



**THE EFFECT OF VIDEO BLOGGING TO IMPROVE
STUDENTS' SPEAKING SKILL ON DESCRIPTIVE TEXT**

(An Experimental Research at Eleventh Grade of SMK PGRI 2 Taman
in Academic Year 2023/2024)

RESEARCH PROJECT

**Submitted as Partial Fulfilment of the Requirements for
the Degree of *Sarjana Pendidikan* in English Education**

By

NAUFAL RAFI SAPUTRA

1620600016

**ENGLISH EDUCATION PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
PANCASAKTI UNIVERSITY TEGAL**

2024

AGREEMENT

This research project entitled "THE EFFECT OF VIDEO BLOGGING TO IMPROVE STUDENTS' SPEAKING ABILITY ON DESCRIPTIVE TEXT" Has been agreed by advisors to be examined before the board of examiners, Teacher Training and Education Faculty, Universitas Pancasakti Tegal.

Tegal, 18 April 2024

First Advisors,

Agreed by:

Second Advisors,



Dr. Yoga Prihatin, M.Pd
NIDN 0603067403



N.L. Molla, S. Pd, M. Hum
NIDN 0602116501

APPROVAL

Thesis entitled "THE EFFECT OF VIDEO BLOGGING TO IMPROVE STUDENTS' SPEAKING SKILL ON DESCRIPTIVE TEXT" by,

Name : Naufal Rafi Saputra

NPM : 1620600012

Study Program : English Education

has been defended in front of the Thesis Examination Board of the Faculty of Teacher Training and Education, Pancasakti University Tegal, on ;

Day : Tuesday

Date : 30th July 2024

Tegal, ... July 2024

Chairperson,



Dr. Hanung Sudiby, M. Pd
NIDN. 0609088301

Secretary,



Yuvita, M Pd
NIDN. 0601077705

The Board of Examiners,
First Examiners,



Anin Eka Sulistyawati S.S, M. Hum
NIDN. 0628078501

Second Examiner/Second Advisor,



Nur Laila Molla, S. Pd, M.Hum
NIDN. 0602116501

Third Examiner/First Advisor,



Dr. Yoga Prihatin, M. Pd
NIDN. 0603067403

Approved by;

The Dean of Teacher Training and Education Faculty
Pancasakti University Tegal,



Dr. Yoga Prihatin, M. Pd
NIDN. 0603067403

STATEMENT OF ORIGINALITY

I State that my research project entitled “The Effect of Video Blogging to Improve Students’ SPEAKING SKILL on Descriptive Text (An Experimental Research at Eleventh Grade of SMK PGRI 2 Taman in Academic Year 2023/2024)” is definitely my own work.

In writing this Research Project, I do not make plagiarism or citation which is inconsistent with scientific ethic prevailed in the scientific community.

I am completely responsible for the originality of the content of this Research Project. Others’ opinion or findings included in this Research Project are quoted or cited adjusted to the ethical standard.

Tegal, July 30th 2024



Ivan Rai Kafi Saputra
NPM 1620600012

MOTTO AND DEDICATION

MOTTO

“Curiosity drives innovation”

DEDICATION

With profound gratitude and respect, I dedicate this thesis to my beloved parents, who have consistently provided unwavering support, love, and endless prayers. I extend my gratitude to all lecturers of the English Education Program, who have imparted invaluable knowledge, and especially to my two supervisors, Dr. Yoga Prihatin, M.Pd., and N.L. Molla, S.Pd., M.Hum., for their patient guidance, direction, and valuable insights throughout this thesis writing process.

I also want to thank all my friends, too many to name here but they who offered advice and encouragement while I was writing this thesis. Furthermore, I dedicate this work to my esteemed alma mater, Universitas Pancasakti Tegal, which has been a nurturing ground for my education and personal growth. Thank you for all the assistance, support, and opportunities afforded to me.

PREFACE

Alhamdulillah, praise to Allah SWT who always brings miracles and blessings, so the writer could finish this research project entitled "**THE EFFECT OF VIDEO BLOGGING TO IMPROVE STUDENTS' SPEAKING SKILL ON DESCRIPTIVE TEXT**". The writer realizes that this research project could be finished because of the guidance and advice from several parties. Therefore, in this chance, the writer would like to give her sincerest gratitude and appreciation to:

1. Dr. Taufiqulloh, M. Hum., as the rector of Pancasakti University Tegal
2. Dr. Yoga Prihatin, M.Pd., as the Dean of Teacher Training and Education Faculty of Pancasakti University Tegal
3. Yuvita, M.Pd., as the Head of the English Department of Teacher Training and Education Faculty of Pancasakti University Tegal
4. Dr. Yoga Prihatin, M.Pd., as the first advisor, has given advice, many corrections, and helpful guidance to the writer in writing this research project. The writer thanks for her kindness and wisdom from the beginning to the end of this research.
5. N.L. Molla, S.Pd., M.Hum., as the second advisor, has given advice, many corrections, and helpful guidance to the writer in writing this research project. The writer thanks for her kindness and wisdom from the beginning to the end of this research.
6. All students of the English Department 2020 have supported me to finish this research.

The researcher acknowledges that this research project requires significant improvement due to their limited ability in formulating and designing a high-quality study. Therefore, the researcher greatly welcomes constructive criticism from readers to enhance the quality of this research project.

Tegal, July 2024



Naufal Rafi Saputra

ABSTRACT

Rafi Saputra, Naufal. 2024. 1620600012, “The Effect of Video Blogging to Improve Students’ Speaking Skill on Descriptive Text (An experimental research at eleventh Grade of SMK PGRI 2 Taman in Academic Year 2023/2024)” Research Project. Strata I Program, Faculty of Teacher and Education, Pancasakti University Tegal, The first Advisor is Dr. Yoga Prihatin, M.Pd and The Second Advisor is N. L. Molla, M.Pd.

Key words: *Video blogging, speaking skill, descriptive text, quantitative method.*

The objective of this research is to determine the effectiveness of video blogs as a teaching medium in enhancing the speaking skills of 11th-grade students at SMK PGRI 2 Taman.

Quantitative method are used by the researcher. The population of this research is the 11th grade of SMK PGRI 2 Taman in the academic year of 2023/2024. The speaking test as pre-test and post-test are used to collect the data. The speaking test was validated using content validity by supervising lecturer as validator. content validity was established through supervising lecturer reliability testing was not conducted in this study because the primary focus was on the content validity of the instrument. Speaking test data then analyzed using a T-test to determine the effect of video blogging, utilizing IBM SPSS STATISTICS 25 software.

The questionnaire analysis shows video blogging enhances students' understanding of descriptive texts and makes learning more engaging. It boosts their motivation to speak English, helping them assess and improve their skills. It also strengthens their vocabulary. Video blogs are easy to use, offer flexible learning, and increase students' comfort and confidence in English. They can track their progress and benefit from teacher feedback, further motivating their learning.

Results from this research indicate that learning using video blog media can positively impact students' speaking abilities, as evidenced by the increase in average student scores. The average pre-test score for students in the experimental group was 37.02, while the average post-test score increased to 85.25. Thus, video blog media is effective in enhancing students' speaking skills.

