control class

O1 : Pre-test for experimental class

O2 : Post-test for experimental class

O3 : Pre-test for control class

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[51]Prof.Dr.Sugiono, *METODE PENELITIAN PENDIDIKAN (Pendekatan Kuantitatif, Kualitatif Dan R&D)* (Bandung: Alfabeta, 2015).

O4 : Post-test for control class

X   : Treatment using a *Video blog*

Y   : Treatment without using a *Video blog*

   The writer will divide into two groups, the first group is using Video blog and the second group is not using video blog but the researcher will use the conventional teaching without any technology involved. She will use the text-book and whiteboard

B. Place and Time of the Research

  1. Place of the research

   This research was conducted in MA Nahdlatul Ulama Mranggen, which is located at Jl. PasarHewan, Bandungrejo, Mranggen. The subject of this research was the tenth-grade students of MA Nahdlatul Ulama Mranggen

  2. Time of the research

   This research was conducted in the second semester in the academic year of 2019/2020 for about two weeks beginning from 4th up to 14th March 2020.

C. Population, Sampling and Sample

 1. Population

   The population this research is the tenth-grade students of MA Nahdlatul Ulama Mranggen in the academic year of 2019/2020. The tenth-grade students were divided into four classes. There are X MIA 1, X MIA 2, X IIS 1, and X IIS 2.

 2. Sampling Technique

   According to Suharsimi Arikunto, a sample is a part or representative of the population studied[52]. Form the definition above, the writer defines that a sample is a small group taken from a population with a certain

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[52]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka cipta, 2017).

technique that is studied by the researcher. The objects of this research are the students of MA NU Mranggen.

3. Sample

    The researcher uses two clasess for the sample of the study. The experimental class is treated by using the vlog teaching method while the control class is taught the same materials but with conventional teaching strategy.

D. Research Variable and Indicator

In this research, there are two variables. They are the independent variable and the dependent variable.

1. The Independent Variable

    The independent variable is a variable that influences or causes the change or emergence of the dependent variable.[53] In this research, the independent variable is the use of VLOG to teach speaking of recount text. The experimental group will be taught speaking by using VLOG, while the control group will be taught speaking text without using the VLOG.

2. The Dependent Variable (Y)

The dependent variable is a variable that is affected or which is due to an independent variable.[4] In this research, thedependent variable is students'speaking skills of recount text.

E. The Data Collecting Technigue

1. **Test**

    The first instrument used in this research is test. According to Ary et.al (2006:201) test is a set of stimuli presented to an individual to elicit responses based on which a numerical score can be assigned. Because of

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[53]Prof.Dr.Sugiono.

the explanation above the researcher argued that the speaking test is the best instrument to measure the students speaking achievement.

This research will use pretest and posttest to investigate how effective is *video blogs to teach speaking of recount text*. The test is an instrument that used teachers to measure the students speaking ability[54].

a. Pre-test

The pretest is given to the experimental and control classes in the same way before the experimental applies. Posttest is given to the experimental and control classes in order to investigate students' achievement after being taught with or without Video Blog. In this case, students are asked to speaks of recount text by using a video blog.

b. Post-test

Posttest was given to the control and the experimental group after conducting the treatments and the pretest. The researcher gave the post-test to all classes to know the result of the treatment. After giving the post-test, it has found the differences score between two groups of the control group and experiment group. If the experiment group get a higher score than the control group, it can be concluded that the running dictation strategy is a good way to teach speaking.

2. Scoring Rubric

The researcher gave score to the students' speaking ability by using scoring guide of speaking according to Scoring Rubric for speaking adapted from Brown as follows[55]:

Table. 3.1 Scoring Rubric of Assessing speaking (Brown, 2004, pp 172-173)

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[54]Daviq Rizal. 2015. *Online Assessment of http://daviqr.com in the subject of discourse analysis in the faculty of education and teacher training UIN Walisongo Semarang. UIN Walisongo: DIPA BOPTN. P.17.*
[55]

N o	CATEGORIES	SCORE				
		1	2	3	4	5
1	**GRAMMAR**	Errors in grammar are frequent, but speaker can be understood.	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics.	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Equivalent to that of an educated native speaker.
2	**VOCABULARY**	Speaking vocabulary inadequate to express anything but the most Elementary needs.	Has speaking vocabulary sufficient to express himself simply with some Circumlocutions.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms,

#	Category					
				Vocabulary is broad enough that he rarely has to grope for a word.		colloquialisms, and pertinent cultural references.
3	**COMPREHE NSION**	Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	Can get the gist of most conversations of non-technical subjects.	Comprehensio n is quite complete at a normal rate of speech.	Can understand any conversatio n within the range of his experience.	Equivalent to that of an educated native speaker.
4	**FLUENCY**	No specific fluency description.	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversatio	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

			events, as well as work, family, and autobiographical information.		n within the range of this experience with a high degree of fluency.	
5	**PRONUNCIA TION**	Errors in pronunciation are frequent but can be understood.	Accent in intelligible though often quite faulty.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Errors in pronunciatio n are quite rare.	Equivalent to and fully accepted by educated native speakers.
6	**TASK**	Can ask and answer questions on topics very familiar to him.	Able to satisfy routine social demands and work requirements; needs help in handling any complication or difficulties.	Can participate effectively in most formal and informal conversations on practical, social, and professional topics.	Would rarely be taken for a native speaker but can respond appropriatel y even in unfamiliar situations. Can handle informal interpreting from and into language.	Speaking proficiency equivalent to that of an educated native speaker.

Guidelines for scoring: Total Score x 4

3. Interview

The third instrument is interview. This instrument is used to find whether the students are pleasant or not with the vlog speaking method. The interview is conducted after the treatment and to all the students. This interview contains only five questions whih ask about the students's opinion about the vlog and which part of the method they enjoy the most and least.

F.   The Validity and Realibility of the Instrument

1.   The Validity of Test

The tests of this research must be valid in order to make the data reliable. the test must be construct as valid as possible. As stated by Ary et al (2010) that the validity is the most important consideration in developing and evaluating the measuring instrument. He also states that validity is defined as the extent to which an instrument measures what it claimed to measure. The research must aconstruct two test (pre – test and post – test) based on the students level target without any mistake.

The type of the test is spoken test. The researcher asks the students to do a monologue about past experience like last week or yesterday activity. The students works is scored based on the speaking scoring rubric proposed by Brown. This type of the test is applied both in pretest and posttest.

2.   Realibility of the test

The researcher consideration in using the speakin scoring from Brown because it included all the speaking aspects to scored like fluency, accuracy,

diction, and intonation. A test is considered reliable if the same test is given to the same subjects or matched subjects on two different occasions, the test should yield a similar result (Brown, 2004: 20). The researcher tries maximum to stick on the rubric to get consistency in scoring. However, the researcher is helped by the English teacher of the school.

G.   The Techniques of Analysis the Data

The research is about to test a method of teaching speaking, to see how the method could help the students increase their speaking ability. To know the students increare of speaking skill in telling the recount text, the researcher must decide the right formula.

The technique of analyzing the data, the researches uses a f – test formula. The formula is as the following:

$$F = \frac{expalined\ varience}{Unexplained\ varience}$$

G.   Pre Requiste Test

Pre-requisite test is needed to determine whether the data analysis for hypothesis testing can be proceeded or not. The pre-test was given before the treatments. The variance   analysis requires the normal populations and homogeneously group. Therefore, the analysis requires a test of normality and homogeneity. The researcher determined the statically analysis technique whether both classes have a normal distribution or not.

