THE EFFECT OF USING VLOG AS TECHNOLOGY INTEGRATED MEDIA ON STUDENTS' SPEAKING SKILL

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Abstract: The purposes of this research to know the extent of the application of the vlog as technology integrated media in teaching students' speaking skill at the eleventh grade students of Pondok Pesantren Darussalam Parmeraan, to know the extent of the students' speaking skill before and after using vlog as technology integrated media at eleventh grade students of Pondok Pesantren Darussalam Parmeraan, to find out whether there is significant effect using vlog as technology integrated media in teaching speaking skill at the eleventh grade students of Pondok Pesantren Darussalam Parmeraan. The population of this research the eleventh grade students consist of 217 students. The researcher uses purposive sampling technique to get the sample that XI-A consist of 54 students. The data was obtained by distributing the observation sheet and test. It is found that The result of the used of Vlog as technology integrated in teaching speaking skill at the eleventh grade of Pondok Pesantren Darussalam Parmeraan in 2023/2024 academic year is 84.21, it is categorized "Very Good". The students' speaking skill ability before and after using Vlog as technology integrated at the the eleventh grade of Pondok Pesantren Darussalam Parmeraan is 48.24 it is categorized "Enough". While, the students speaking skill after using Vlog as technology integrated is 79.80 and it is "Good" category. There is a significant effect of students' speaking skill after using Vlog as technology integrated at the eleventh grade of Pondok Pesantren Darussalam Parmeraan in 2023/2024 academic year that N-Gain obtained 0.3 < 0.61 <0.7 there is a significant effect of using Vlog as technology integrated on Students speaking skill on Medium category and then, alternative hypothesis (Ha) is accepted.

Key words: Vlog as Technology Intergrated, Speaking Skill, Giving and Asking Opinion.

Abstrak: *Tujuan dari penelitian ini adalah untuk mengetahui sejauh mana penerapan vlog sebagai media terintegrasi teknologi dalam pengajaran keterampilan berbicara siswa di kelas sebelas Pondok Pesantren Darussalam Parmeraan, untuk mengetahui sejauh mana keterampilan berbicara siswa sebelum dan setelah menggunakan vlog sebagai media terintegrasi teknologi di kelas sebelas Pondok Pesantren Darussalam Parmeraan, serta untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan vlog sebagai media terintegrasi teknologi dalam pengajaran keterampilan berbicara di kelas sebelas Pondok Pesantren Darussalam Parmeraan. Peneliti menggunakan teknik pengambilan sampel purposif untuk mendapatkan sampel yang terdiri dari 54 siswa di kelas XI-A. Data tersebut diperoleh dengan membagikan lembar observasi dan tes. Ditemukan bahwa hasil penggunaan Vlog sebagai teknologi yang terintegrasi dalam pengajaran keterampilan berbicara di kelas sebelas Pondok Pesantren Darussalam Parmeraan pada tahun ajaran 2023/2024 adalah 84,21, yang dikategorikan sebagai "Sangat Baik". Kemampuan berbicara siswa sebelum dan setelah menggunakan Vlog sebagai teknologi yang terintegrasi di kelas sebelas Pondok Pesantren Darussalam Parmeraan adalah 48,24, yang dikategorikan sebagai "Cukup". Sementara itu, keterampilan berbicara siswa setelah menggunakan Vlog sebagai teknologi terintegrasi adalah 79,80 dan termasuk dalam kategori "Baik". Ada pengaruh yang signifikan terhadap keterampilan berbicara siswa setelah menggunakan Vlog sebagai teknologi yang terintegrasi di kelas sebelas Pondok Pesantren Darussalam Parmeraan pada tahun ajaran 2023/2024, di mana N-Gain yang diperoleh adalah 0,3 < 0,61 < 0,7. Terdapat pengaruh yang signifikan dari penggunaan Vlog sebagai teknologi terintegrasi terhadap*

keterampilan berbicara siswa dalam kategori Sedang, dan dengan demikian, hipotesis alternatif (Ha) diterima.

Kata kunci: *Vlog sebagai Teknologi Terintegrasi, Keterampilan Berbicara, Memberikan dan Meminta Pendapat.*

I. INTRODUCTION

Speaking is indeed a fundamental language skill, alongside listening, writing, and reading. It involves the production of sound using various organs of speech, including the mouth, lips, tongue, and teeth. Unlike other language skills that may require specific tools or instruments, speaking is a natural and innate ability possessed by humans. Speaking is universally accessible and effortless, unlike writing which requires tools. Mastering listening, speaking, reading, and writing is crucial for senior high school English proficiency.