The conclusion is that video blogs can be an effective medium for improving students' speaking abilities. These findings suggest that incorporating video blogging into language teaching can improve student engagement and proficiency, offering valuable insights for educators looking to integrate technology into their teaching practices.

ABSTRAK

Rafi Saputra, Naufal. 2024. 1620600012, “The Effect of Video Blogging to Improve Students’ Speaking Skill on Descriptive Text (An experimental research at eleventh Grade of SMK PGRI 2 Taman in Academic Year 2023/2024)” Proyek Penelitian. Program Strata I, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pancasakti Tegal, Pembimbing Pertama Dr. Yoga Prihatin, M.Pd dan Pembimbing Kedua N. L. Molla, M.Pd.

Kata Kunci: video blogging, kemampuan berbicara, teks deskriptif, metode kuantitatif.

Penelitian ini bertujuan untuk mengukur efektivitas video blog dalam meningkatkan keterampilan berbicara siswa kelas 11 di SMK PGRI 2 Taman menggunakan metode kuantitatif. Data dikumpulkan melalui pre-test dan post-test berbicara yang divalidasi oleh dosen pembimbing. Analisis data dilakukan dengan uji T menggunakan perangkat lunak IBM SPSS STATISTICS 25 untuk mengukur pengaruh video blogging.

Berdasarkan analisis pada kuesioner video blogging dapat meningkatkan pemahaman siswa terhadap teks deskriptif dan membuat pembelajaran lebih menarik. Hal ini meningkatkan motivasi mereka untuk berbicara dalam bahasa Inggris, membantu mereka menilai dan memperbaiki keterampilan mereka. Selain itu, video blogging memperkuat keterampilan menulis dan kosakata mereka. Video blog mudah digunakan, menawarkan pembelajaran yang fleksibel, dan meningkatkan kenyamanan serta kepercayaan diri siswa dalam bahasa Inggris. Mereka dapat melacak kemajuan mereka dan mendapatkan umpan balik dari guru, yang lebih memotivasi pembelajaran mereka.

Hasil penelitian ini menunjukkan bahwa pembelajaran menggunakan media video blog dapat berdampak positif pada kemampuan berbicara siswa, sebagaimana dibuktikan oleh peningkatan skor rata-rata siswa. Skor rata-rata pre-test untuk siswa dalam kelompok eksperimen adalah 37,02, sementara skor rata-rata post-test meningkat menjadi 85,25. Dengan demikian, media video blog efektif dalam meningkatkan keterampilan berbicara siswa.

Kesimpulannya adalah bahwa video blog dapat menjadi media yang efektif untuk meningkatkan kemampuan berbicara siswa. Temuan ini menunjukkan bahwa mengintegrasikan video blogging ke dalam pengajaran bahasa dapat meningkatkan keterlibatan dan keterampilan siswa, memberikan wawasan yang berharga bagi para pendidik yang ingin mengintegrasikan teknologi ke dalam praktik pengajaran mereka.

TABLE OF CONTENT

| | |
|--|-----|
| AGREEMENT | ii |
| APPROVAL | iii |
| STATEMENT OF ORIGINALITY | iv |
| MOTTO AND DEDICATION..... | v |
| PREFACE..... | vi |
| ABSTRACT | vii |
| TABLE OF CONTENT | ix |
| CHAPTER I..... | 1 |
| INTRODUCTION..... | 1 |
| 1.1 Background of the Problems | 1 |
| 1.2 Identification of the Problems | 5 |
| 1.3 Limitation of the Problems | 5 |
| 1.4 Statement of the Problems | 6 |
| 1.5 Objectives of the Research | 6 |
| 1.6 Significances of the Research..... | 6 |
| 1.6.1 Theoretical Significances..... | 6 |
| 1.6.2 Practical Significances | 7 |
| CHAPTER II | 8 |
| REVIEW OF RELATED THEORIES, THEORITICAL FRAMEWORK, AND HYPOTESIS..... | 8 |
| 2.1 Previous Studies | 8 |
| 2.2 Review of Related Theories | 12 |
| 2.2.1 Speaking Skill Explanation..... | 22 |
| 2.2.2 Teaching Speaking | 29 |
| 2.2.3 Descriptive Text..... | 31 |
| 2.2.4 Concept of Video Blogging | 33 |
| 2.2.5 Questionnaires | 37 |
| 2.3 Theoritical Framework | 27 |
| 2.4 Hypotesis | 28 |
| CHAPTER III..... | 29 |
| RESEARCH METHODOLOGY | 29 |

| | | |
|--------------------------------------|---|----|
| 3.1 | Approach, Type, and Design of the Research | 29 |
| 3.1.1 | Research Approach..... | 29 |
| 3.1.2 | Research Type | 29 |
| 3.1.3 | Research Design | 30 |
| 3.2 | Population, Sample, and Technique of Sampling | 31 |
| 3.2.1 | Population | 31 |
| 3.2.2 | Sample..... | 32 |
| 3.2.3 | Technique of Sampling | 32 |
| 3.3 | Research Variables..... | 33 |
| 3.4 | Data Collecting Technique | 34 |
| 3.5 | Research Instrument..... | 36 |
| 3.6 | Technique of Analysing Data | 37 |
| 3.6.1 | The Application for Data Analysis | 37 |
| 3.6.2 | Validity and Reliability | 38 |
| 3.6.3 | Data Collection | 41 |
| CHAPTER IV..... | | 42 |
| RESEARCH RESULT AND DISCUSSION | | 42 |
| 4.1 | Research Result | 42 |
| 4.1.1 | Description of Result data..... | 42 |
| 4.1.2 | Data Analysis | 49 |
| 4.2 | Discussion..... | 61 |
| CHAPTER V | | 64 |
| CONCLUSION AND DISCUSSION | | 64 |
| 5.1 | Conclusion | 64 |
| 5.2 | Suggestions | 65 |
| REFERENCES | | 67 |
| APPENDICES | | 70 |

CHAPTER I

INTRODUCTION

This chapter presents the background of the problems, identification of the problems, limitation of the problems, statement of the problems, objectives of the research, and significances of the research.

1.1 Background of the Problems

English is a language that is essential to master in this time. However, in Indonesia, there are still many people who do not have a good command of English, or even do not understand it at all. There are four basic skills that are essential for learning English: speaking, listening, writing, and reading. Listening and reading are used to understand the world around us, while speaking and writing are used to express our thoughts, needs, and desires. The better we understand the way language works, the easier it is to connect with others, express ourselves clearly, and achieve our goals.

English is a lingua franca. According to a (Wurianto, 2019:618), lingua franca is a linguistic term that means a common language or a language of communication in a speech community where there are different speech languages. English has become a bridge for countries around the world to communicate, which makes the ability to speak English very important.

As a vital tool for communication, language allows us to express our inner world to others. Through it, we share ideas, emotions, and experiences. This interwoven fabric of language, communication, and life permeates every corner

of our existence, from classrooms to political debates, shaping culture and society alike.