1.   Normality Test

The normality test is conducted to analize the sample of the research wheter the experiment group or the control group have normal distributuin or not. The

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steps of normality are the same as the normality test on the initial data. The normality test is formulated as follows:

H_o : The distribution is normal

H_a : The distribution is not normal

H_o accepted if $x^2_{count} < xtable$ 2

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

2. Homogeneity Test

Homogeneity test was used to know whether experimental class and control class that are taken from the sample have the same variant or not after getting treatment. The steps homogeneity is the same as the homogeneity test on the initial data.

$$F = \frac{biggest variance}{smallest variance}$$

The criteria of the test are:

1) H_o is accepted if lt$_{count}$l<f$_{table}$

2) H_o is refused if lt$_{count}$l>f$_{table}$

H. Testing Hypothesis

In analyzing the data, the researcher uses the help from computer analysis. This technique is used to test the significant of the hypothesis. The objective of the test is to find the different between the variables in speaking ability of the two group. The experiment clas is X1 variable and the control class if X2 variable. The formula of the t-test is the following:

$$t_o = \frac{\bar{X}_1 - \bar{X}_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

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

T_o = The value of "t" count

X_1 = Mean Variable of experimental class

X_2 = Mean of the control class

N_1 = The total subject of the experimental class

N_2 = The total subject of control class

S   = Standard deviation

S^2 = Variance

a. Determine Mean of Variable of X:

$$Mx = \frac{\Sigma x}{N_1}$$

b. Determine Mean of Variable Y:

$$M_y = \frac{\Sigma y}{N_2}$$

c. Determine standard of deviation of a score of variable X

$$SD_x = \sqrt{\frac{\Sigma x^2}{N_1}}$$

d. Determine standard of deviation of a score of variable Y

$$SD_y = \sqrt{\frac{\sum xy^2}{N_2}}$$

e. Deterimine the standard error of variable X:

$$SEM_x = \frac{SD_x}{\sqrt{N_1 - 1}}$$

f. Determine the standard error of variable Y:

$$SEM_y = \frac{SD_y}{\sqrt{N_2 - 1}}$$

g. Determine standard error means of different mean of variable X and variable Y:

$$SE_{Mx-My} = \sqrt{SE_{Mx}^2 + SE_{My}^2}$$

h. Determining t-table in significance level 5% with degree of freedom (df) = (N1+N2) - 2

$$t_o = \frac{M_x - M_y}{SEM_x - M_y}$$

I. Statistical Hypothesis

The null Hypothesis (H_o): there is no effectiveness value on the students speaking score in telling recount text using vlog to teach speaking of recount text at the tenth grade of MA Nahdlatul Ulama Mranggen.

Alternative Hypothesis (H_a): there is effectiveness value on the students speaking score in telling recount text using vlog to teach speaking of recount text at the tenth grade of MA Nahdlatul Ulama Mranggen.

According to the statistical hyphothesis, H_a will be accepted if he result of the calculation to (t-observation) is higher than tt (t-table). Meanwhile, Ha will be rejected if the result of the calculation to (t-observation) is smaller than tt (t-table).

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Description of the Data

MA NU Mranggen is one of the Islamic school that concerns on the language development for the students. The Scholl is located in Boja Subdistrict Boja of Kendal. The school is the part of Ilamic Mass Organization. The total students of the school is 228 studnets divided into 8 classess.

The research had been conducted from 4th to 17th March 2020 in MA. The researcher took two classes as the sample of the research. The researcher had class X MIA 1 which consists of 30 students as experimental group and class X MIA 2 which consists of 30 students as a control group. The data was obtained by giving two tests. The test consists of two tests as follows, pre-test and post-test. A pre-test was given before the treatment and post-test were given after treatment. The t-test is used to compare the result of the post-tests of both classes.

In the finding of the research, it was described that there were different results between the experimental group which was taught by using the VLOG as teaching speaking recount text and control group was not taught by using the VLOG.

The data presented in the following are the result of the whole calculation of the data sampling formulas. The tables consists of the result of calculation include mean, mode, median, standard deviation. The data is presented as follows:

1. The data analysis of pre-testof the experimental class and the control class.

The first table to show is the result of the pretest. The result of this test is very important because it is the base for the researcher to conduct the research. The following tabel is the result of the pre test.

Table 4.1

List of Pre-test Score of Experimental and Control Classes

Experimental Class			Control Class		
No	Code	Score	No	Code	Score
1	E-1	48	1	C-1	51
2	E-2	50	2	C-2	47
3	E-3	75	3	C-3	30
4	E-4	62	4	C-4	56
5	E-5	57	5	C-5	30
6	E-6	30	6	C-6	35
7	E-7	68	7	C-7	70
8	E-8	55	8	C-8	45
9	E-9	55	9	C-9	52
10	E-10	45	10	C-10	42
11	E-11	48	11	C-11	35
12	E-12	35	12	C-12	43
13	E-13	70	13	C-13	58
14	E-14	65	14	C-14	46
15	E-15	70	15	C-15	42
16	E-16	75	16	C-16	43
17	E-17	55	17	C-17	55
18	E-18	68	18	C-18	54
19	E-19	35	19	C-19	58
20	E-20	68	20	C-20	58
21	E-21	45	21	C-21	56
22	E-22	40	22	C-22	56
23	E-23	45	23	C-23	44
24	E-24	35	24	C-24	60
25	E-25	60	25	C-25	60

26	E-26	55	26	C-26	44
27	E-27	55	27	C-27	48
28	E-28	48	28	C-28	50
29	E-29	50	29	C-29	61
30	E-30	45	30	C-30	67
SUM		1591			1496
AVERAGE		53.03			49.87
S^2		147.48			101.98
S		12.14			10.10

The data from the pre tests shows that the average students in the experiment class is 53.03 while the control class average score is 49.87. It shows that the speaking ability of the both classes are not really far but in the low level. In the other side, the lowest score of the experiment class is 35 and the highest is 85 while the control class lowest score is 35 and the highest score is 70. Focusing on the highest score, there is no significant difference in speaking skill of the both classes.

B. Pre Requisite Test

Pre requiste test is arranged to determine the hypothesis which could describe whether the fulfilled or not. The process of this serial of process are normality test, homogeneity test, and hypothesis test. The following is the discussion:

1. The normality of pre-test of experimental class and control class

The normality test is used to know whether the data obtained is normally distributed or not. After gained the score of pre-test in control and experimental class, the researcher calculated the normality test of the data. The analysis of normality test in experimental class is as follow:

H_o : The distribution is normal

H_a : The distribution is not normal

H_o accepted if $x^2_{count} < xtable$ 2

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

First, the researcher analyzed the normality of the experimental class. The analysis of the experimental class is described in the table as follows:

Table 4.2

Normality Result of Pre-test (Experimental Class)

Interval Class	Limit Class	Zi	P(Zi)	Li	Oi	Ei	$\frac{(Oi - Ei)}{Ei}$
30-37	29.5	-1.9	0.4737	0.0741	4	2.2234	1.4196
38-45	37.5	-1.3	0.3996	0.1671	5	5.0126	0.0000
46-53	45.5	-0.6	0.2325	0.2478	6	7.4341	0.2766
54-61	53.5	0.0	-0.0153	0.2418	7	7.2548	0.0089
62-69	61.5	0.7	-0.2572	0.1553	5	4.6585	0.0250
70-77	69.5	1.4	-0.4124	0.0656	3	1.968	0.5415
	75.5	2.0	-				

			0.478 0				
Jumlah					30		2.2717

The result of the normality test is accepted based on the criteria with $\alpha = 5\%$ dk $= 6 - 3 = 3$, obtained $x^2_{table} = 7.8147$ and $x^2_{count} = 2.2717$. $x^2_{count} < x^2_{table}$. So the distribution list was normal.