However, challenges arise due to low interest in grammar, pronunciation, vocabulary, and tenses, as well as less precise teaching methods. These factors can hinder progress and create a less effective learning environment. Students at Pondok Pesantren Darussalam Parmeraan struggle with English speaking skills due to teachers' lack of new vocabulary, low confidence, and limited opportunities to practice. Their main language is Arabic, and media methods are not engaging enough. Students also struggle with expressing opinions on specific subjects, leading to low confidence and fear of making mistakes. This negatively impacts students' involvement in the teaching process and motivation to participate in English-related activities. Research shows that the average speaking skill score at Pondok Pesantren Darussalam Parmeraan is 48.37, with the highest score of 65 and the lowest score of 40. This indicates that students still have low speaking skills compared to the school's minimum criteria of 75.

Technology plays a crucial role in the teaching and learning process, transforming learners from passive to active users. It enhances speaking skills through various tools and fosters active participation. Video blogs are a popular tool for teaching speaking, as they are perceived as engaging, relevant, helpful, and motivating. Social media and technology work well together, with vlogs being a popular choice for language acquisition and instruction. Studies support the idea that vlogs can help with language acquisition and instruction.

Based on the explanation above, the researcher is interested in conducting the research about "The Effect of Using *Vlog* as Technology Integrated Media on Students' Speaking Skill at the Eleventh Grade Students of Pondok Pesantren Darussalam Parmeraan in 2023/2024 Academic Year".

General Concept of Speaking

Parmawati et. Al (2019), emphasizes the importance of mastering speaking skills in English, as they are crucial for effective communication in both personal and academic contexts. Speaking is an interactive process that involves producing and receiving information, allowing individuals to articulate thoughts and express themselves verbally.

Mastering speaking skills empowers students to engage in learning activities, interact with peers, and fosters a positive learning environment. Royani (2022) and Ramadhani et. al. (2020) highlight the significance of teaching and practicing speaking skills in Indonesia, as fluency in English equips students to navigate the globalized world and

engage in academic, professional, and social interactions. Teachers can support the development of speaking skills by providing opportunities for practice, offering constructive feedback, and creating an environment that encourages active participation.

Component of Speaking Skill

Speaking skills in English are a complex skill that requires the simultaneous use of five components: pronunciation, grammar, vocabulary, fluency, and comprehension. Azmi et., al. (2019:462) emphasize the importance of pronunciation, which involves correct pronunciation, stress, and intonation patterns. Murti et., al (2022) emphasize the importance of pronunciation in producing clear and understandable words. Grammar serves as the foundational skill in English, providing rules for constructing sentences and patterns that convey meaning. Vocabulary is more than a list of target language words; it is a list of words that individuals need to master. Fluency is the ability to communicate fluently and accurately, allowing learners to express themselves without being distracted by long pauses, grammatical errors, or hesitation. Comprehension is the ability to perceive and process information contained in a discourse or sentence, fostering effective communication. Overall, speaking skills in English are essential for students to express themselves clearly and effectively.

Definition of Asking and Giving Opinion

Prabawati and Dawud (2019:225) emphasize that opinions are subjective beliefs influenced by psychological, social, and emotional factors. They are often based on unfounded information and can be

supported by arguments. Opinions are not intrinsically right or wrong, but rather reflect a person's viewpoint, comprehension, reactions, beliefs, and desires. According to Wardani et., al. (2020), asking opinion means ask about ideas, opinion to others. Asking opinion is used to describes how people are to ask the opinions of other. People ask for opinions to benefit from the diversity of thoughts and experiences that others bring to the table. It can foster communication, empathy, and mutual understanding in various contexts, whether it's in personal relationships, professional settings, or societal discussions. While, Giving an opinion is a verbal communication method that involves expressing one's thoughts or beliefs about a specific subject or problem. It can be expressed in formal and informal settings, such as group discussions, work meetings, and debates. Opinions are subjective and influenced by personal feelings and judgments. Arguments can support or defend opinions, and opinion dialogues are used to convey knowledge and strengthen interpersonal relationships.

Nature of Vlog as Technology Integrated

Premana et. al. (2021) and Susanti et. al. (2022) highlight the role of learning tools and media in boosting student motivation and engagement. Modern technologies like video blogs are being used to enhance meaningful learning and create a more engaging classroom environment. Videos are the main media, as they are more communicative and motivating. Vlogs, a popular form of content creation on platforms like YouTube, are transforming written language

into spoken content, enhancing students' language acquisition skills and understanding linguistic concepts.