English language proficiency is a mandatory skill to possess, especially for job seekers. English language proficiency is a requirement because many companies seek employees who are proficient in English. Companies prefer job candidates who already have a good command of English over those who do not. Therefore, English language proficiency is a must-have skill to acquire in today's world. By mastering the English language, job seekers have more opportunities compared to those who have not mastered it.

Speaking is the most important skill in the process of language learning. According to (Anggareni & Wulanjani, 2017) Some students in English speaking class still have problems conveying their thoughts and ideas. However, it is also the most difficult skill to master, compared to the other three basic skills. (Anne, 2012) stated that speaking is a highly complex skill that uses simultaneous processes – cognitive, physical, and sociocultural and a speaker's knowledge and skill have to be activated rapidly in real time. This is because speaking requires the ability to produce language spontaneously and accurately, which is a complex cognitive process.

In order to prove that a person has mastered a language, they must be able to speak it fluently and accurately. This is because speaking is the most direct way to communicate with others. Therefore, speaking is the most important skill in language learning.

According to Sulung in (Yusri, 2018) The student's problem in speaking is limited participation in English. Based on this statement, researchers would try to make students participate more in English using video blogging media.

Video blogging, or vlog, is a type of blog whose content is in the form of videos. Vlogs are usually uploaded to video sharing platforms such as YouTube, Instagram, or TikTok. People who make vlogs are called vloggers. Vlogs can contain various kinds of content, ranging from personal experiences, tutorials, product reviews, to general information. Popular vlogs usually have informative, entertaining, or inspirational content.

According to some previous research, vlogs can effectively improve students' speaking skills. In research written by (Lestari, 2019) Video blogs are a useful teaching tool for students to improve their speaking abilities because they have several benefits over drawbacks. This is also in line with research conducted by (Putri, 2021) In a study conducted at SMA N 1 Sendang Agung in the 2019/2020 school year, it was said that vlogs can significantly affect students' speaking skills. Therefore, video blogging can be one of the media to improve speaking skills in students.

In this study, researchers chose descriptive text material because it was still in accordance with school syllabus. In addition, descriptive text material is also suitable to be paired with vlog media where most of the vlogs contain explanations about something.

Based on the experience of researchers while carrying out teaching practices at SMK PGRI 2 Taman, that most of the students of SMK PGRI 2 Taman especially grade II still have difficulty in speaking English, researchers speculate that this is because the students still lack training to improve speaking skills in English subjects, so researchers would experiment using vlog media to find out if vlogs can improve skills talk to students.

The background of this research rests on the need to continue to improve the quality of English learning in the educational environment, especially in terms of the speaking skill of high school students. Currently, the development of information technology has had a major impact on the world of education, including the use of video blogging media as one of the innovative learning tools. Effective and engaging learning can make a positive contribution to students' speaking skills, which is an important aspect of language learning.

In this context, the issue that arises is the extent to which the use of video blogging can be an effective alternative in improving the speaking skills of high school students. Several considerations need to be considered, such as the level of student engagement, the appeal of video blogging media, and implementation strategies that can maximize learning outcomes. Therefore, it is necessary to conduct in-depth experimental research to evaluate the impact of using video blogging on improving students' speaking skills.

In the context of vocational high schools, represented by SMK PGRI 2 TAMAN, this study focus on the effectiveness of video blogging in improving students' speaking skills on certain types of text, namely descriptive texts. This

is relevant because students at SMK PGRI 2 TAMAN most likely need good speaking skills in the context of work or practical activities involving description.

In addition, this research also contribute in terms of identifying video blogging implementation strategies that are most effective in improving students' speaking skills. This is important to provide practical guidance to teachers and related parties in implementing this learning media optimally.

Thus, this research has significant relevance and importance in improving English learning methods in high school environments, especially SMK PGRI 2 TAMAN, as well as contributing to further understanding of the role of video blogging in the development of students' speaking skills.

1.2 Identification of the Problems

Based on the background of the problems described above, several problems can be identified as follows:

1. The speaking skills of Vocational high school students still require development.
2. Effective learning media to improve students' speaking skills still needs to be sought.

1.3 Limitation of the Problems

In this study, researchers focused on the effect of Video Blogging to improve students' speaking skill on descriptive text at eleventh grade of SMK PGRI 2 Taman in the 2023/2024 academic year. This study uses Descriptive

text material that is in accordance with Syllabus. The media used in this study is Video Blogging/Vlog.

1.4 Statement of the Problems

Based on the background and limitations of the problems that have been outlined, a problem statement can be formulated as follows:

1. How is the effect of video blogging as learning media to improve student speaking skill on descriptive text?
2. What is the students' perspective on video blogging as learning media to improve Speaking Skill?

1.5 Objectives of the Research

1. To analyze the effect of video blogging as learning media to improve student speaking skill on descriptive text.
2. To analyze students' perspective on vlog as learning tool to improve speaking abilities.

1.6 Significances of the Research

This study was undertaken with multiple objectives, each intended to make contributions across various aspects. The anticipated contributions can be outlined as follows:

1.6.1 Theoretical Significances

The results of this study can provide information about the effect of video blogging media to improve the speaking skills of high school students and can be used to develop theories about language learning

1.6.2 Practical Significances

The results of this study contribute

1. For teachers

The purpose of this study is to help English teachers to improve students' speaking skills through Vlog media. This study can also increase teachers' insight into the use of Vlog media, teachers can also conduct various experiments by changing the topic or theme of the Vlog.

2. For students

This study has great benefits for students. In order to improve students' speaking skills, students can also communicate and express themselves in Vlogs fluently. The viewers of the vlog can also understand what the students are saying.

3. For researchers

Researchers will gain experience and knowledge in teaching, researchers can develop various methods and techniques to develop speaking skills.

CHAPTER II

REVIEW OF RELATED THEORIES, THEORITICAL FRAMEWORK, AND HYPOTESIS

This chapter presents previous studies, review related theories, theoretical framework, and hypothesis. Reviewing related theories consists of explanations of speaking and implementation of Video Blogging to Improve students' Speaking Skill.

2.1 Previous Studies

The use of video blogging (vlog) has been studied in the context of improving students' speaking abilities in English. Several research papers and articles have investigated the use of vlogging as a media for teaching English and its impact on students' speaking skills. The findings suggest that vlogging can be an effective and engaging tool for enhancing students' speaking abilities.

There are several previous studies that have examined about the use and effect of Video Blogging on students' speaking abilities. The first previous research was conducted by (Indrastana & Rinda, 2021). The similarity of this research is that the purpose of the research is to measure the effect of video blogging to improve speaking skill on english. Another similarity on this research is on the platform used, Google drive is the platform that used in this research to upload the vlogs that students have made. The difference in this research is using qualitative research methods while the research used quantitative research method. Differences also exist at the level of education

where in this research using samples from polytechnic students while the research is at the high school level.

The second previous research was conducted by (Lestari, 2019). The similarity of this research is to know students' perspective toward vlog activity as learning media. This study was tested with a quantitative approach. The difference in the research is on the sample used by this research, in this research they use 5 students to get sample while the research used two class as control and experimental class. The level of education in this research is also different, this research conducted at the university level.