Secondly, the researcher analyzed the normality of the control class. The analysis of the control class is as follows:

Table 4.3

Normality Result of Pre-test (Control Class)

Interval Class	Limit Class	Zi	P(Zi)	Li	Oi	Ei	$\frac{(Oi - Ei)2}{Ei}$
30-36	29.5	-2.0	0.4775	0.0717	4	2.1508	1.5898
37-43	36.5	-1.3	0.4058	0.1713	4	5.1387	0.2523
44-50	43.5	-0.6	0.2345	0.2593	7	7.7793	0.0781
51-57	50.5	0.1	-0.0248	0.2488	7	7.4650	0.0290
58-64	57.5	0.8	-0.2737	0.1364	6	4.0925	0.8891
65-71	63.5	1.3	-0.4101	0.0733	2	2.198	0.0178
	71.5	2.1	-0.4833				
Jumlah					30		2.8561

The result of the control class is $\alpha = 5\%$ dk $= 6 - 3 = 3$, obtained $x^2_{table} = 7.8147$ and $x^2_{count} = 2.8561$. $x^2_{count} < x^2_{table}$. So the distribution list was normal.

2) The homogeneity of Pre-test of Experimental Class and Control Class

The both classes have different score in the post test. The increase of the score may be predicted by building the hypothesis. The process in gainig the score that become data is not a short process. The researcher did the steps in following sequence: the first, the pre- test was done in the two groups. The second, the experiment class was taught by using vlog speaking teaching method while the control class was taught by using conventional teaching method with textbook and whiteboard. The third, result of the post test of the both classes are calculated and compared by applying t-test formula. The objective of the test is to find the gap in the speaking skill after the treatment. The last is to compare the result of the post test with the hypothesis. The following is the statistic explanation:

The hypothesis in the homogeneity test is:

$$Ho = \sigma_1 = \sigma_1$$

$$Ha = \sigma_1 \neq \sigma_1$$

The statistic formula which is used to test the homogeneity of the sample is the F test. The formula is as follow:

$$F = \frac{biggest\,variance}{smallest\,variance}$$

The data of the research:

$$\sum(x_i - \bar{x})^2_1 \qquad = 4277 \qquad n_1 = 30$$

$$\sum(x_i - \bar{x})^2_2 \qquad = 2996 \qquad n_2 = 30$$

$$S^2_1 = \frac{\sum(x_i - \bar{x})^2}{n_1 - 1} = \frac{4277}{29} = 147.48$$

$$S^2_2 = \frac{\sum(x_i - \bar{x})^2}{n_1 - 1} = \frac{2996}{29} = 101.98$$

Based on the formula, it is obtained:

$$F = \frac{Vb}{Vk}$$

$$F = \frac{147.48}{101.98} = 1.44$$

Table 4.4

Homogeneity Result of Pre-test in Experimental and Control Classes

Class	Variance (S²)	N	Df	F$_{count}$	F$_{table}$	Criteria
Experimental	147.48	30	29	1.44	1.86	Homogeneous
Control	101.98	30	29			

From the calculation of variance in experimental class and control class, it is known the biggest variance is 147.48 and the smallest variance is 101.98. So F = $\frac{147.48}{101.98}$ = 1.44

By using $\alpha = 5\%$ and DK numeration = $n_1 - 1$ = 30-1=29, DK numeration = $n_2 - 1$ = 30-1=29. It was found $F_{(0,05)}$ = 1.86. Since the F_{count} (1.44) $<F_{table}$(1.86). So Ho was accepted meaning that both classes had similar variance and homogeneity.

a.   The data analysis of post-test

The data gained in the post test of the experiment is the key to answer wether the teaching method is effective or not. The following is the result:

Table 4.5

List of Post-test Score of Experimental and Control Classes

Experimental Class			Control Class		
No	Code	Score	No	Code	Score

1	E-1	82	1	C-1	80
2	E-2	74	2	C-2	77
3	E-3	87	3	C-3	65
4	E-4	94	4	C-4	60
5	E-5	80	5	C-5	60
6	E-6	70	6	C-6	68
7	E-7	95	7	C-7	80
8	E-8	74	8	C-8	75
9	E-9	85	9	C-9	77
10	E-10	75	10	C-10	65
11	E-11	75	11	C-11	55
12	E-12	74	12	C-12	70
13	E-13	96	13	C-13	80
14	E-14	78	14	C-14	60
15	E-15	75	15	C-15	65
16	E-16	94	16	C-16	75
17	E-17	87	17	C-17	78
18	E-18	78	18	C-18	75
19	E-19	82	19	C-19	80
20	E-20	87	20	C-20	66
21	E-21	82	21	C-21	67
22	E-22	82	22	C-22	80
23	E-23	78	23	C-23	68
24	E-24	94	24	C-24	63
25	E-25	86	25	C-25	60
26	E-26	90	26	C-26	66
27	E-27	78	27	C-27	66
28	E-28	86	28	C-28	60
29	E-29	90	29	C-29	80
30	E-30	90	30	C-30	60

SUM	2498		2114	
AVERAGE	83.27		70.47	
S^2	55.44		53.49	
S	7.45		7.31	

The score between experiment class and the control class shows significant gap between the two.

1)   The Normality Post-test of Experimental Class and Control Class

The normality test is used to know whether the data obtained is normally distributed or not. Based on the table above, the criteria of normality test:

Ha : The distribution is normal

Ho : The distribution is not normal

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

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

First, the researcher analyzed the normality of the experimental class. The analysis of the experimental class is as follow:

Table 4.6

Normality Result of Post-test (Experimental Class)

Interval Class	Limit Class	Zi	P(Zi)	Li	Oi	Ei	$\dfrac{(Oi - Ei)2}{Ei}$
70-74	69.5	- 1.8	0.4677	0.0874	4	2.6206	0.7260

Interval	Limit	Zi	P(Zi)	Li	Oi	Ei	$\frac{(Oi - Ei)^2}{Ei}$
75-79	74.5	-1.2	0.3803	0.1869	7	5.6074	0.3459
80-84	79.5	-0.5	0.1934	0.2591	5	7.7742	0.9900
85-89	84.5	0.2	-0.0657	0.2329	6	6.9855	0.1390
90-94	89.5	0.8	-0.2986	0.1166	6	3.4981	1.7894
95-99	93.5	1.4	-0.4152	0.0701	2	2.104	0.0051
	99.5	2.2	-0.4853				
Jumlah					30		3.9954

With α = 5% dk = 6 − 3 = 3, obtained x^2_{table} = 7.8147 and x^2_{count} = 3.9954 $x^2_{count} < x^2_{table}$. So the distribution list was normal. The result found that the distribution is fulfiiled the requirement to conduct an experiment

Secondly, the researcher analyzed the normality of the control class. The analysis result of the control class is as follows:

Table 4.7

Normality Result of Post-test (Control Class)

Interval Class	Limit Class	Zi	P(Zi)	Li	Oi	Ei	$\frac{(Oi - Ei)2}{Ei}$
60-63	59.5	-1.5	0.4327	0.1036	6	3.1091	2.6881
64-67	63.5	-1.0	0.3291	0.1719	7	5.1569	0.6588
68-71	67.5	-0.4	0.1572	0.2132	4	6.3968	0.8980

72-75	71.5	0.1	-0.0561	0.1978	3	5.9343	1.4509
76-79	75.5	0.7	-0.2539	0.1096	4	3.2878	0.1543
80-83	78.5	1.1	-0.3635	0.0989	6	2.966	3.1051
	83.5	1.8	-0.4623				
Jumlah					30		5.8501

With α = 5% dk = 6 − 3 = 3, obtained x^2_{table} = 7.8147 and x^2_{count} = 5.8501. $x^2_{count} < x^2_{table}$. So the distribution list was normal.

