THE USE OF VIDEO-BLOGGING TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT THROUGH PROJECT-BASED LEARNING OF XI GRADERS AT SMA MUHAMMADIYAH 1 PALEMBANG

A Thesis

By

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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

2019

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ii

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Was conducted independently and prepared without unjustifiable assistance. All quotes written and/or thoughts of others used in the thesis, either from published sources or not (including from books, journal, articles, lecture notes, assignments other students, and others), have been cited properly in accordance to the rules of academic standard and regulations.

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However, the writer realizes that this thesis is far from being perfect, so any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

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TABLE OF CONTENTS

APPROVAL..... ii

COMMITTEE APPROVAL..... iii

DECLARATION……..... iv

THESIS DEDICATION v

ACKNOWLEDGMENT..... vi

TABLE OF CONTENT..... vii

LIST OF TABLES ix

LIST OF APPENDICES x

ABSTRACT..... xii

CHAPTER I INTRODUCTION..... 1

1.1 Background..... 1

1.2 Problems of the Study..... 5

1.3 Objectives of the Study 5

1.4 Significance of the Study..... 6

CHAPTER II LITERATURE REVIEW..... 7

2.1 Speaking in English..... 7

2.2 Concept of Report Text..... 7

2.3 The Use of Technology in Teaching..... 9

2.4 Project-based Learning…..... 10

2.5 Video-blogging..... 14

2.6 Teaching Speaking through Video-blogging Activities..... 16

2.7 Previous Related Studies …..... 17

2.8 Hypotheses of the Study.…..... 19

CHAPTER III METHOD AND PROCEDURES..... 20

3.1 Method of the Study..... 20

3.2 Variables of the Study..... 21

3.3 Operational Definitions..... 21

3.4 The Population and Sample of the Study..... 22

3.5 Teaching Procedure..... 24

3.5.1 Teaching Procedures for Experimental Group 24

3.6 Data Collection 32

3.6.1 Test 32

3.6.2 Questionnaire 34

3.7 Validity and Reliability of the Test 36

3.7.1 Validity of the Test 35

3.7.2 Reliability of the Test 36

3.8 Data Analysis..... 37

3.8.1 The Speaking Test Analysis …..…..... 37

3.8.2 The Questionnaire Analysis 38

CHAPTER IV FINDINGS AND INTERPRETATION..... 39

4.1 Findings of the Study..... 39

4.1.1 The Results of Students' Speaking Test 39

4.2 The Results of Statistical Analyses 40

4.2.1 Normality Test..... 41

4.2.2 Homogeneity Test..... 41

4.2.3 The Results of Paired Sample t-Test 42

4.2.4 The Results of Independent Sample t-Test 43

4.2.5 The Results of Regression Analysis..... 45

4.3 Results of the Questionnaire..... 46

4.4 Interpretation of the study 50

CHAPTER V CONCLUSION AND SUGGESTION..... 57

5.1 Conclusions..... 57

5.2 Suggestions..... 58

REFERENCES 59

APPENDICES 63

LIST OF TABLES

Table 1 Table of the Population of Study…..... 22
Table 2 Table of the Sample of Study…..... 24
Table 3 Teaching and Learning Materials of Experimental Group……..... 26
Table 4 The Scale Oral of Testing Criteria …..……..... 33
Table 5 The Specification of the Test..... 35
Table 6 The Scoring Categories…….... 38
Table 7 The Score Distribution in the Experimental Group and Control Group 39
Table 8 The Results of Normality Test..... 41
Table 9 The Results of Homogeneity Test 41
Table 10 The Results of Paired Sample t-Test in Experimental and Control Groups 42
Table 11 The Results of Independent Sample t-Test..... 44
Table 12 The Results of Paired Sample t-test in Each Aspect of Speaking..... 44
Table 13 The Result of Regression Analysis for Each Aspect of Speaking..……. 45