Advantages and Disadvantages of Vlogs

Tanjung (2020:178) highlights the benefits of Video Blogs (Vlogs) in English learning, including encouraging students to speak in the classroom, helping them self-assess their performance, and providing feedback on their performance. However, he also acknowledges the limitations of Vlogs, such as students' limited smartphone access, shyness, anxiety, and technological limitations in classrooms. Additionally, not all students have equal access to internet resources, making it difficult for some individuals to benefit from vlogs. Furthermore, Vlogs are typically passive forms of media consumption, limiting opportunities for direct engagement, questioning, or participation. Despite these challenges, Tanjung emphasizes the importance of considering the limitations of Vlogs in the teaching-learning process to ensure effective and engaging learning experiences for students.

II. METHODOLOGY OF THE RESEARCH

This study uses a quantitative approach in experimental one group pretest-posttest design. This research conducted at Pondok Pesantren Darussalam Parmeraan as the location of the research. It is located at Desa Parmeraan Kec. Dolok, Kab. Padang Lawas Utara. The population is the eleventh grade students of Pondok Pesantren Darussalam Parmeraan in the academic year 2023/2024. While class XI -A sample will take from the existing population, namely 54 students

using purposive sampling as the technique. The research was collected the data through Observation sheet and Test. Then to analyze the data, the researcher used Sugiyono (2014: 199, they are: descriptive analysis and inferential analysis.

III. RESULT

This chapter addresses a research problem conducted at Pondok Pesantren Darussalam Parmeraan's eleventh grade. Data was collected through observation sheets and tests, focusing on the application of Vlog as a technology in teaching speaking skills. The study used pre-tests to assess students' speaking skills before and after using Vlog, and post-tests to assess the effectiveness of the technology.

1. The application of Vlog as Technology Integrated Media

The researcher used Vlog as a technology to enhance teaching speaking skills, receiving positive feedback from class observers. The data analysis revealed a total score of 80, with a mean score of 84.21, indicating a very good category.

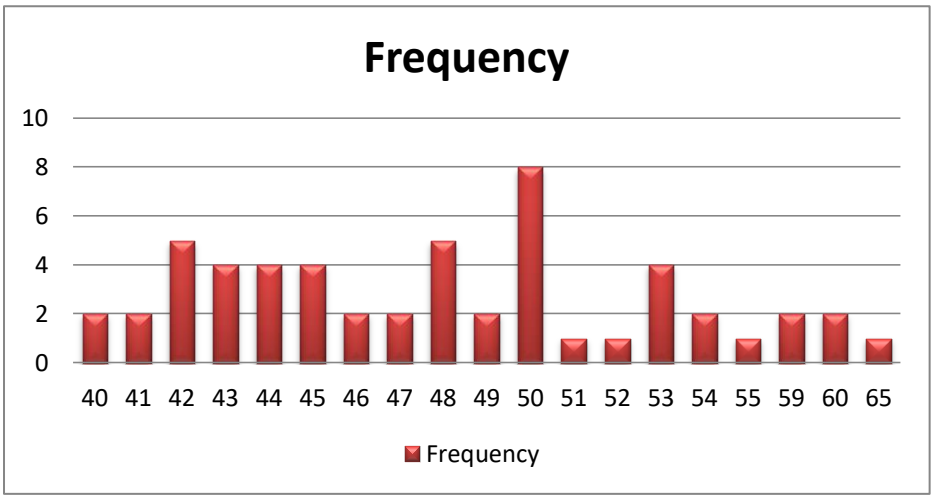
2. The Student' Speaking Before and After Using Vlog as Technology Integrated Media

a) Before Test

After got the data by given pre-test which is formed speaking skill, it was found that the highest score was 65 and the lowest score was 40 (see appendix 6). From the whole data of pre-test, the researcher found the mean score was 48.24 it was categorized enough, median score was 48 and mode was 50. Furthermore, the

frequency distribution before using vlog as technology integrated can be seen in the following histogram.