2) The homogeneity of post-test of the experimental class and control class

Hypothesis:

Ho = $\square_1$ = $\square_1$

Ha = $\square_1$ ≠ $\square_1$

The formula is used:

$$\square = \frac{\square\square\square\square\square\square\square \; \square\square\square\square\square\square\square\square}{\square\square\square\square\square\square\square\square \; \square\square\square\square\square\square\square}$$

The data of the research:

$$S_1^2 = \frac{\sum(x_i - \bar{x})^2}{n_1 - 1} = \frac{1610}{29} = 55.44$$

$$S_2^2 = \frac{\sum(x_i - \bar{x})^2}{n_1 - 1} = \frac{1558}{29} = 53.49$$

Table 4.8

Homogeneity Result of Post-test in Experimental and Control Classes

Class	Variance (S^2)	N	Df	F_{count}	F_{table}	Criteria
Experimental	55.44	30	29	1.03	1.86	Homogeneous
Control	53.49	30	29			

From the calculation of variance in experimental class and control class, it is known the biggest variance is 55.44and the smallest variance is 53.49. So $F_{count} = \frac{55.44}{53.49} = 1.03$.

By using $\square = 5\%$ and dk numeration = $n_1 - 1 = 30\text{-}1\text{=}29$, dk numeration = $n_2 - 1 = 30\text{-}1\text{=}29$. It was found $F_{(0,05)} = 1.86$. Since the $\square_{\square\square\square\square\square}$ (1.03) $<\square_{\square\square\square\square\square}$(1.86). So Ho was accepted meaning that both classes had similar variance and homogeneous.

2. The Data Analysis of Hypothesis Test

a. Testing the similarity of the average of pre-test of the experimental and control class

The result of the test is mostly found in this part because the hypothesis is tested. The result of data researched is as follows:

$\bar{x}_1$= 53.03 $\bar{x}_2$= 49.87

$S_1^2 = 147.48$ $S_2^2 = 101.98$

$n_1 = 30$ $n_2 = 30$

$$S=\sqrt{\frac{(\square 1-1)\square 1^2+ (\square 2-1)\square 2^2}{\square 1+\square 2-2}} \quad =\sqrt{\frac{(30-1)147.48+ (30-1)101.98}{30+30-2}}$$

$$=\sqrt{\frac{4276.92+ 2995.99}{58}} = \sqrt{\frac{7272.91}{58}}$$

$$= \sqrt{125.395} = 10.198$$

So, the computation t-test:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = \frac{53.03 - 49.87}{11.198\sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$= 1.098$$

Howas 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 $= 30+30-2 = 58$ is obtained $t_{table} = 2.00$ and $t_{count} = 1.098$. Ho is accepted if $-t_{(1-\alpha)(n_1+n_2-2)} < t < t_{(1-\alpha)(n_1+n_2-2)}$So, it can be concluded that there was no significant difference in the average pretest between experimental and control class, because of t_{count} at the reception area of Ho.

b. Testing the Significant Different of Post-test

This test was used to know whether there was adifference average on posttest of the experimental and control class. The data which were used to test the hypothesis was the posttest score both of classes. To test the difference in average used t-test.So, the t-test formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \qquad S = \sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}}$$

The data of research:

$\bar{x}_1 = 83.27$ $\bar{x}_2 = 70.47$

$S_1^2 = 55.44$ $S_2^2 = 53.49$

$n_1 = 30$ $n_2 = 30$

58

$$S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

$$= \sqrt{\frac{(30-1)55.44 + (30-1)53.49}{30+30-2}}$$

$$= 6.71$$

So, the computation t-test:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = \frac{83.27 - 70.47}{7.39\sqrt{\frac{1}{30} + \frac{1}{30}}} = 6.71$$

Ha was accepted if $t_{count} > t_{(1-\alpha)(n_1 + n_2 - 2)}$. Based on the computation above, it was obtained that the average post-test of the experimental class who were taught by using VLOG was 83.27 and standard deviation (S) was 7.45. While the average of post-test of the control class who were taught without using VLOG was 70.47 and standard deviation (S) was 7.31 with df 30+30-2 = 58 by α = 5%, so obtained t_{table} = 2.00 from the result of calculation t-test t_{count} = 6.71. It means that t_{count} (6.71) is higher than t_{table} (1.67). SoHo is rejected and Ha is accepted. It is significantly different between teaching recount text speaking by using VLOG and without using VLOG. It can be said that teaching speaking recount text by using VLOG is effective.

C. Discussion

The objective of this research is to identify the effectiveness of using vlog to teach speaking of recount text.

Based on the result of the pre-test, it can be known that both the experimental group and control group are normal distribution and homogeneous. The normality test of an experimental group with chi-square is x^2_{count} (2.2717) < x^2_{table} (7.8147) while the control group is x^2_{count} (2.8561) < x^2_{table} (7.8147). The homogeneity test in pre-test shows that F_{count} is lower than F_{table} (1.44 < 1.86).

Also, the result of the t-test calculation of pre-test is obtained t_{count} 1.098 and t_{table} 2.00. It shows that there is no different average between the experiment and the control group before the treatment.

The researcher did the treatment using vlog for the experimental group. In the control class, students were taught using other techniques.

After they received the treatment, the average score of the experimental group was higher than the control group. The experimental group got 83.27, and the control group got 70.47. The normality of the experimental group with chi-square is $\chi^2_{count}(3.9954) < \chi^2_{table}(7.8147)$ while the control group is $\chi^2_{count}(5.8501) < \chi^2_{table}(7.8147)$. The homogeneity test of post-test shows that F_{count} is lower than F_{table} (1.03 < 1.86). It means that both the experimental and control group of post-test is the normal distribution and homogeneous.

Based on the result of t-test calculation shows that t_{count} is higher than t_{table} (6.71 > 2.00). It means that there are differences in the post-test average score between experimental which has been taught by using VLOG and control group which has taught without using VLOG. So, it can be concluded that using VLOG to teach recount text speaking is effective.

The result of the research shows that the methods could help the students practice their speaking couragely because the students could prepare the script before and could do a retake for the video. The students mostly improved in the accuracy of the vocabulary as they were allowed to revised as many as they needed. The result of the post- test found that the increase in accuracy and the pronounciation. This has the similar result with the work of Muhammad Jahid Marzuki (2019) which found that vlog could increase the students' speaking ability significantly with the same reasons.

The similarty also found in the work of Mega Wulandari (2019). She found the students improvement in pronounciation, fluency, and vocabulary. The recent research could lead the students to use new vocabulary (Esp. verb 2) which used correctly by the most students. Used means right diction and correct way to

pronounce them. The different is the medium, Mega used instagram which made the video produced in short duration while this research used the longer video.

There are two previous researches which focused on the recount texts. First is work from Mega Wulandari which found that video could improve the students speaking skills and their understanding on the recount text for students in the basic- level. The second is the works from Rizka Alfi (2018) which found the students speaking skills increase significantly after using the video. The different is on the research subjets. Rizka took the students of the junior high school as the subjects whil this research chose the students of MA. The improvement of vocabulary use, the fluency, the accuracy are found in the three researches.

This research looks for the effectiveness of a teaching method of speaking and the result it is effective. No point of view of the students about the vlog or the methods. The researcher found that the students feel safer with the video producing as found by Lisa Rakmanina and Dian Kusuma's work (2017) and Dian Alkarahayu (2015). The both researches found that the vlog could motivate and lead them to speak English more confident.

The result of the research is proven in helping the students to gain better communication skilss as stated by Iqram (2015) that the important thimg on teaching speaking is by using effective method. The vlog is effective for the students as shown in the result. However, the recount text in this research is categorized as the initiative speaking (Brown, 2004) because the students build the text then practice it in the vlog without any directly responses. But for the students for MA, it is enough and communicative purpose is gained.

CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter presents conclusions derived from the whole discussion and analyses conducted in the previous chapters of the study. This chapter also covers some suggestions concerning the study for the students, English teachers, and next researchers

A. Conclusion

In conclusion, the use of Vlog is effective to teach speaking a recount text. It is effective especially when it was held in the tenth grade of MA Nahdlatul Ulama Mranggen in the academic year of 2019/2020.

The conclusion of this research is drawn by the result of the data analysis in the previous chapter. Based on the data analysis, it was found that the use of Vlog to teach speaking recount text to the tenth-grade students of MA NahdlatulUlamaMranggen in the academic year of 2019/2020 was effective.

The pre-test average score of the experimental class was 53.03 and the control class was 49.87. it means that there was a different 3.16 in pre-test average score. Meanwhile, the post-test average of the experimental class was 83.27 and the control class was 70.47. The difference in the post-test average score was 12.8 points. Furthermore, it was obtained that t_{count} is higher than t_{table} (6.71 > 2.00). Because t_{table} was lower than t_{count}, so Ho was rejected and Ha was accepted that there was a difference in the post-test average score between experimental class and control class.

B. Suggestion and Implication

From the conclusion, some suggestions are proposed by the researcher:

The researcher realizes that it was still less perfect. The research is implemented in a short time. It makes this research could not be done maximally.

The lack of experience from the researcher, the implementation of this research was less perfection. So, for the next researchers, it is expected that this study can be used as their reference to conduct other researchers in the same field. I suggest for the next researcher to do the research maximally and apply another effective way when doing the same study.

In other way, The research found that the vlog speaking teaching method could lead the students to the better score in speaking. The researcher feels that the methods of combining the technology with the existing material could help the teacher teach more effectively. However, the others implications of the vlog teaching method. They are:

1. The vlog teaching method can be applied in the students of Senior high school.
2. The students may work individually but it could increase the students' confidence as they are free to take and retake.
3. The vlog teaching method could build new enthusiasm in students to speak English.
4. The vlog of the students can be a recorded prof for teacher to score the students speaking ability.
5. Teacher may use the other genre as the topic of the vlog.

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APPENDIX 1

The students name list of experimental Class

No	NAME	CODE
1	Ahmad Fathurrohman A.H	E-1
2	Aida	E-2
3	AnnidaMaghfirotulUlya	E-3
4	AyuSartika	E-4
5	BimaGhany Nur Susanto	E-5
6	DiahAyu Lestari	E-6
7	DiyanMerdiyanti	E-7
8	Eka Nur Janah	E-8
9	EviYulianti	E-9
10	Finna Novita Sari	E-10
11	Hanif Hermawan	E-11
12	Kevin Maulana	E-12
13	Kristianti Fatma Sari	E-13
14	Muhammad Roby Adzaky	E-14
15	Nabila Amelia Putri	E-15
16	Nanda IkaSasgita	E-16
17	Nindi Dwi Sasgita	E-17
18	Nova SulistyaNingrum	E-18
19	Rahmawati Setyaningrum	E-19
20	Regina Amelia Fitri	E-20
21	Rini Nur Safitri	E-21
22	Riyan Suwito	E-22
23	Rizki Adiyansah	E-23
24	Stevani Dwi Anggraeni	E-24

25	Tegar Arif Wicaksana	E-25
26	Tri Santi Ade Mulyani	E-26
27	Umi Latifatus Sabrina	E-27
28	Yovanka Anggun Sevira	E-28
29	Yuni Purnamasari	E-29
30	Zaida Karima	E-30

APPENDIX 2

The students name list of control class

NO	NAME	CODE
1	AfiscaFerrinta Nawawi	C-1
2	Ahmad UlilAlbab	C-2
3	Amelia Hapsari	C-3
4	Amitasari	C-4
5	Ani Wahyu Utami	C-5
6	Annisa Atul Ulya	C-6
7	ArzettySalsabila Putri	C-7
8	AufaBaihaqi	C-8
9	DefiyaPramudita	C-9
10	DuwikRiayaSawitriyani	C-10
11	Fahim Azda	C-11
12	Ferry Ardiyansyah	C-12
13	FirdayatulLutfiyah	C-13
14	Istiyadhah	C-14
15	Majid Hadi Purnomo	C-15
16	Muhammad SahrulBasyar	C-16
17	Najwa Magdalena	C-17
18	NiswatunNajikah	C-18
19	Ponco Yul Widayat	C-19
20	Putri Nabila	C-20
21	RagilHiayatSaputra	C-21
22	RestiJayarotunNavisah	C-22
23	Rita NoviatusSaadah	C-23
24	Silviani	C-24

25	Siti Aisyah	C-25
26	Siti Nurhaliza	C-26
27	Tessa Fatmawati	C-27
28	Umi LailatulHasanah	C-28
29	Wibowo Abdul Mutolip	C-29
30	Wisnu Nugroho	C-30

APPENDIX 3

The instrument of Pre Test

Subject   : English
Skill   : Speaking
Class   : 10 A/B

Please tellthe pictures below in order to make a good recount text. The time allocation for speaking is 3 minutes!

1.

2.

APPENDIX 4

The instrument of Post Test

Subject   : English
Skill   : Speaking
Class   : 10 A/B

Instruction :
1. Please tell about your experience last weekend in front of the class!
   The time allocation for speaking is 3 minutes.

2. Please tell about your experience last weekend by using a video blog!
   The time allocation for speaking is 3 minutes.

APPENDIX 5

Lesson Plan (Control Class)

School   :   **MA Nahdlatul Ulama Mranggen**

Subject   :   English

Class/Semester   :   10

Academic Year   :   2019/2020

Material   :   Simple   Recount   Text   In   written   and   oral   about
experience/activity/event

Time Allocation   :   45 Minutes x 2

A. Teaching Objectives

During and after the learning process of observing, questioning, exploring, analyzing and azcommunicating. The students are expected to be able in:

1. Understand the social function and the generic structure of recount text.
2. Arrange the recount text.
3. Able to apply recount text written and oral.

B. Basic Competence and Competence Achievement Indicators

Basic Competence	Competence Achievement Indicators
3.9. Analyzing the social function, generic structure and language elements of the recount text about personal experience or event based on the context. 4.13. Understand the meaning of simple recount text written or oral. 4.14. Arrange simple recount text written and oral about the experience/activities/events with correct social function, text structure, and language element and contextual.	• The students are able to understand the content of recount text. • The students are able to understand the generic structure of a recount text. • The students are able to build recount text.

C. Learning Materials

1. Facts:

Retelling about unforgettable experience like in the experience in a famous city or meeting favorite singer.

2. Concept:
   The use of simple past in a chronological paragraph: setting, event 1, event 2, etc

3. Principle
   Use the simple past in the correct chronology to build a coherent paragraph

4. Procedure
   Explain about how to create a recount text and the way to arrange the simple past in a chronological paragraph.

D. Sample of Teaching Material

My Days in Jakarta

When I was in Jakarta last month, I tried hard to fight the hot weather. I live in a cold city so the first day in Jakarta was a very hard day for me. Right after arriving, I felt the sun was different from the sunlight in Malang. The time in the Taxi was nicer because there was an AC inside. The second day was better because I was in the hotel for meeting all day long. The next days would be hard because I went around the market to see how our products could be received by the consumers. These days were the hottest days in my life I hope I can come to Jakarta again when it has better weather.

Answer these questions!

