

**THE EFFECTIVENESS OF DAILY VLOGS ON STUDENTS' SPEAKING
SKILLS AT 11TH GRADE OF SMAN 1 PAINAN**

Thesis

*Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B.Ed) in English Language Education*



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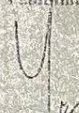
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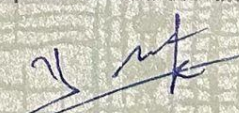
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ABSTRACT

Rahmadani, T.A (2025). The Effectiveness of Daily Vlogs on Students' Speaking Skills at SMA N 1 Painan. Thesis. Padang: English Language and Literature Department, Faculty of Languages and Arts. Universitas Negeri Padang.

This study employed a pre-experimental design to evaluate the effectiveness of vlogs to improve students' speaking skills at SMA N 1 Painan. The research targeted advanced 11th-grade students at SMA N 1 Painan, with class XI F1 selected as the sample using a total sampling technique. The study was conducted over eight sessions, during which data were collected through pre-test and post-test assessments. The speaking test, designed by the researcher, required students to observe a series of pictures and describe the details of the objects depicted. Students were tasked with delivering a spoken report that included descriptions and information related to the images. The analysis of the results revealed a significant improvement in students' speaking skills, as evidenced by an increase in the average score from 50.77 on the pre-test to 59.87 on the post-test. Furthermore, the paired sample t-test analysis indicated that the two-tailed p-value (sig. 2-tailed) was less than 0.000, well below the threshold of 0.05. This result supports the acceptance of the alternative hypothesis (H1) and the rejection of the null hypothesis (H0), confirming that the use of vlogs is effective in improving students' speaking skills.

Keywords: vlogs, English speaking skills, 11th class students.

ABSTRAK

Rahmadani, T.A (2025). The Effectiveness of Daily Vlogs on Students' Speaking Skills at SMA N 1 Painan. Skripsi. Padang: Departemen Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini menggunakan desain praeksperimental untuk mengevaluasi efektivitas vlog dalam meningkatkan keterampilan berbicara siswa di SMA N 1 Painan. Penelitian ini menargetkan siswa kelas 11 SMA N 1 Painan tingkat lanjut, dengan kelas XI F1 dipilih sebagai sampel menggunakan teknik total sampling. Penelitian ini dilakukan selama delapan sesi, di mana data dikumpulkan melalui penilaian pra-tes dan pasca-tes. Tes berbicara, yang dirancang oleh peneliti, mengharuskan siswa untuk mengamati serangkaian gambar dan menggambarkan detail objek yang digambarkan. Siswa ditugaskan untuk menyampaikan laporan lisan yang mencakup deskripsi dan informasi yang terkait dengan gambar tersebut. Analisis hasil menunjukkan peningkatan yang signifikan dalam keterampilan berbicara siswa, sebagaimana dibuktikan oleh peningkatan skor rata-rata dari 50,77 pada pra-tes menjadi 59,87 pada pasca-tes. Lebih lanjut, analisis uji-t sampel berpasangan menunjukkan bahwa nilai-p dua sisi (sig. 2-tailed) kurang dari 0,000, jauh di bawah ambang batas 0,05. Hasil ini mendukung penerimaan hipotesis alternatif (H1) dan penolakan hipotesis nol (H0), yang menegaskan bahwa penggunaan vlog efektif dalam meningkatkan keterampilan berbicara siswa.

Kata kunci: vlog, keterampilan berbicara bahasa Inggris, siswa kelas 11.

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CHAPTER I

INTRODUCTION

A. Background of The Problem

When students are proficient in communication, they may participate actively in the educational process. Students can now ask questions, have conversations, and receive clearer explanations of what they have learned. By integrating information generation, retrieval, and distribution, speaking is an interactive machine-building process, according to Brown (2007). Strong communication skills may make it simpler for children to understand the subject and interact with teachers and others, which is will eventually help them perform better in academically.

Speaking is a vital life skill that is required in many situations. Since speech is the most fundamental form of human communication, most people believe that understanding a language is equivalent to being able to speak it (Murcia, 2001). These days, being able to express ideas clearly is crucial in academic, professional, and social settings. Still, a lot of people struggle to become proficient in this ability. Lack of experience speaking in front of an audience, inadequate training, poor teaching methods, and a lack of motivation and support to assist students become proficient in speaking and communicating in English are some of the reasons that contribute to this. Five factors contribute to students' difficulties speaking English, according to Sari et al. (2022) a lack of vocabulary, poor pronunciation, a lack of friends or

partners with whom to converse, a lack of confidence, and the generally dull and monotonous environment of the English learning classroom.

Speaking in public promotes improved connections between people and helps resolve conflicts. As stated by Nunan et al (2003) speech is the capacity to communicate through language in order to convey ideas and emotions. A broad social network, improved communication, and an understanding of other people's viewpoints are all made possible by proficient speaking abilities. Consequently, having excellent speaking abilities helps people succeed academically and professionally as well as holistically by enabling them to grow as persons and take part more actively and successfully in a range of life circumstances.