The third previous research was conducted by (Beka, 2023). The similarity of this research to find out how does vlog affect Speaking Skill on students. The main difference in this research is the level of education which is at junior high school level. This research design is using Classroom Action Research (CAR) while the research using Quantitative research. The use of sample take only one class which consisted of 25 students while the research use two class which consist 60 students and use random sampling method.

The fourth previous research was conducted by (Aqil & Fahri, 2018). The similarity of this research is the purpose of this research is to know how effective is Vlogging as a medium. The differences of this research is on the research method where this research use qualitative research while the research use quantitative research. The sample of this research only use one class of eight grade on SMP N 1 Gresik while the research use two classes.

The fifth previous research was conducted by (Watkins, 2012). The similarity in this research is that the media uses vlogs to increase conversation with students. It use two test to collect the data, namely pre test at the beginning and post-test after the treatment. The research method uses quantitative methods. however, there are some differences in the experimental method where this study uses pre-experimental while the research uses quasi-experimental method. The samples in this research was also only take one class while the research take two class as the samples

Those research used as a reference for researchers to use in this study. In this study, researcher applied Video Blogging as a learning medium to teach speaking. This study is quantitative and employs an experimental design. The study take place in two different classes, which designated as the experimental and control groups. The experimental group has been taught using the video blogging medium in a gradual manner. In this study, a pre-test and post-test has been conducted to determine the effectiveness of the vlog medium in improving students' speaking skills. The researcher use images as the instrument. The images taken from various sources on the internet. The students tasked with describing what is depicted in the images. The images is famous people and places. Therefore, the effect of the vlog medium can be seen in the scores of the post-test.

Based on several previous research, the researcher concluded that vlogs are a good medium for teachers to improve students' speaking skills in English. Furthermore, vlogs can provide many benefits for students and teachers.

In conclusion, the research emphasizes the potential of video blogging as a dynamic tool for enhancing students' speaking abilities in English. This innovative method goes beyond traditional classroom practices by fostering active engagement, creative expression, and authentic communication. Students gain the confidence and fluency to convey their thoughts and feelings on diverse topics, contributing to their overall development. Video blogging empowers students to become effective communicators. By crafting and presenting video narratives, they hone their fluency, pronunciation, grammar, and vocabulary in a meaningful and engaging context. This refined skillset equips them for constructive interactions with a broader audience, both within and beyond the classroom. Video blogging fosters cross-cultural understanding and global perspective. Students delve into diverse topics, potentially exploring new cultures and viewpoints through their video creations. This immersive experience promotes empathy, tolerance, and critical thinking, preparing them for a culturally interconnected world. Furthermore, video blogging unlocks participation in various academic and extracurricular activities. Students equipped with strong speaking skills can confidently participate in debates, presentations, and public speaking events, boosting their self-esteem and leadership potential. This active engagement enriches their academic journey and opens doors to new opportunities. This research highlights the significant role video blogging plays in nurturing not just proficient English speakers, but well-rounded individuals able to express themselves with clarity, confidence, and empathy in a globalized world. By embracing this innovative educational

tool, we empower students to not only speak their minds but also actively shape their futures.

2.2 Review of Related Theories

2.2.1 Video Blogging

Video Blogging or Vlog is a medium used in this research which has been used in experimental classes. Therefore, this subchapter explain the definition of Vlog, how to use vlog, advantages and disadvantages of Vlog as a learning medium.

a. Definition Video Blogging

Video blogging or commonly known as Vlog or Vlogging is another way of blogging. In brief, both have in common that conveys information, furthermore, a weblog is an aspect of the most of them the video, more than textual content and pictures (Schmittauer, 2017:15). Therefore, it can be concluded that vlogs can share content through oral directly.

Vlogs or video blogs are areas such as blogs that create videos such as basic first to substitute words like text (Schmittauer, 2017:187). On the other side, vlogs are also part of several videos that are made into one file. Hence, a video blog or a vlog is the same tool to take daily activity using camera that focuses on Speaking Skill.

According to (Sari, 2018:39) that a vlog exactly a video weblog's publish. This can mean that a vlog is a blog but in the

form of a video which can be shared on various social media such as Youtube, Tiktok, Facebook, Instagram, and etc. So, making blogging videos provide many benefits for students, when they share their vlog videos to one of the platforms.

According to (Wulandari, 2019:113) one of the key advantages of using vlogs for speaking instruction lies in their potential to promote self-assessment and reflection. By watching their own video recordings, students can actively identify areas for improvement and track their progress over time. This self-directed learning approach can be particularly beneficial for developing speaking skills, leading to greater fluency and accuracy.

b. Procedure to Vlog in Experimental class

Vlogs are a medium that can give students freedom of expression. Therefore, There are several stages to using vlogs as follows:

Table 2.1

| Stages | Activities |
|-----------------|--|
| Conceptualizing | <ol style="list-style-type: none"> 1. Planning what to say 2. Watch other's vlog for ideas 3. Consulting a dictionary or searching the internet 4. Note-taking |
| Brainstorming | <ol style="list-style-type: none"> 1. Make outline 2. Translating from L1 to L2 3. Writing down a script |
| Articulation | <ol style="list-style-type: none"> 1. Practice speaking before recording 2. Checking the recording before uploading |

| | |
|------------|---|
| Monitoring | <ol style="list-style-type: none"> 1. Replay the recording 2. Monitoring the entries of the vlog in terms of content, organization, and language usage. |
| Evaluating | <ol style="list-style-type: none"> 1. Evaluating the vlog 2. Redoing the vlog |

c. Advantages of Using Vlog

Vlogging, or video blogging, has emerged as a dynamic and engaging tool for enhancing learning experiences across various age groups and subjects. Here are some of its key advantages as a teaching medium:

1. Vlogging (video blogging) displays a variety of interesting things containing images, audio, text combined in one unified whole.
2. The vlog topic can adjust to the activities or work of the creator. For example, daily activities, making a travel vlog, and makeup tutorials.

Overall, vlogging offers a multifaceted approach to teaching and learning, promoting engagement, accessibility, communication skills, and technological literacy. As educators embrace this innovative tool, they unlock a world of possibilities for creating dynamic and personalized learning experiences for their students

d. Disadvantages of Using Vlog

In addition to having the advantages of teaching using this media, it has several disadvantages such as the following:

3. Unequal access to the internet, a persistent challenge for some learners, may slow down the process of vlog production, impacting its effectiveness as a learning tool.
4. Limitations of supporting gear, like as microphones and DSLR cameras, which enable high-quality audio and video vlogging.
5. Making a vlog takes a significant amount of time. Beginning with brainstorming, shooting images and audio, and ending with editing the video.

Based on the previous definition, It can be concluded that vlog media has several advantages and disadvantages. Vlogs can indeed make students more active in speaking and dare to explore their abilities further. However, the main drawbacks of vlogs are limited internet access and some vloggers on social media use languages that are not well-known to students, which may make it difficult for some students to find references in making vlogs.

