

**THE EFFECT OF USING VLOG AND STUDENTS' SELF-CONFIDENCE
TOWARDS STUDENTS' SPEAKING ABILITY IN DESCRIPTIVE TEXT
OF SECOND SEMESTER STUDENTS AT UNIVERSITAS BATANGHARI
JAMBI**

THESIS



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ABSTRACT

Qomaria, Dewi. 2022. “The Effect of Using Vlog and Students’ Self-Confidence Towards Students’ Speaking Ability in Descriptive Text of Second Semester at Universitas Batanghari Jambi.

This research aims to find out the effect of using vlog and students’ self-confidence towards students’ speaking ability in descriptive text of English Department students in second semester at Universitas Batanghari Jambi that consisted of 3 classes (42 students). The design of this research was experimental research with a 2x2 factorial design. The sample of this research was chosen by using the clustering random sampling technique. A1 consisting of 11 students was chosen as experimental class and A2 consisting of 12 students was chosen as control class. The instruments used to collect the data were the questionnaire of self- confidence and speaking test. The results of this research reveal that: (1) vlog gives significant effect toward students’ speaking ability of descriptive text (2) vlog gives significant effect toward students with high self confidence to their speaking ability of descriptive text (3) vlog gives significant effect toward students’ with low self confidence to their speaking ability of descriptive text (4) there is no interaction between vlog and self confidence toward students’ speaking ability. It can be concluded that vlog had a significant effect for students’ speaking ability in descriptive text with high and low self confidence.

Keywords: Vlog, Self confidence, Speaking

ABSTRAK

Qomaria, Dewi. 2022. “Pengaruh Penggunaan Vlog dan Kepercayaan Diri Siswa Terhadap Kemampuan Berbicara Teks Deskriptif: Penelitian Eksperimen pada Mahasiswa Semester Dua di Universitas Batanghari Jambi. Tesis. Pendidikan Bahasa Inggris. Program Pascasarjana Universitas Negeri Padang.


Penelitian ini bertujuan untuk menemukan pengaruh penggunaan vlog dan kepercayaan diri siswa terhadap kemampuan berbicara teks deskriptif pada mahasiswa semester dua di universitas Batanghari Jambi. Yang terdiri dari dua kelas (42 siswa). Penelitian ini merupakan penelitian eksperimen yang menggunakan rancangan factorial 2x2. Sampel penelitian ini dipilih menggunakan teknik cluster acak. Kelas A1 terdiri dari 11 siswa sebagai kelas eksperimen dan kelas A2 terdiri dari 12 siswa sebagai koleas kontrol. Instrumen yang digunakan untuk mendapatkan data adalah angket jenis kepercayaan diri dan tes kemampuan berbicara. Hasil dari penelitian ini mengungkapkan bahwa (1) vlog memberikan pengaruh yang signifikan terhadap kemampuan berbicara teks deskriptif siswa. (2) vlog memberikan pengaruh yang signifikan bagi siswa yang memiliki kepercayaan diri tinggi terhadap kemampuan berbicara teks deskriptif. (3) vlog memberikan pengaruh yang signifikan bagi siswa yang memiliki kepercayaan diri rendah terhadap kemampuan berbicara teks deskriptif. (4) tidak ditemukan adanya interaksi antara vlog dan kepercayaan diri terhadap kemampuan berbicara teks deskriptif siswa. Dapat disimpulkan bahwa vlog memiliki pengaruh yang signifikan terhadap siswa yang memiliki kepercayaan diri yang tinggi ataupun rendah.

Kata kunci: Vlog, kepercayaan diri, berbicara.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Nowadays, technology especially the internet has an important role in the educational aspect, which can help both the lecture and the students in the teaching and learning process. One of the popular technology innovations that can be used in teaching and learning, especially in teaching and learning English, is a video blog or vlog. Vlog is created by recording a video in an event and upload it to an online platform. Thus, the lecture can use vlog as the media where the students are asked to record a video related to the learning topic and upload it in an online platform. For example, in learning a topic about descriptive text, the lecture asks the students to make a vlog of describing someone or something that they loved.

Moreover, according to Saputro et al (2020) students in today's generation cannot be separated from technology, they always use technology in daily life. Mardiana (2020) states that students are really familiar with technology especially social media, they can utilize their smartphone or tablet that can give an advantage to them in learning speaking. Besides, vlog can be an alternative way for students to express their creativity in speaking. Mandasari and Aminatun (2020) argue that vlog combines video, audio, pictures, text, informative content,

interesting ways to deliver, expression, and emotion that are packed into one video. After the students record a video, they can do some editing to their video.