LIST OF APPENDICES

APPENDIX A	Interview Transcript
APPENDIX B	Instrument for Pretest and Posttest (Speaking Test)
APPENDIX C	Questionnaire
APPENDIX D	Results of Questionnaire
APPENDIX E	The Normality of the Data of Experimental Group and Control Group
APPENDIX F	The Homogeneity of the Data of Experimental Group and Control Group
APPENDIX G	Paired Sample T-test of Experimental Group
APPENDIX H	Independent Sample T-test Analysis
APPENDIX I	The Reliability of the Data of Experimental Group and Control Group
APPENDIX J	The Result of Experimental and Control Groups' Score from Rater 1
APPENDIX K	The Result of Experimental and Control Groups' Score from Rater 2
APPENDIX L	The Example of a Student's Responses to Questionnire
APPENDIX M	The Example of Student's Report Text
APPENDIX N	Approval of Research Design Seminar
APPENDIX O	Letter of Having Conducted the Research Design Seminar
APPENDIX P	Suggestion List of Research Design Seminar
APPENDIX Q	Approval of Preliminary Research Report Seminar
APPENDIX R	Letter of Having Conducted the Preliminary Research Report Seminar

APPENDIX S	Suggestion List of Preliminary Research Report Seminar
APPENDIX T	Letter of Statement of Being Raters
APPENDIX U	Level of Appropriateness of Speaking Test Items
APPENDIX V	Surat Izin Permohonan Penelitian Kepada Disdikpora Provinsi Sematera Selatan
APPENDIX W	Surat Izin Penelitian Dari Disdikpora Kota Palembang
APPENDIX X	Surat Keterangan Telah Melaksanakan Penelitian
APPENDIX Y	Surat Keputusan Penunjukan Pembimbing Skripsi
APPENDIX Z	Surat Keputusan Penunjukan Pembimbing Skripsi
APPENDIX Z	Attendance List of Experimental and Control Group
APPENDIX AA	Approval of Thesis Final Examination
APPENDIX AB	Letter of Having Conducted the Thesis Final Examination
APPENDIX AC	Suggestion of Thesis Final Examination
APPENDIX AD	Documentations
APPENDIX AE	Thesis Consultation Card

The Use of Video-Blogging to Improve Students' Speaking Achievement through Project-Based Learning of XI Graders at SMA Muhammadiyah 1 Palembang

ABSTRACT

This study aimed at investigating (1) whether or not there was a significant improvement in the students' report text speaking achievement before and after being taught using video-blogging with project-based learning strategy, (2) whether or not there was a significant difference in speaking achievement between experimental group who were taught using video-blogging with project-based learning strategy and control group which did not taught using video-blogging with project-based learning strategy, and (3) the perception of the eleventh-grade students of SMA Muhammadiyah 1 Palembang toward the teaching of speaking English by using video-blogging with project-based learning strategy. The research design used in this study was quasi-experimental design: experimental and control design. The sample of this study was 67 students in XI. MIPA-OL and XI. MIPA 1 as the experimental group and control group. The sample was chosen by using purposive sampling. To collect the data, the experimental group (34 students) and the control group (33 students) were given a pretest and posttest. The data were analyzed by using paired sample t-test and independent sample t-test using SPSS version 24. The results of this study showed that (1) the mean difference in posttest and pretest of experimental group was -16.254 and ρ-value was was 0.000 which was less than 0.05, meaning that there was a significant difference in speaking achievement of experimental group before and after the students were taught through video-blogging with project-based learning strategy, (2) the mean difference between posttest of experimental group and control group was 5.322 and ρ-value was 0.000 which was less than 0.05, meaning that there was there was a significant difference in speaking achievement between the students who were taught through the use of video-blogging with project-based learning strategy and those who were not., (3) the eleventh-grade students of SMA Muhammadiyah 1 Palembang showed positive responses and perception toward the teaching of speaking English by using video-blogging with project-based learning strategy. Therefore, the result of this study showed that the use of video-blogging through project-based learning strategy can improve the eleventh-grade students report text speaking achievement.

***Keywords**: Video-Blogging, Project-Based Learning, Report Text, Speaking Achievement.*

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xiii

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1 Background

In the 21st century, the use of internet is very significant both in academic and non-academic activities. Teachers have chances to utilize media to help students in improving their speaking achievement. One of the best media to improve students' speaking achievement is video-blogging.