2.2.2 Speaking Skill

a. Definition of Speaking

Speaking skill refers to the skills that allow individuals to communicate effectively by conveying information verbally and

non-verbally in a way that is coherent, reasoned, and appropriate to the situation and context (Colle, 2022). It includes the ability to speak a specific language, use auditory signals to produce different types of verbal responses, and convey messages through spoken language. Speaking accuracy is also an important aspect of Speaking skill, which refers to the extent to which the language produced conforms to the target language (Colle, 2022). Speaking is a productive skill that requires the coordination of various organs of speech to actively produce language and express meaning.

According to (Tarigan, 2008), speaking is the ability to pronounce articulated sounds or words to express, convey thoughts, ideas, and feelings. Speaking is a complex skill that involves physical, mental, and social aspects. According to this sense, speaking is about saying words that aim to convey feelings, or ideas. Brown and Yule in (Santosa, 2011:32) assert Speaking is the ability to pronounce the sounds of language to express or convey thoughts, ideas or feelings orally. (Coleman, 2011) Speaking is the process of creating shared meaning through the exchange of oral messages between speaker and listener.

According to the statement above can be concluded that the physical aspect of speaking includes the ability to produce language sounds through speech instruments. The mental aspect of speaking includes the ability to understand the meaning of words and sentences, as well as the ability to plan and organize ideas. The

social aspect of speech includes the ability to communicate effectively with others. This definition emphasizes that speaking is not just about making sounds, but must have a clear purpose and planning.

b. Purpose of Speaking

The main purpose of speaking is to communicate, to convey effectively, the speaker must understand the meaning of what he is saying. He can also evaluate the effect of communication for listeners.

According to (Tarigan, 2008): The main purpose of speaking is to communicate. Speaking is a means to convey information, express opinions, express feelings, and establish relationships with others. This is in line with what (Coleman, 2011) stated: Speaking goals can be categorized into three, namely intellectual goals, emotional goals, and social goals Intellectual goals are to convey information, ideas, or arguments Emotional goals are to express feelings or emotions Social goals are to build relationships or interact with other people.

Based on the explanation above, some of the main objectives of speaking are as follows:

1. Notify
2. Comforting
3. Amusing
4. Networking

5. Diagnosing

6. Communicate

The conclusion is, speaking is to effectively convey a message to the listener, The purpose of speaking can be categorized based on communication, intellectual, emotional, social, and cultural aspects The social, cultural, and background context of the speaker can also influence the purpose of speaking. speaking can also be a tool for validating themselves Therefore, speaking is one of the most important skills, if someone cannot speak fluently then they will not be understood by others.

c. The Importance of Speaking

Speaking is important in an educational environment for several reasons. Firstly, it is a fundamental communication skill that is essential for effective learning and student engagement. Research has shown that oral participation and speaking skills are associated with student motivation, learning indicators, and engagement (Frymier & Houser, 2016). Additionally, speaking skills are crucial for language learning, as they help students develop fluency and improve their language skills (Kehing & Yunus, 2021). Furthermore, speaking in the classroom allows students to articulate their ideas, express their thoughts, and engage in discussions, which are all integral to the learning process (Rao, 2019). Oral communication serves as a crucial pedagogical tool, actively engaging students and facilitating the development of

effective communication skills within the educational environment.

In conclusion, The ability to speak English in an educational environment is importance. It serves as a gateway to a vast array of information and knowledge, empowering students to engage with peers and academics from across the globe. Moreover, proficiency in English opens doors to numerous job opportunities and enhances one's confidence in communication. Additionally, it fosters a deeper understanding of different cultures and promotes tolerance and acceptance. To cultivate this essential skill, students are encouraged to participate in quality English classes, integrate English into their daily interactions, immerse themselves in English media, and utilize various online resources. By dedicating time and effort to honing their English speaking abilities, students can unlock their full potential and thrive in both academic and professional pursuits.

d. Aspect of Speaking

The primary objective of teaching speaking skills is to empower individuals to find their unique voice and articulate their ideas and emotions effectively. This requires fluency, grammatical accuracy, and the ability to tailor their language to their audience.

To measure speaking competence, this research focuses on four essential components:

1. Pronunciation

Pronunciation is the lowest level of knowledge learners typically pay attention to it (Wiranda et al., 2023). To speak English with precision, learners need to acquire a thorough understanding of phonological rules and possess awareness of different sounds and their pronunciations. Students should also know the stress, intonation, and pitch.

2. Grammar

According to Hornby in (McIntosh, 2013) Grammar is the research and application of the principles that determine how words take on different forms and join to make sentences. This conduct with one's ability to organize words into grammatically correct sentences and the ability to apply grammatical rules appropriately. It deals with the capacity to correctly arrange words into sentences and to apply grammatical rules in the right context. If the students master grammar, then they can produce sentences systematically and speak fluently.

3. Fluency

Fluency generally refers to the smooth, effective, and easy delivery of speech. This definition varies depending on the context. These are some of the important elements that are often mentioned in this definition:

- a. Accuracy: Pronouncing words correctly and using grammar and syntax appropriately.
 - b. Speed: Speaking at a pace that is neither too fast nor too slow for the listener to understand.
 - c. Naturalness: Using natural rhythm, intonation, and stress patterns.
 - d. Effortlessness: Speak without seeming trouble or tripping over words.
 - e. Clarity: Expressing ideas clearly and concisely.
4. Vocabulary

Speaking vocabulary encompasses the words an individual employs during conversation. It constitutes a crucial component of language learning and literacy growth. Specifically, a person's speaking vocabulary consists of the words they actively use in speech, which typically represents a subset of their overall vocabulary—referred to as their passive vocabulary.

e. Factors Affecting Speaking Skill

Learning a new language is not an easy job. The learners must learn some various linguistic components, ranging from fundamental elements to more complex structures. There are many aspects that affect students in the learning process, and this aspect is exist in every language skill. Wherever in listening, witting, reading, and speaking skill. Speaking as the core of language gets

many factors that influence it. They can support learners speaking performance are called as motivating factors. Meanwhile, what reduces or weakens students' Speaking skill is called demotivating factors. (Heidari & Riahipour, 2012) conclude that demotivating factors are a state or conditions that hinders a person from doing his or her best in achieving a specific purpose (In this context language learning). Those demotivating factors are problem or obstacle for learner. In learning speaking, of course, this obstacle must be encountered and can affect speaking improvement.

There are several factors that affect students' speaking skills, especially in improving speaking skills. Researchers conclude as Internal factors and external factors.

a. Internal Factor

Some of the internal factors that affect students' Speaking skill are cognitive, physiological, and neurological development.

b. External Factor

External factors that affect students' Speaking skill such as educational, social, and economic.

2.2.3 Teaching Speaking at 11th Grader

In order to enhance speaking abilities, teaching in the classroom entails the transfer of knowledge from the instructor to the students using a variety of techniques and resources. Teaching is not a simple job since it involves more than just imparting knowledge to students. A

teacher must also have a clear understanding of the goals of the teaching process and the accomplishments that are expected of them.

According to (Brown, 2004) that instruction talking is of dialog an indirect method that beginners are increased or less to have interplay in interaction, and have a direct technique. This means that teaching speaking is a way to explain something important and invite students to come up with ideas then explain it in class by speaking.