Based on the preliminary observation at Universitas Batanghari on March 2022, the media used in the classroom is powerpoint, where the lecturer asks students to do the oral presentation in front of the classroom using powerpoint as media to facilitate them. Also based on the observation it shows that the students have some problems in their speaking ability, for example the lack of grammar, pronunciation and limited vocabulary, most of them are cannot differentiate informal and formal language when speaking in the classroom. According to Heriansyah (2012), most English department students are passive in the classroom, they are hard to speak in English. Some of them are shy or afraid to speak in front of their friends. In their study, Wahyuningsih and Afandi (2020) found that some problems faced by English department students is lack of confidence when speaking English in the classroom, lack of vocabulary and grammar. Therefore, by using vlog the researcher would like to see if there is an effect toward students speaking ability of descriptive text or not.

By using vlog as media, students are expected to make a vlog about descriptive text in their video, the purpose of descriptive text is to give information about people, thing, place, etc. Where according to Noprianto (2017) the process of describing is through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and so on. The researcher choose descriptive text because it is match with vlog activity, where according to Birley and Malo (2019) people usually use

vlog to explain about everything around them, for instance talking a story, experience, idea, activities, pets, objects, or anything around.

Furthermore, apart from the media of teaching, students' psychological factors take an important part to support their speaking ability. Students' self-confidence gives a big influence on their confidence in the learning process. The researcher discovered that the students did not feel confident enough to speak English in the classroom because they are afraid of making mistakes.

The study of using vlog and self-confidence for teaching English is not something new, it has been conducted by some researchers, the first researcher Hashim et al (2019) in their research using vlog as media to teach all four skills in English, Listening, Speaking, reading and writing. In their study, they found that Vlog helps to increase students' interest and increase their motivation levels in study English. The second researcher Rahayu and Nurviyani (2018) in their research 'A Study of Students' Speaking Skill Through Vlog' they found that most of the students seemed very enthusiastic by using vlog in learning English and it helps to develop students speaking skills. Also Nadiah, Arina and Ikhrom (2019) analyze the students' self confidence in speaking, they had a study at advanced speaking class of English Education Department, the outcome demonstrates that the students' level of confidence was in the uncertain category or adequate level because students did several lacks of speaking performance.

The gap between this research and other researches are in this research the researcher used vlog as the media for students to record their speaking activity and upload it on the online platform, while the other researchers are mostly using

vlog only to facilitate the the lecture in giving material in the classroom, in this case, the lecture only show the vlog to students not ask students to make a vlog. Furthermore, there is self-confidence as moderator variable and researcher focus on using vlog to see if there is an effect on students' speaking ability in descriptive text.

B. Identification of the Problem

Based on the background of the problem above, students are expected to be good in speaking but many of them are have some problem in speaking, some students are feeling shy or afraid to speak in front of their friends in the classroom, because of grammar errors, the lack of vocabulary, lack of ideas, pronunciation, intonation, tone of voice, and stress. The problem caused by the media used by the lecturer are not effective yet. Besides, students self-confidence also take an important part of students speaking ability. In fact, to make students feel confidence is not easy.

Recently, there are some media of teaching applied to help students in their speaking ability. The media are expected to overcome the problem in teaching learning process that related to self-confidence. Therefore the researcher used vlog as media expected to help students speaking ability, because vlog activities not let the students to speak in front of the classroom but only speak in front of the camera that expected to decrease students' self-confidence while speaking.

C. Limitation of the Problem

Dealing with the identification of the problem above, the researcher limit the study as the implementation of vlog and self- confidence on students' speaking ability of second semester students at Universitas Batanghari Jambi.

D. Formulation of the Problem

Based on the limitation of the problem above, the formulation of the problem of this study is:

Is there any effect of vlog and students' self-confidence toward students' speaking ability in descriptive text?

E. Research Questions

1. Does teaching speaking by using Vlog give better speaking ability of descriptive text for the students at Universitas Batanghari Jambi?
2. Does the student with higher self- confidence who is taught by Vlog have a better speaking ability in descriptive text?
3. Does the student with lower self- confidence who is taught by Vlog have a better speaking ability in descriptive text?
4. Is there any interaction between Vlog and students' self confidence on students' speaking ability in descriptive text at Universitas Batanghari Jambi?

F. Purposes of the Research

Based on the formulation of the problem above, the purpose of this study as following:

To find out whether there is significant effect of Vlog and students' self-confidence towards student's speaking descriptive text or not.

1. To find out whether there is significant effect of Vlog on students' speaking ability in descriptive at Universitas Batanghari Jambi or not.
2. To find out whether there is significant effect of using vlog and students with high self-confidence on students' speaking descriptive text at Universitas Batanghari Jambi or not.
3. To find out whether there is significant effect of using vlog and students with low self-confidence on students' speaking descriptive text at Universitas Batanghari Jambi or not.
4. To find out whether there is an interaction between Vlog towards students' speaking ability in descriptive text and students' self-confidence at Universitas Batanghari Jambi or not.

G. Significance of the Study

The significance of the study are:

1. To the the teacher

The teacher able to use this media in order to help students' speaking ability and also the the lecture can apply this teaching media in the classroom to make the students interest in learning process.

2. To the students

Students able to increase their speaking descriptive text by using Vlog and also the students feel more interest in speaking comprehension.

3. To the other researchers

The result of this study can be a reference for conducting other research.