1. What did the writer try to fight?
2. Why the first day in Jakarta was very hard for the writer?
3. When did the writer spend his second day in Jakarta?
4. What can we conclude about Jakarta from the text above?

a) Definition and the social function of Recount text
   Recount text is a kind of text that describe about something happened in our life orderly. The social function of recount text is to retell sequence events in the past for the purpose of retelling past experience.

b) Language Features
   The language features usually found in a recount are:

   1. Proper nouns, the use of proper nouns is to identify those involved in the text
   2. Descriptive words, giving details about who, what, when, where and how
   3. Past tense, the use of past tense is to retell the sequence events
   4. Words showing the orders of events (for example: *first*, *next*, *then*)

c) The generic structure of recount text is:
   1. Orientation, a beginning paragraph that describes background information about who, what, where and when
   2. Sequence of events, a series of paragraph that retell the events in the order in which they happened
   3. A concluding paragraph or generally mentioned as Re-Orientation, it may include a personal comment (not always necessary).

E. Material for Remedial Learning
Please make a short conversation about your experience last weekend and perform it in front of the class with your pairs !

F. Material for Enrichment Learning
Fill in the blank recount text below with the correct word !

My First Time in Yogyakarta

My family and I (1)..... to my grandmother's house in Yogyakarta last month. It was my first trip to this city. We went there two days after my sister's graduation ceremony in Semarang.

We (2)..... at Yogyakarta at night. We spent a week staying in my grandmother's house which is 5 minutes (3)...... by foot to Malioborostreet.

In the first morning, we were still too tired after (4).... trip from Semarang to Yogyakarta. So we (5).....to stay at home to recharge our energy. I walk around the neighborhood with my sister just to experience how it is like to be in Yogyakarta.

There were too many house, I think, which made the space between a house and the other was so small, even the road was also small that only bicycle and motorcycle can(6)......

On the second day, all of us went to Malioboro street. We (7)....so many merchant with various of product which they claim to be a traditional product of Yogyakarta.

I (8).....some wooden figurine and T-shirt with the word "Yogyakarta" printed on it, while my sister bought some leather handbag. My mom and dad were busy choosing some merchandise to be brought home when we go back.

On the third day, we went to Taman Sari and KeratonNgayogyakartaHadiningrat to see some historical building in Yogyakarta. We took a lot of picture there.

We also took some picture of the building so we can check it again at home. We found some place providing Yogya traditional food around the building and we (9)..... in right away.

We (10).....the rest of our week in Yogyakarta by visiting some Shopping Malls such as Jogja City Mall, Malioboro Mall, Hartono Mall and Ambarrukmo Plaza. We realized that Yogyakarta turned out to be very warm during the day, that was the reason why we decided to spend more time in air conditioned building like this.

a. jumped	f.away
b. spent	g. decided
c. arrived	h. saw
d. went	i.bought
f.away	j. go through

G. Learning Method

Approach   : Scientific Approach

Learning Model   : Discussion, Cooperative Learning

H. Learning Media

Tools   : Whiteboard, Board marker, and Laptop.
Media   : LCD Projector

I. Teaching Activity

Activity	Description	Time Allotments
Introduction	➢ The teacher enters to the class and greet the students ➢ The teacher leads the prayer before teaching and learning begins. ➢ The teacher gives several questions that have a relationship with the material will be delivered. ➢ The teacher give motivation about the benefit that the students will get after learning	**10 minutes**
Core Activities	**Observing** ➢ The students observed and read texts that contain a short recount text . ➢ The students observe the social function, generic structure, and language features of recount text.	**15 minutes**
	Questioning ➢ The students have the opportunities to ask some questions related to the text	**5 minutes**
	Experimenting ➢ The students makes a group in pairs ➢ The students asked to speak up about the picture of recount text which is given by the teacher. ➢ The students perform their work in front of	**30 minutes**

		the class.	
	Associating ➤ The students are asked to compose their experience last weekend..		**10 minutes**
	Communicating ➤ The Students are asked to perform their works in front of the class.		**10 minutes**
Closing	➤ The students are asked to make a resume about what they have got in the teaching and learning process. ➤ The teachers asks the students to rewrite their recount text in the papers. ➤ The teacher gives motivation to the students. ➤ The teacher closes the meeting.		**10 minutes**

J. Learning assessment
  1. Attitude
     Instrument: Observing Responsibility Attitudes

     Scoring Rubric:

     Observing Responsibility Attitudes

     Guidelines:

     This sheet is filled out by the teacher to assess students' social attitudes in their responsibilities answer. Put a check mark (v) in the score column according to the attitude of responsibility displayed by students, with the following criteria:

     4 = always, if always do according to the statement
     3 = often, if often do according to the statement and sometimes it doesn't do
     2 = sometimes, if sometimes do and often do not do
     1 = never, if never done.

     Name   : _____
     Class   : _____
     Date of observation   : _____

Material   : _____

no	Aspect of Observation	Score			
1.	Carry out individual tasks well				
2.	Accept the risk of actions taken				
3.	Do not accuse others without accurate evidence				
4.	Returns borrowed stuff				
5.	Apologize for the mistake made				
	Total				

Guideline for scoring:
Final scores use a scale of 1 to 4
Final score calculation using formula:
(Score obtained) / (maximum score) x 4 = final score
Example:
The score is 14, the maximum score is 20, then the final score

$$\frac{14}{20} x\ 4 = 2,8$$

Conversion of Scoring

Conversion of Final Score		Predicate (Knowledge & Skill)	Classification of Attitude and Extracurricular
Scale 0-100	Scale 1-4		
86-100		A	VG
81-85	3.66	A-	
76-80	3.33	B+	G
71-75	3.00	B	
66-70	2.66	B-	
61-65	2.33	C+	E
56-60	2.00	C	
51-55	1,66	C-	

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46-50	3,33	D+	
0-45		D	L

Note: VG: Very Good, G: Good, E: Enough, L: Less.

2. Knowledge
    a. Instrument: Comprehension Question
       1) Fill in the blank recount text below with the correct word
       Scoring rubric: Score acquired x 10 = final score

3. Skill
    a. Instrument:

No.	Attitude Item	Description	Score
1.	Pronounciation	5 = Almost perfect 4 = there is an error but does not interfere with the meaning 3 = there are some errors and disturbing meanings 2 = lots of errors and disturbing meanings 1 = too many mistakes so it's hard to understand	
2.	Accuracy	5 = Almost perfect 4 = there is an error but does not interfere with the meaning 3 = there are some errors and disturbing meanings 2 = lots of errors and disturbing meanings 1 = too many mistakes so it's hard to understand	
3.	Intonation	5 = very thorough 4 = thorough 3 = quite thorough 2 = not thorough 1 = not careful	

		5 = very understanding	
4.	Understanding	4 = understanding	
		3 = enough understanding	
		2 = lack of understanding	
		1 = not understanding	

Guidelines for scoring:

$$\frac{score\ acquired}{score\ maximal} x\ 100 = final\ score$$

APPENDIX 6

Lesson Plan (Experiment Class)

School	:	**MA Nahdlatul Ulama Mranggen**
Subject	:	English
Class/Semester	:	10
Academic Year	:	2019/2020
Material	:	Simple Recount Text In written and oral about experience/activity/event
Time Allocation	:	45 Minutes x 2

A. Teaching Objectives

During and after the learning process of observing, questioning, exploring, analyzing and communicating,

The students are expected to be able in:

1. Understand the social function and the generic structure of recount text.
2. Arrange the recount text.
3. Able to apply recount text written and oral.

B. Basic Competence and Competence Achievement Indicators

Basic Competence	Competence Achievement Indicators
3.10. Analyzing the social function, generic structure and language elements of the recount text about	• The students are able to understand the content of recount text.

personal experience or event based on the context.	
4.15. Understand the meaning of simple recount text written or oral.	
4.16. Arrange simple recount text written and oral about the experience/activities/events with correct social function, text structure, and language element and contextual.	• The students are able to understand the generic structure of a recount text. • The students are able to build recount text.