Figure 1: Histogram of Students' Pre-test in Speaking skill



Then, the researcher shows the mean score of each indicators below:

Table 1. Indicators of Speaking Skill Before Using Vlog as Technology Integrated

No	Indicator	Mean Score	Category
1	Pronunciation	9.54	Enough
2	Grammar	9.69	Enough
3	Vocabulary	9.59	Enough
4	Fluency	9.54	Enough
5	Comprehension	9.65	Enough

Based on the explanation above, it can be seen that from 5 indicators of students' speaking narrative text before using Vlog as

technology integrated at the eleventh grade of Pondok Pesantren Darussalam Parmeraan, the highest score that on indicator grammar was 9.69 on enough category. The other side, all of the 5 indicators is got the enough category.

b) After Test

After collected the data by given post-test about the students' speaking skill ability by using vlog as technology integrated. The researcher found that the highest score was 90 and the lowest score was 64 (see appendix 8). Futhermore, the researcher found mean score was 79.80, it categorized "Good", median score was 79.50 and mode score was 80. Furthermore, the frequency distribution before using vlog as technology integrated can be seen in the following histogram:

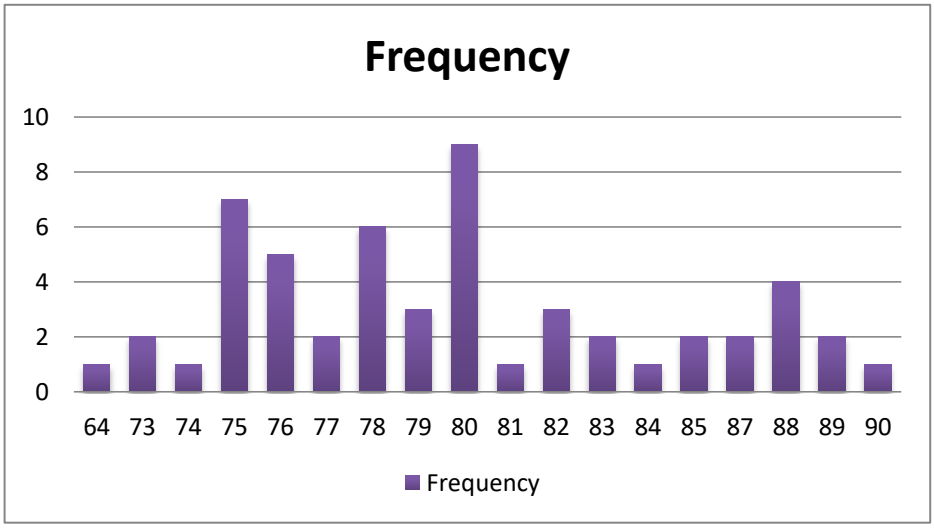


Figure 2: Histogram of Students' Posttest in Speaking skill

Then, the researcher shows the mean score of each indicators on table below:

Table 2.Indicators of Speaking Skill After Using Vlog as technology integrated

No	Indicator	Mean Score	Category
1	Pronunciation	15.88	Good
2	Grammar	15.83	Good
3	Vocabulary	15.52	Good
4	Fluency	15.75	Good
5	Comprehension	15.63	Good

Based on the explanation above, it can be seen that from 5 indicators of students' speaking narrative text before using Vlog as technology integrated at the eleventh grade of Ponddok Pesantren Darussalam Parmeraan was affected were pronunciation indicator that there are increased from the 9.54 on enough category at pretest to 15.88 on good category at posttest, grammar indicator that there are increased from the 9.69 on enough category at pretest to 15.83 on good category at posttest. Next, vocabulary indicator, that there are increased from the 9.59 on enough category at pretest to 15.52 on good category at posttest, Fluency indicator, there are increased from the 9.54 on enough category at pretest to 15.75 on good category at posttest. The last, comprehension indicator, there are increased from the 9.65 on enough category at pretest to 15.63 on good category at posttest. The other side, all of the 5 indicators is got the good category.

3. Hyphotesis Testing

The hypothesis testing is aimed to know whether any significant effect of using Vlog as technology integrated at the eleventh grade of Pondok Pesantren Darussalam Parmeraan. The data has been collected by the researcher from the students would be used to answer the hypothesis with **Paired Sample T_{test} (SPSS).** The results of the data collected can be seen as follows:

1. **Test of Normality**

   The researcher done test of normality before paired sample t_{test}. The results was the Kolmogrov-Smirnov formula, the significant value in the pretest is 0.54 (0.54 > 0,05). While, in Shapiro-Wilk furmula, the significant pretest is 0.010 (0.010 > 0.05), so it's concluded the data in pretest from both formulas are normality distribution. Furthermore, the significant value in the posttest based on the Kormogrov-Smirnov is 0.40 (0.40 > 0,05). While, in Shapiro-Wilk furmula, the significant posttest is 0.16 (0.16 > 0.05), so it's concluded the data in posttest from both formulas are normality distribution.