According to (Thornbury, 2005), the single at the very dominant component in the improvement of Speaking skill is in all possibly the classroom civilization. Therefore, speaking can make the class become more active in talking like a dialogue with the teacher or other friends about the subject matter. teaching speaking are the ways to communicate orally and bridge to explain the aims of the feeling.

According to (Harmer, 2007) there are three reasons to teach speaking:

1. The speaking activity gives the occasion to practice real-life speaking to protect themselves in the classroom.
2. Speaking assignment which the students try to use one of them or all of them that know it and give feedback for the teacher and the students.
3. Many students have the opportunity of more viable or energetic components of the all-round language.

In summary, there are three key reason for teaching speaking which make student more active in the class. Firstly, speaking promotes active participation in the classroom, encouraging students to engage with the

material verbally and potentially expand their vocabulary by forming sentences in the target language. This, in turn, enhances their fluency and word production skills, particularly in English. Secondly, speaking activities foster confidence and encourage students to express their opinions freely, both within the classroom setting and beyond. Finally, regular speaking practice equips students with the necessary skills to confidently explain and discuss material during collaborative learning tasks or individual presentations.

2.2.4 Descriptive Text

a. Definition of Descriptive Text

Descriptive text is text that aims to describe an object, place, person, or event in detail and clearly, so that the reader seems to be able to see, hear, feel, or experience for himself what is described.

According to (Dalman, 2014), Descriptive text describes objects or events clearly, in detail, and makes the reader feel or experience the object being described so that this text can be said to contain details of the object. On the other side (Knapp & Watkins, 2005) describe the meaning of descriptive text as text that is used to classify or categorize things obtained from observation, interaction, or experience. Description text describes the object in detail. Therefore, Descriptive texts focus on conveying sensory experiences, utilizing all five senses to evoke a vivid understanding of the subject matter. These can include people, things, animals, plants, or abstract concepts. In essence, the aim of descriptive

writing is to create a mental image or impression in the reader's mind through sensory details.

b. Generic Structure of Descriptive text

The generic structure is the part of the content as the complete part of the text. According to (Pardiyono, 2009), assigning descriptive texts to students should do the following important parts of descriptive texts:

1. Communicative Purpose

The Descriptive text is a type of speaking, which has a specific function to describe an object.

2. Rhetorical Structure

The rhetorical structure is the text in paragraphs. Each topic has its function in other words, therefore the rhetorical structure of the descriptive text, they are:

Description: Sometimes there are one or more paragraphs.

Every Sections describe objects based on different angles as well such as shape, type, condition, location, weather, size, etc.

Identification: Short text describing the paragraph of the statement that identifies the object to be described. Ususally, it makes readers interesting and enthusiastic to read.

c. The example of Descriptive Text

Here is an example of a descriptive text that explains about Borobudur Temple:

Borobudur Temple

Identification:

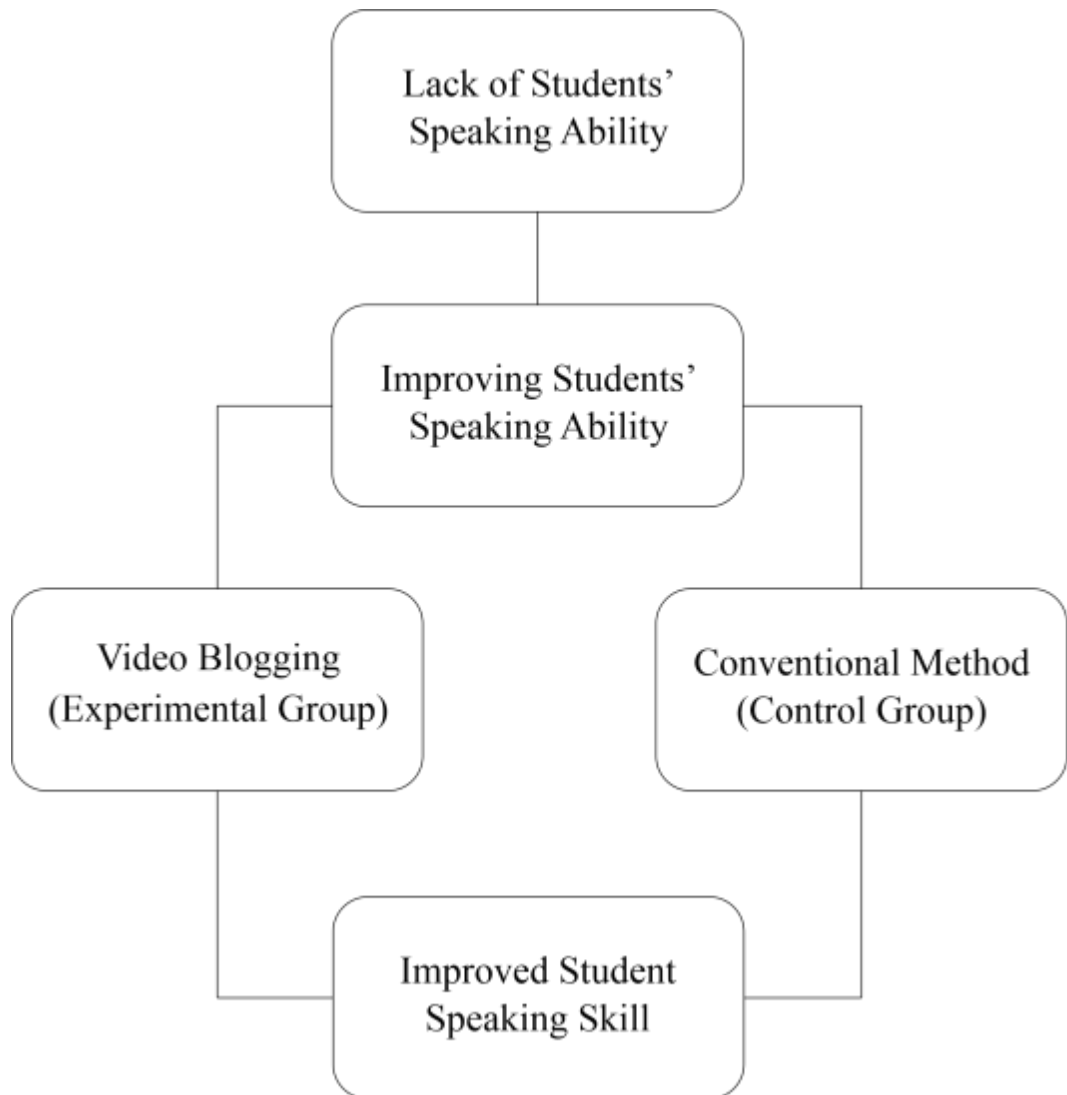
Borobudur, nestled in the lush valleys of Central Java, Indonesia, is a colossal 9th-century Mahayana Buddhist temple, recognized as the largest Buddhist monument in the world. Built during the reign of the Sailendra Dynasty, it stands as a testament to the artistic and spiritual prowess of its creators.