C. Learning Materials
1. Facts:
> Retelling about unforgettable experience like in the experience in a famous city or meeting favorite singer.

2. Concept:
> The use of simple past in a chronological paragraph: setting, event 1, event 2, etc

3. Principle
> Use the simple past in the correct chronology to build a coherent paragraph

4. Procedure
> Explain about how to create a recount text and the way to arrange the simple past in a chronological paragraph using the vlogs.

D. Sample of Teaching Material

My Days in Jakarta

When I was in Jakarta last month, I tried hard to fight the hot weather. I live in a cold city so the first day in Jakarta was a very hard day for me

Right after arriving, I felt the sun was different from the sunlight in Malang. The time in the Taxi was nicer because there was an AC inside. The second day was better because I was in the hotel for meeting all day long. The next days would be hard because I went around the market to see how our products could be received by the consumers. These days were the hottest days in my life I hope I can come to Jakarta again when it has better weather.

Answer these questions!

1. What did the writer try to fight?
2. Why the first day in Jakarta was very hard for the writer?
3. When did the writer spend his second day in Jakarta?
4. What can we conclude about Jakarta from the text above?

a. Definition and the social function of Recount text

Recount text is a kind of text that describe about something happened in our life orderly. The social function of recount text is to retell sequence events in the past for the purpose of retelling past experience.

b. Language Features

The language features usually found in a recount are:

1. Proper nouns, the use of proper nouns is to identify those involved in the text
2. Descriptive words, giving details about who, what, when, where and how
3. Past tense, the use of past tense is to retell the sequence events
4. Words showing the orders of events (for example: *first*, *next*, *then*)

c. The generic structure of recount text is:

1. Orientation, a beginning paragraph that describes background information about who, what, where and when
2. Sequence of events, a series of paragraph that retell the events in the order in which they happened
3. A concluding paragraph or generally mentioned as Re-Orientation, it may include a personal comment (not always necessary).

E. Material for Remedial Learning

Please make a short conversation about your experience last weekend and perform it in front of the class with your pairs !

F. Material for Enrichment Learning

Fill in the blank recount text below with the correct word !
My First Time in Yogyakarta

My family and I (1)..... to my grandmother's house in Yogyakarta last month. It was my first trip to this city. We went there two days after my sister's graduation ceremony in Semarang.

We (2)..... at Yogyakarta at night. We spent a week staying in my grandmother's house which is 5 minutes (3)...... by foot to Malioborostreet.

In the first morning, we were still too tired after (4).... trip from Semarang to Yogyakarta. So we (5).....to stay at home to recharge our energy. I walk around the neighborhood with my sister just to experience how it is like to be in Yogyakarta.

There were too many house, I think, which made the space between a house and the other was so small, even the road was also small that only bicycle and motorcycle can(6)......

On the second day, all of us went to Malioborostreet. We (7)....so many merchant with various of product which they claim to be a traditional product of Yogyakarta. I (8).....some wooden figurine and T-shirt with the word "Yogyakarta" printed on it, while my sister bought some leather handbag. My mom and dad were busy choosing some merchandise to be brought home when we go back.

On the third day, we went to Taman Sari and KeratonNgayogyakartaHadiningrat to see some historical building in Yogyakarta. We took a lot of picture there. We also took some picture of the building so we can check it again at home. We found some place providing Yogya traditional food around the building and we (9)..... in right away. We (10).....the rest of our week in Yogyakarta by visiting some Shopping

Malls such as Jogja City Mall, Malioboro Mall, Hartono Mall and Ambarrukmo Plaza.We realized that Yogyakarta turned out to be very warm during the day, that was the reason why we decided to spend more time in air conditioned building like this.

a. jumped	*F.away*
b. spent	*g. decided*
c. arrived	*h. saw*
d. went	*i.bought*
f.away	*j. go through*

G. Learning Method

Approach   : Scientific Approach

Learning Model   : Discussion, Cooperative Learning

H. Learning Media

Tools   : Whiteboard, Board marker, camera, LCD and Laptop.

Media   : Video

Sources :Online newspaper or magazine

www.dailyenglish.com

I. Teaching Activity

Activity	Description	Time Allotments
Introduction	➢ The teacher enters to the class and greet the students ➢ The teacher leads the prayer before teaching and learning begins. ➢ The teacher gives several questions that have a relationship with the material will be delivered. ➢ The teacher presents motivation about the benefit that the students will get after learning. ➢ The teacher explains the learning aims to the students.	**10 minutes**
Core Activities	**Observing** ➢ The students observe the vlogs about last weekend activity outdoor and indoor.	**15 minutes**

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	➢ The students observe the social function, generic structure, and language features of the vlog.	
	Questioning ➢ The students have theopportunities to ask some questions related to the vlog.	**5 minutes**
	Experimenting ➢ The students makes a small group. ➢ The students makes a recount text based on the guidance from the teacher. ➢ The students perform their work in front of the class. ➢ The students are asked to record their	**30 minutes**
	Associating ➢ The students are asked to compose their experience last weekend (outdoor or Indoor) based on their word by using video blog or vlog	**10 minutes**
	Communicating ➢ The Students are asked to perform their works with the followings sequence: 1. The students play their vlog. 2. The students perform orally the recount text based on the events in the vlogs.	**10 minutes**
Closing	➢ The students are asked to make a resume about what they have got in the teaching and learning process. ➢ The teacher gives motivation to the	**10 minutes**

		students. ➤ The teacher closes the meeting.	

J. Learning assessment

1. Attitude

   Instrument: Observing Responsibility Attitudes

   Scoring Rubric:

   Observing Responsibility Attitudes

   Guidelines:

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   Name : _____
   Class : _____
   Date of observation : _____
   Material : _____

NO	Aspects of Observation	Score			
1.	Carry out individual tasks well				
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3.	Do not accuse others without accurate evidence				
4.	Returns borrowed stuff				
5	Apologize for the mistake made				
	Total				

Guideline for scoring:

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71-75	3.00	B	
66-70	2.66	B-	
61-65	2.33	C+	E
56-60	2.00	C	
51-55	1,66	C-	
46-50	1,33	D+	L
0-45	1	D	

Note: VG: Very Good, G: Good, E: Enough, L: Less.

2. Knowledge
   Instrument: Comprehension Question
   Fill in the blank recount text below with the correct word

   Scoring rubric: Score acquired x 10 = final score

3. Skill
   Instrument:

No.	Attitude Item	Description	Score

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3.	Intonation	5 = very thorough 4 = thorough 3 = quite thorough 2 = not thorough 1 = not careful	
4.	Understanding	5 = very understanding 4 = understanding 3 = enough understanding 2 = lack of understanding 1 = not understanding	

Guidelines for scoring:

$$\frac{scoreacquired}{scoremaximal} \times 100 = finalscore$$

APPENDIX 7

Transcript of students control class

Pre test

Name   : Zaida Karima
Class   : X MIA 1

Hello all, my name is. I want to tell my experince last month, in the last month, i and my familIy went to Jakarta.

We visited many places there.First, we visited we visited Ragunan Zoo. We saw many kinds of animals there such as lion, birds collection, butterfly collections,elephant, girrafe and etc. We looked around in that Zoo, and also took pictures of those animals. Second, we visited Ancol Beach, we swim at there. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Then, we felt hungry, so we went to a restaurant we ate the sea food, fish and baby crab. As soon as we finished our lunch, we decided to go home.

For me, that was a good moment because I could spend my time with my family. We really enjoyed it. and This is my amazing experience ever.

Transcript of students control class

Post test

Name   : Hanif Hermawan
Class   : X MIA 1

last sunday, my friends and I went camping on the mawar camp it was located in ungaran mountain. The spot was near from our town. It was about one hour to get there. We choose ungaran mountain because it was not too far from our home.