2. **Paired Sample T_{test}**

   T_{test} is one of the statistics used to test the truth or hypothesis which states that between two samples taken from the same population, there is no significant difference. The results, it can be seen that significant was less than 0.05 (0.01<0.05). Then, H_a is accepted. It means there is a significant using of vlog as technology integrated on students speaking skill at the eleventh grade of Pondok Pesantren Darussalam Parmeraan.

3. N-Gain Test

After getting the results, the researcher carried out an analysis regarding the score obtained. Then the researcher is used the gain normality test. Test used to determain the effectiveness of the treatment given. Then, the researcher concluded, the researcher concluded that N-Gain obtained 0.3 < 0.61 <0.7 there is a significant effect of using Vlog as technology integrated on Students Speaking skill on Medium category. The researcher can say that Alternative Hypothesis (Ha) was accepted.

IV. DISCUSSION

Based on the observation sheet, the result of application Vlog as technology integrated in teaching speaking skill, the researcher found that the score is 3.6. The score is categorized “Very Good” criteria. Furthermore, the result of students’ speaking skill before thaught by Vlog as technology integrated was 48.24 and it is included in “Enough” criteria. While, the result of students’ speaking skill after taught by using Vlog as technology integrated is 79.80. It is included in “Good” criteria. The students’ speaking skill got a significant effect in the content indicator, previously the average score obtained by the students in the pronunciation indicator was 9.54. Meanwhile, the students' average score in the pronunciation indicator increased to 15.88. It means that there is an effect on students’ speaking skill after taught by using Vlog as technology integrated, especially in the pronunciation indicator.

The effect is happened because the application of vlog as technology integrated in teaching speaking skill is very good, so students can express their ideas in speaking well. The teaching and learning process using vlog as technology integrated make students more interested and active during the learning process.

This research is related to the previous research which has been discussed in chapter II. The first relevant studies is conducted by Said Muhammad (2023) from State Islamic University of Sultan Syarif Kasim Riau Pekan baru with the title "*The Effect of Using Video Vlog on the Students' Speaking Skill at SMK Muhammadiyah 3 Pekan baru*". After collect the data he found that sig (2 tailed) was 0,000 less than 0,05. It means that Ha is accepted and Ho is rejected. In other words, there is a significant effect in students' speaking skill taught by using and without using video vlog at the tenth grade of SMK Muhammadiyah Pekan baru.

The second relevant studies is conducted by Ahmad Nur Syafiq and Tiyas Octaviana (2023) from University of Muhammadiyah Kudus with the title *"Efektifitas Vlog Sebagai Media Pembelajaran Terhadap Kemampuan Berbicara (Speaking Skills) Bahasa Inggris Mahasiswa Non English Program".* This studies was conducted at PGSD S1 study program university of Muhammadiyah kudus. After they collected the data and found the result discussion, it can be concluded that there is a significant adjustment in the ability to speak English using Vlogs. It was proven that value Sig. (p value) is 0.000 < 0.05 which is significant there are significant differences between average of pre-test and post-test.

Based on explanation above, the researcher concludes that using of Vlog as technology integrated was very suitable used in teaching speaking skill. In this study, Vlog as technology integrated gives significant effect on students' speaking skill ability especially in pronunciation indicator. The students' speaking skill got a significant effect in the content indicator, previously the average score obtained by the students in the pronunciation indicator was 9.54. Meanwhile, the students' average score in the pronunciation indicator increased to 15.88. It means that there is an effect on students' speaking skill after taught by using Vlog as technology integrated, especially in the pronunciation indicator. The alternative hypothesis (Ha) is accepted.

CONCLUSION

The used of Vlog as technology integrated in speaking skill the eleventh grade of Pondok Pesantren Darussalam Parmeraan has a significant effect on students' speaking ability. The ability and understanding of students' speaking skill is getting better than before. The study demonstrates the effectiveness of Vlog as a technology in teaching speaking skills at Pondok Pesantren Darussalam Parmeraan's eleventh grade in the 2023/2024 academic year. The students' speaking skills were categorized as "Very Good" before and after using Vlog, with a score of 84.21, indicating a significant improvement. The students' speaking skills were 48.24 categorized as "Enough" before and after using Vlog, with a score of79.80, indicating good category. The study also found a significant effect of Vlog on students' speaking skills in the Medium category, indicating a positive impact.

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