Description:

Borobudur's architectural marvel lies in its intricate structure, resembling a giant mandala, the Buddhist symbol of the universe. It rises majestically from its base, a series of nine stacked platforms, each adorned with intricate carvings depicting Buddhist teachings. Five concentric square terraces form the base, representing the earthly realm. Above them, three circular platforms symbolize the higher spiritual realms, culminating in the central stupa, a bell-shaped structure representing enlightenment.

(Source : wordpress.com)

2.3 Theoretical Framework



(Source : Researcher, 2024)

Figure 1. Theoretical Framework

2.4 Hypotesis

Based on the theoretical and speaking issues above, the researcher proposes hypotheses as follows:

1. Alternative Hypothesis (H_a): There is significant effect of video blogging towards students' Speaking skill on the descriptive text at the eleventh grade of SMK PGRI 2 Taman on the academic year 2023/2024.
2. Null hypothesis (H_0): There is no significant effect of video blogging towards students' Speaking skill on the descriptive text at the eleventh grade of SMK PGRI 2 Taman on the academic year 2023/2024.

The researcher has criteria to test the research hypothesis, namely: If the results of the T-test $>$ the T-table with a significant level of 0.05 if the sig (2-tailed) $<$ 0.05, then H_0 (Null Hypothesis) is rejected. This shows that the average score of the experimental class is better than that of the controlled class. Therefore, learning using *Video Blogging* can have a positive effect on helping students Speaking skill.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consist research approach, type, and design of the research, population, sample, and technique of sampling, research variable, data collecting technique, research instrument, and technique of analysing data.

3.1 Approach, Type, and Design of the Research

3.1.1 Research Approach

The research approach used in this study is quantitative research. According to Robert Donmoyer in (Nurjonnah, 2014), quantitative research is approaches to empirical studies to collect, analyze, and display data in numerical form (numbers) rather than narrative. This research is usually done if you want to get accurate results because it relies on calculations. The researcher use two group designs (experimental group and control group) in this study. This research is based on the researcher's observations during teaching practice at SMK PGRI 2 Taman about the influence of video blogging on students' speaking skills. This research use Derscriptive text material.

3.1.2 Research Type

The type of research used by the researcher is experimental research. According to (J. W. Creswell & Creswell, 2018), he stated that experimental research aims to find out whether certain treatments affect the results. In this study, This research has been taken on students in the second semester of SMK PGRI 2 Taman in the eleventh grade of

the academic year 2023/2024. This is to find out whether the effect of Vlog implementation on students' Speaking skill.

3.1.3 Research Design

In this study, researcher use *quasi-experimental* research design, According to (J. Creswell, 2015) quasi-experiment is an experimental design that is carried out without randomization, but involves placing participants into groups. students were divided into two groups, first group is experimental class, and second group is control class. The experimental class was given the special treatment by using vlog. The control class has been given the conventional techniques that are usually given by the teacher.

This study involved an independent variable and a dependent variable. The independent variable is a treatment consisting of two levels, Video treatment in the experimental group and treatment without video or with conventional techniques in the control group. While the dependent variable is the student's speaking skills. Here is a table showing the design of the study:

Table 3.1

The Design of the Study

| Group | Independent Variable | Dependent Variable |
|--------------------|-----------------------------|---------------------------|
| Experimental group | Video blogging | Students' Speaking skill |
| Control group | Conventional method | Students' Speaking skill |

3.2 Population, Sample, and Technique of Sampling

3.2.1 Population

In this research, the research population was the eleventh grade students of SMK PGRI 2 Taman Pemalang in the academic year 2023/2024. There are eighteen classes of eleventh grade students at SMK PGRI 2 Taman Pemalang. The total number for eleventh grade is 590 students.

Table 3.1

Population of The Students at the Eleventh grade

| No | Class | Number of student |
|----|-----------|-------------------|
| 1 | XI DKV 1 | 31 |
| 2 | XI DKV 2 | 30 |
| 3 | XI DKV 3 | 30 |
| 4 | XI PPLG 1 | 33 |
| 5 | XI PPLG 2 | 28 |
| 6 | XI PPLG 3 | 30 |
| 7 | XI MPLB 1 | 36 |
| 8 | XI MPLB 2 | 35 |
| 9 | XI MPLB 3 | 36 |
| 10 | XI MPLB 4 | 36 |
| 11 | XI AKL 1 | 34 |
| 12 | XI AKL 2 | 35 |
| 13 | XI AKL 3 | 36 |

| | | |
|--------------|----------|------------|
| 14 | XI AKL 4 | 34 |
| 15 | XI TKJ 1 | 33 |
| 16 | XI TKJ 2 | 33 |
| 17 | XI TKJ 3 | 33 |
| 18 | XI TKJ 4 | 30 |
| TOTAL | | 590 |

3.2.2 Sample

According to (Rachman et al., 2024) the sample is part of the population that is the source of data in the study, where the population is part of the number of characteristics possessed by the population. The sampling technique according to (Rachman et al., 2024) is a sampling technique, to determine the sample to be used.

In this study the researcher took two class XI MPLB 1 and XI MPLB 4. One class consist 35 students'.The first group is XI MPLB 1 as experimental group and the second group is XI MPLB 4 as control group. Therefore, the total number of students in the two classes is 70 students. The reason the writer chose the class as a sample was because, according to the writer's experience during the teaching practice at SMK PGRI 2 Taman Pematang, the class was more active and more diligent than the other classes.

3.2.3 Technique of Sampling

The researcher used Cluster sampling technique in choosing the sample for this study. According to (Cooper dan Schindler 2014) Cluster

sampling involves dividing the population into groups, or clusters, that are heterogeneous within but homogeneous between, and then randomly selecting some of these clusters to include in the sample. Furthermore, the researcher took XI MPLB 1 and XI MPLB 2 as the sample.

In this study the researcher assign 35 XI MPLB 1 students as the experimental group and 35 XI MPLB 2 students as the control group. Therefore, XI MPLB 1 as an experimental group has been given treatment using Video Blog media, while XI MPLB 2 as a control group without using Video Blog.

3.3 Research Variables

This study used two variables. It is an independent variable and a dependent variable. The independent variable is the cause, this value does not depend on other research variables. Whereas, the dependent variable is an influence, the value of the dependent variable depends on the change in the independent variable. (Sugiyono, 2012:61) defines that the independent variable that influences or causes the dependent to appear, and the dependent variable that is the influence or as a result of the independent variable. The variables in this study are divided into two categories;

1. The independent variable is the effect of the implementation of video blogging.
2. The dependent variable is on the student's Speaking skill.

3.4 Data Collecting Technique

Data collection techniques consist of Speaking skill tests and questionnaires as data collection methods that researchers use in this research. Data analysis for the study came from tests, which were provided as a tool to measure the effect of vlog on students' Speaking skill. First, speaking test was given to measure students' abilities in two groups: the experimental group and the control group before treatment. afterwards, treatment is carried out in the experimental group using video blogging media. Furthermore, questionnaire is given at the end of the study and given to experimental group to know their perspective about video blogging.