Video-blogging is a recent variation of blog. Blog, a contraction of the words "web" and "log" is an informational web page that consists of discrete units called "posts". A blog can be personal, academic, or professional. According to Chen, Cannon, Gabrio, Leifer, Toye, and Bailey (2005), blog also can be used as a facilitator to do group work for students because blogs encourage reflective learning. Blog can be used as a diary to keep a record of achievement and of interesting material. A blogger or the person who use blog have opportunities to create their own contents and post it with regular entries of commentary, descriptions of events, or other material such as video.

Video-blogging or usually shortened to vlog /vlɒg/ is a new kind of blogging**.** According to Biel and Perez (2010), "Video-blogging is video collections that serve both as an audiovisual life documentary and as a vehicle for communication and interaction on the Internet." (Biel and Perez, 2010, p.211). Video-blogging also entries supporting text, images, and other metadata. Vlog contains a lot of kinds of videos such as videos of tricks, tips, thoughts, etc. So that, Vlog also known as online diary. Students have an opportunity to explore their ideas freely by using vlog because vlog is mainly orally. According to Thomas (2009), involving in videos online activity can make the learners have the opportunity to practice their language

skills anywhere which keeps them enclose in the process. In addition, Rakhmanina and Kusumaningrum (2017), vlog as part of blogging has a positive effect on improving students' fluency, accuracy, and accent since video-blogging is mostly oral, speaking is the major component is being emphasized. The use of vlog in teaching and learning activitiy makes students' talk time increased since they try to speak English more often, not only in the classroom, but also out of the classroom. By implementing the use of vlog in classroom, the students can involve in a project to create their own vlog.

Project-based learning is being applied by teachers to improve students' achievements in the learning process, especially in speaking. Rivet and Krajcik (2004) found that students in project-based learning classroom's scores were higher rather than the students who learn in conventional way of classroom. It is also supported by the statement of Bell (2010) that the effectiveness of project-based learning (PBL) in the learning process will take students to have various learning styles. Students use a range of tools of multimedia and resources to conduct their project, choose their own ways to present their output in their final product. In doing project, all students will have the same contribution toward their project and also equal portion to speak.

Speaking is the process of transmitting people thoughts in a spoken language (Quianthy, 1990). People express their ideas by utter words in order to make people understand the messagaes that they are going to deliver. However, Dincer (2017) found that students in the Department of English Language and Literature at a university in Turkmenistan described speaking as an activity that made them very anxious and they said that they are having a nightmare when have to speak English. In addition, Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of EFL learners and they are still incompetent in communicating orally in English. This opinion is supported by World Education Institute that English proficiency index (EF EPI) of Indonesia in 2018 is very low since English proficiency index is in the order of 51st out of 88 countries or regions.

Dincer (2017) found that speaking becomes a nightmare for the learners. They were uneasy about speaking English, especially when students are asked by a teacher to speak in front of the class. They become unconfident and anxious. In fact, "difficulty in speaking in class is probably the most frequently cited concern of the anxious foreign language students" (Horwitz, 1986, p.126). However, it does not mean that they cannot speak English fluently, but their anxieties make them afraid to speak. They do not have any interest in exploring their ability in speaking English. In addition, Patil (2008) asserted that it is teachers' priority and responsibility to eliminate students' fear of making mistakes and errors.

In 2013 curriculum, speaking is one of the four basic competencies that should be mastered by EFL learners. It has an important role in communication. Related to speaking, in 2013 curriculum, it is stated that the teachers do not explain the materials too much, but the students should be active to share their thoughts and ask the questions for each material that has been given or well-known as student-centered. Furthermore, Zaremba (2006) states that among the four skills of English, speaking seems like the most important skill needed for communication. In fact, speaking skill is considered as one of the hardest among the four skills of English because speaking happens on daily basis and the time of speaking in the classroom is very limited. According to Hetrakul (2005), most students especially senior high school students thought that speaking English is hard since English is a foreign language and they are not familiar with it. Furthermore, the teachers also do not speak English often in their class. So that, this case impacts the students when they are in the conversations. They have to speak and response to each other directly, but their ability is very lack.