We prepared everything before went ungaran mountain. We brought cooking utensils and the food from home, clothes, camera, guitar, etc. We went there by motorcycles.

On the first day, we sat up the tent on the camping area. The air was so fresh there. We took a bath on the waterfall. The waterfall was called curug mawar. After played at waterfall, we felt hungry. Then, we cooked the food for the lunch and had lunch together. The first night of our camping, the air was so cold, we made a campfire, sang songs together and after we slept. We used sleeping bag when we slept to make our body still in warm condition.

APPENDIX 8

Transcript of speaking test (students experimental class)

Name   : Selviani
Class   : X MIA 2

Assalamualaikum, my name is selvoani. hello guys, I would like to share my experience in las holiday. Last holiday, I went tojogja with my friends, mella. we spent our holiday there. we went to jogja by train. The train schedule arrived in semarang at 11.30 AM In the first day, we went to jogja zoo gembira loka. The ticket price was only Rp 30.000. The animals collection there were very complet. In the next day, we went to geological museum and talked with the guide about geology. It made us understood about geology. we saw rocks collection there. After that,we went to parangtritis beach, i ride the horse at there after that i ate the seafood in the resto of parangtritis beach.this is my first experience holiday together with my friend . although My holiday was only two days but It made me happy.

Transcript of speaking test (students experimental class)

       post test

Name : Majid Hadi Purnomo

Class   : X MIA 2

Iast Sunday I was my day off, i didnt go any where. I just stay at home for two weeks to did the same activities routinely. Over and over again. I felt that was the worst day i have ever passed.

 woke up earlier and did subuh prayer. After that, I had breakfast with my family in the morning. At 08.00 am, I turned on computer and played many games. Not felt, it was 10.00 o'clock, I rushed to take a bath to freshen my body.

Then, I watched my favorite TV programs until it almost midday. At 01.00 pm, I went to bathroom to ablution and immediately did zuhur prayer. Then, I had lunch and helped my mother to clean the house.

Because I was tired, I felt asleep on the couch. Unexpectedly, after waking up I had a guest who could cheer me up, my aunt came with her child. I kept playing with my nieces until nightfall. Although just a home holiday, at least to refresh my mind from the routine activities in the school.

APPENDIX 9

Research Documentation

PENELITI : IDA NURSTANINGSIH

NIM : 1403046108

JURUSAN : PENDIDIKAN BAHASA INGGRIS

JUDUL : THE USE OF VIDEO BLOG (VLOG) TO TEACH SPEAKING OF RECOUNT TEXT.

HIPOTESIS:

a. Hipotesis Uji Homogenitas Data Tahap Awal

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

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

b. Hipotesis Uji Homogenitas Data Tahap Akhir

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

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

c. Hipotesis Perbedaan Rata-Rata Data Tahap Awal

H_o: $\mu_1 = \mu_2$

H_1: $\mu_1 \neq \mu_2$

d. Hipotesis Perbedaan Rata-Rata Data Tahap Akhir

H_o: $\mu_1 = \mu_2$

H_1: $\mu_1 \neq \mu_2$

HASIL DAN ANALISIS DATA

Pretest Experiment		Pretest Control		Posttest Experiment		Posttest Control	
Mean	53,73333	Mean	49,86667	Mean	83,36667	Mean	69,43333
Standard Error	2,282836	Standard Error	1,843743	Standar d Error	1,359922	Standar d Error	1,440533
Median	55	Median	50,5	Median	83,5	Median	67,5
Mode	55	Mode	56	Mode	78	Mode	80
Standard Deviation	12,50361	Standard Deviation	10,09859	Standard Deviation	7,448598	Standard Deviation	7,890122
Sample Variance	156,3402	Sample Variance	101,9816	Sample Variance	55,48161	Sample Variance	62,25402
Sum	1612	Sum	1496	Sum	2501	Sum	2083
Count	30	Count	30	Count	30	Count	30

AKADEMI STATISTIKA (AIS)
MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
Jl. Prof. DR. Hamka Km.01 Ngalian Tambak Aji Semarang, 50815 Telp. 024-7608786 Fax. 024-7619177 email : baakaism@yahoo.com

Uji Homogenitas Data Tahap Awal

F-Test Two-Sample for Variances

	Experiment	Control
Mean	53,73333	49,86666667
Variance	156,3402	101,9816092
Observations	30	30
df	29	29
F	1,533024	
P(F<=f) one-tail	0,127925	
F Critical one-tail	1,860811	

Keterangan:

Sig. = 0.127 ≥ 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

	Control	Experiment
Mean	69,43333	83,36667
Variance	62,25402	55,48161
Observations	30	30
df	29	29
F	1,122066	
P(F<=f) one-tail	0,379283	
F Critical one-tail	1,860811	

Keterangan:

Sig. = 0.379 ≥ 0.05, maka H_0 diterima artinya kedua kelas tersebut **memiliki varians yang sama (Homogen)**

Uji Perbedaan Rata-rata Data Tahap Awal

t-Test: Two-Sample Assuming Equal Variances

	Experiment	Control
Mean	53,73333	49,86667
Variance	156,3402	101,9816
Observations	30	30
Pooled Variance	129,1609	
Hypothesized Mean Difference	0	
df	58	
t Stat	1,317701	
P(T<=t) one-tail	0,096393	
t Critical one-tail	1,671553	
P(T<=t) two-tail	0,192785	
t Critical two-tail	2,001717	

AKADEMI STATISTIKA (AIS)
MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
Jl. Prof. DR. Hamka Km.01 Ngalian Tambak Aji Semarang, 50815 Telp. 024-7608786 Fax. 024-7619177 email : baakaism@yahoo.com

Keterangan:

Sig. = 0.192 > 0.05, maka H_0 diterima artinya bahwa tidak ada perbedaan rata-rata antara nilai siswa kelas Experiment dan nilai siswa kelas Control

Uji Perbedaan Rata-rata Data Tahap Akhir

t-Test: Two-Sample Assuming Equal Variances

	Experiment	Control
Mean	83,36667	69,43333
Variance	55,48161	62,25402
Observations	30	30
Pooled Variance	58,86782	
Hypothesized Mean Difference	0	
df	58	
t Stat	7,033341	
P(T<=t) one-tail	1,29E-09	
t Critical one-tail	1,671553	
P(T<=t) two-tail	2,58E-09	
t Critical two-tail	2,001717	

Keterangan:

Sig. = 2,58E-09 < 0.05, maka H_0 ditolak artinya bahwa ada perbedaan rata-rata antara nilai siswa kelas Experiment dan nilai siswa kelas Control

Semarang, 31 Maret 2020

Kepala Laboratorium

Deden Istiawan, S.Si.,M.Kom

APPENDIX 10

CURRICULUM VITAE

A. **Personal Details:**

1	Name	:	Ida Nurstaningsih
2	Place and date of birth	:	Kendal, 25 Desember 1996
3	Address	:	Dsn Pandansari RT 01/RW 05
			Kelurahan Tampingan kec.Boja
			Kab.kendal, Jawa Tengah
4	Phone	:	085702206639
5	Whatsapp	:	085702206639
6	E-mail	:	idanurst@gmail.com

B. Educational Backgrounds :
   1. TK ABA 02 Boja graduated in 2002
   2. SD Negeri 01 Tampingan graduated in 2008
   3. MTs Al Mawaddah Ponorogo graduated in 2011
   4. MA Al Mawaddah ponorogo graduated in 2014
   5. Students of Educational and Teacher Training Faculty Walisongo State University for Islamic Studies 2014

Semarang, April 9th, 2020

Ida Nurstaningsih

1403046108