The data collection technique in this study was taken from the pre-test and post-test. Pre-test and post-test in this study are called speaking tests. The purpose of this test is to measure students' speaking skills in descriptive text. To measure students' ability in the speaking test, the researcher used rating scale by (Brown, 2004:172-173)

Table 3.2
Scoring Rubric of Speaking

| Categories | Score | | Criteria |
|------------|-----------|---|--|
| Grammar | Excellent | 5 | Students can use grammar very well in speaking. |
| | Very Good | 4 | Students can employ grammar effectively in speaking, and there are rarely any mistakes made by them. |
| | Good | 3 | Students can communicate with sufficient structural |

| | | | |
|---------------|-----------|---|---|
| | | | understanding and have appropriate grammar. |
| | Average | 2 | Although students' grammar is extremely accurate, they lack self-control. |
| | Poor | 1 | Students experience many mistakes in grammar, but they understand the content. |
| Vocabulary | Excellent | 5 | Students' vocabulary is rich. |
| | Very Good | 4 | Students' vocabulary is satisfactory. |
| | Good | 3 | Students' vocabulary is acceptable. |
| | Average | 2 | Students lack of vocabulary. |
| | Poor | 1 | Students very lack of vocabulary. |
| Comprehension | Excellent | 5 | Students understand the dialogue and its content clearly. |
| | Very Good | 4 | Students understand words although there is a repetition in Specific sections. |
| | Good | 3 | While there are significant repetitions, students understand the dialogue. |
| | Average | 2 | Students understand enough about the dialogue but they difficult to give feedback to their partner. |
| | Poor | 1 | Students can't understand even in simple dialogue. |
| Fluency | Excellent | 5 | Students are able to speak without too much hesitation. |

| | | | |
|---------------|-----------|---|---|
| | Very Good | 4 | Student fluency is slightly impaired by language problems. |
| | Good | 3 | Students make so much mistakes in language problem. |
| | Average | 2 | Students are often stop and hesitant due to language limitations. |
| | Poor | 1 | Students often drop out and quit while talking. |
| Pronunciation | Excellent | 5 | Students can pronounce words very well. |
| | Very Good | 4 | Students can pronounce words well. |
| | Good | 3 | Students are able to pronounce words well enough. |
| | Average | 2 | Students are able to pronounce words but are constantly incomprehensible. |
| | Poor | 1 | Students are able to pronounce words poorly. |

3.5 Research Instrument

Instruments are important for researchers because they are used as tools to collect data. According to (Sukarnyana, 2003:71) that research instruments are tools used to obtain or collect data in order to solve research problems or achieve research goals. (Sugiyono, 2011) also stated that in quantitative studies, the quality of instruments can be determined from the validity and reliability of the instruments, while the quality of data collection is in line with the appropriate techniques used.

In this research the researcher use several instrument to obtain data, namely: Speaking skill test, treatment and questionnaire.

1. Speaking Skill Test

According to (Arikunto, 2013), A test is a series of questions, tasks, or other instruments designed to measure a person's or a group's knowledge, skills, and abilities. Researcher conducted Speaking Skill test. Speaking Skill test has been given to students in the experimental group and control group. Researchers use images as test that later be explained by the students. Some images are as follows: images of famous figures and images of common items. After students choose a picture, students then explain the picture by speaking in front of the class. This test has been held before and after treatment to see the extent of the effect of students' Speaking Skill.

2. Questionnaire

After treatment and testing, students in the experimental group has been given a questionnaire about student perspectives on vlogs as media in this research. This questionnaire was given to them with the aim of knowing their perspective on Video Blogging as learning media.

3.6 Technique of Analysing Data

3.6.1 The Application for Data Analysis.

After collecting data from speaking ability tests and questionnaires, researchers used Microsoft Excel and IBM SPSS

Statistics computer program tool for Windows 2010: 32-bit applications to calculate and analyze research data.

3.6.2 Validity and Reliability

Validity and reliability tests must be performed on the measuring tools that utilized in the research. Validity and Reliability test has been applied in the pre-test, post-test (speaking test) and questionnaire. The IBM SPSS Statistics 22 computer software tool was utilized to examine the validity and reliability of the indicators in this investigation. This test's objectives are to ascertain the measuring device's accuracy in carrying out its size function and its degree of dependability or confidence.

a. Validity Test

An instrument's validity is assessed by a validity test, which determines whether the tool is indeed capable of measuring the things that are intended to be examined. When the acquired data are merged with the data that actually happened on the item being studied, the instrument's results are regarded as legitimate.

In This study Researcher use Content validity to measure research instrument for Speaking test and Construct Validity for Questionnaire.

1. Validity for Speaking Test

In this research, a content validity test was carried out to measure students' speaking abilities in descriptive text. The

validity test aims to ensure that the items in the pre-test and post-test cover all relevant aspects of the speaking ability that you want to measure. Validity is measured through the observations of experts in the field of education and English language teaching, who provide feedback regarding the relevance and coverage of each item on the test. By conducting a content validity test, the instrument used in this research can be ensured to cover all important dimensions of the concept being measured, so that the results obtained has been more accurate and reliable. Good content validity is very important to properly assess the effectiveness of using video blogging as a learning medium in improving students' speaking skills.

2. Validity for Questionnaire

This research uses a construct validity test, where researchers carry out trials to collect data as consideration in creating questions that has been used for the questionnaire. After that, the researcher use the SPSS program to look for validation of the questions that has been used for the questionnaire. The purpose of a validity test is to ensure that the questionnaire covers all relevant aspects of speaking ability that it is intended to measure. The tools used in this research can ensure that all important aspects of the ideas being measured has been covered by conducting construct

validity tests. Thus, the findings obtained has become more accurate. To assess the effect of video blogging to improve students' speaking ability on descriptive text, good construct validity is very important

b. Reliability Test

Reliability tests are used to determine how reliable the instrument used is. Reliable if the data is identical at different times. This reliability testing technique uses the existing Cronbach Alpha. According to (Collins, 2007) One method for evaluating instrument reliability is Cronbach's alpha, which compares the shared variability (covariance) between items within a measure to the total variability. The underlying principle is that a reliable instrument exhibits a high degree of covariance among its items relative to the overall variability. Cronbach's alpha essentially calculates the average of all potential split-half reliabilities.

1. Reliability Test for Questionnaire

Researcher use Cronbach's Alpha for the reliability test of this questionnaire because it is a widely recognized standard for measuring internal consistency in educational and social research. Using Cronbach's Alpha, the Researcher was able to ensure that the items in the questionnaire developed were mutually consistent in measuring students' perspectives on the use of video blogging in descriptive text

learning. High reliability is important to ensure that the data collected is stable and reliable, so that the results of this study can provide an accurate and reliable picture of the effectiveness of video blogging in improving students' speaking skills.

3.6.3 Data Collection

Researchers collected scores from the experimental group and the control group. Researchers has calculate the average of the two design groups using a t-test. To interpret the experimental results on the effect of vlog on students' speaking skill, researchers has use IBM SPSS Statistic 22 software to compare and calculate data such as normality test, homogeneity test, and independent T test. A T-test with a significant level of 0.05 (5%) has be used to check experimental and control class scores.