Based on interviews with one of the English teachers at SMA Muhammadiyah 1 Palembang, the hardest English skill to teach is speaking because students' knowledge in vocabulary is lack, hence students still need to enrich their vocabulary and also they are not too interested in speaking English. Although the teacher gave the students some techniques for speaking, many students did not find that speaking

was interesting. They just listened but they could not speak well. If the teacher asked them to speak in English, they avoided it. Furthermore, the teacher's teaching style also cannot cover the students' learning styles which are various. The teacher usually gives explanation first or also known as lecture technique and ask students to come in front of the class to explain what they have done. In fact, the students only memorize what they have read or listened from the teacher's explanation. The way of teaching and learning like this is common and not really effective to be applied in this era.

There are some causes that make students' speaking achievement does not have an improvement. Zhang (2009) argues that speaking becomes the hardest skill to master for English learners and most of them are still incompetent in speaking orally in English. Schools only focused on teaching the English grammar instead of asking the students to talk. Therefore, the students' speaking ability is lack because they do not have much time to apply it in daily basis.

In 2013 curriculum, there are seven kinds of text which should be taught by the teachers for the eleventh-grade students, they are; narrative, procedural, report, analytical exposition, spoof, hortatory exposition, and biography text. However, this study will focus on improving report text speaking achievement of the eleventh-grade students of SMA Muhammadiyah 1 Palembang.

According to Barker (2000), report text is a text which aims to presents information or result of something in a general way. It is a text that contains the information in general that describe something in reality, such as animals, things, and natural or social phenomena in our environment. This statement implies that report text refers to the text that explain the general information which is correct information as it is observed. Furthermore, students are expected to understand report text both in written or oral.

There have been two previous related studies regarding the use of video-blogging in teaching speaking. The study using video-blogging has been done by Watkins (2012) at Japanese universities during different semesters entitled "From Increasing Student Talk Time through Vlogging". Watkins (2012) found that

students' participation in video-blogging activities at both institutions were able to increase out-of-class speaking time at home and students' speech quality is steadily improved. Another research is from Anil (2016), the title of the research is "Top-Up Students Second Language Talk Time through Vlogs" and the respondents of this research was 60 second year undergraduate students from Arts and Science Women's College. She found that respondents showed great interest and enthusiasm toward the use of vlog, they also created an enjoyable learning atmosphere by the use of vlog. Anil (2016) states that respondents develop their speaking skill without pressure and their anxiety of speaking Englis is reduced reasonably.

Based on the description above, the writer would like to conduct an experimental research entitled "The Use of Video-Blogging to Improve Students' Speaking Achievement through Project-Based Learning of XI Graders at SMA Muhammadiyah 1 Palembang". The writer wants to find out whether or not there is a significant improvement in speaking achievement of students who learn speaking by using video-blogging with project-based learning strategy.

1.2 Problems of the Study

The problems of the study were formulated in the following questions:

a. Was there any significant improvement in the students' report text speaking achievement before and after being taught using video-blogging with project-based learning strategy?
b. Was there any significant difference in speaking achievement between the experimental group who were taught using video-blogging with project-based learning strategy and control group which did not taught using video-blogging with project-based learning strategy?
c. What was the perception of the eleventh-grade students of SMA Muhammdiyah 1 Palembang toward the teaching of speaking English by using the video-blogging?

1.3 Objectives of the Study

The objectives of the study were:

a. To find out whether or not there was a significant improvement in the students' report text speaking achievement before and after being taught using video-blogging with project-based learning strategy.
b. To find out whether or not there was a significant difference in speaking achievement between experimental group who were taught using video-blogging with project-based learning strategy and control group which did not taught using video-blogging with project-based learning strategy.
c. To identify the perception of the eleventh-grade students of SMA Muhammadiyah 1 Palembang toward the teaching of speaking English by using video-blogging.

1.4 Significance of the Study

The writer hoped that this study will be useful:

1. For the Teachers of English

   By reading this study, the teachers of English could improve their understanding and skill in teaching speaking by using various techniques, especially by using video-blogging with project-based learning strategy.
2. For the Students

   The students could improve their speaking achievement by using video-blogging with project-based learning strategy.
3. For the Writer Herself

   It is also expected that this study can enlarge the writer's ability and knowledge as a prospective teacher in teaching speaking using various techniques; especially by using video-blogging with project-based learning strategy.

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