Mastery of English language skills is becoming increasingly important in today's era of globalization and technological advancement. English is the main language used in scientific and academic literature around the world. Many reputable universities, especially in English-speaking countries, use English as the language of instruction. Students who have English language skills can access more learning resources, research journals, and international education programs. According to Graddfflol (2013) English has become the dominant language of science, with an estimated 98% of scientific articles written in English. Many of the world's top universities use English as the language of instruction in their courses. English is the main language used in scientific and academic literature around the world. Many reputable

universities, especially in English-speaking countries, use English as the language of instruction.

The ability to speak English also contributes to the personal development of students. As stated by Dev & Qiqieh (2016) shows that "students who are proficient in English show a higher level of confidence and are more willing to engage in public speaking and discussion". By mastering this international language, students can participate in various international seminars, conferences, and activities that can enrich their experience and knowledge. In addition, this ability can increase students' confidence in communicating in various situations.

Proficiency in English significantly enhances students' prospects for scholarships, student exchange programs, and contributions to academic publications. According to Sisavath (2019), strong English skills are frequently cited by students as crucial for securing scholarships abroad, demonstrating to employers and scholarship committees their ability to communicate effectively in academic settings. These opportunities also enable students to forge international connections that can benefit their future careers. In many foreign universities, classes, seminars, and discussions are conducted in English, making it essential for students to possess proficient speaking abilities to fully engage in academic activities.

English communication skills play a vital role in students' academic success and increase their chances of securing scholarships to study abroad. Higuchi et al. (2023) found that studying abroad not only improves English

proficiency but also enhances students' confidence in communication, which is essential for participating in global academic discussions and publishing research. However, many high school students still face difficulties in these areas. They often struggle to express their thoughts, answer questions, and use proper expressions, sentence structures, and intonation when speaking in English. Due to these challenges, they tend to rely on Indonesian or regional languages to communicate effectively in classroom settings.

This issue was observed during PLK (Educational Field Practice) activities at SMAN 1 Painan. While students were able to create reports and describe objects as part of the curriculum, they remained silent during question-and-answer or brainstorming sessions instead of expressing their thoughts. Putra & Wulandari (2022) stated that high school students still struggle with English speaking skills, finding it difficult to answer questions or share opinions in class. These challenges stem from limited language proficiency, evident in their use of incorrect expressions, awkward sentence structures, and improper intonation. As a result, they often rely on Indonesian or regional languages to communicate. Similarly, during reading or conversation activities, many students struggle to construct sentences fluently due to a limited vocabulary, often stuttering and hesitating. Instead of responding in English, they prefer to use their native language. In a class of 35 students, only three or four are capable of speaking and responding in English.

The low ability to speak in English assumed to be on several factors, such as lack of mastery of English vocabulary, lack of speaking practice in

class or outside the classroom, limited learning time, lack of support and motivation for students to improve their speaking skills in English. In addition, a school environment that is less supportive of the development of speaking skills and the absence of effective teaching methods to improve English speaking skills also contribute to this situation. As a result, many students have low English speaking skills.

To address this problem, a comprehensive approach is needed from the school, including specialized training to improve students' speaking skills, create a supportive environment, and provide more opportunities for students to practice public speaking. Thus, students can master English vocabulary and be able to speak in English which later students will also be able to develop and improve better speaking skills, which will be useful for them in various aspects of life. One of the innovative solutions to overcome this problem is to use vlogs (video blogs) as a learning medium. According to Biel & Gatica-Perez (2010), a daily vlogs is a series of online broadcasts that allow users to generate and share information. They are seen as a collection of videos that can be used as a mean of communication as well as an audiovisual documentary of life. Vlogs provide many opportunities to improve English proficiency. According to Maulidah (2018), speaking skills among students have greatly improved through vlogs. It can increase student motivation by offering a fun and approachable learning environment. In addition, it encourages students to give well-presented speeches during class. They will

have plenty of opportunities to talk when they engage in real-world interactions.

Vlogs are user-generated video blogs where individuals share content about their interests, daily lives, travel experiences, culinary explorations, and other engaging topics for their audience (Sari & Hidayat, 2020). This study highlights that vlogs serve as a platform for individuals to create and share diverse content, ranging from personal routines to tourism and food-related experiences, fostering interaction with viewers. Moreover, vlogs have emerged as an innovative tool in education, particularly for foreign language learning. Several studies have been conducted to explore the effectiveness of vlogs in language acquisition.

According to Pranata et al (2023) vlogs can help students become more fluent in English. Vlogging is a very successful way to increase student satisfaction by learning English as a second language, according to another study by Shih (2010) found that vlogs are useful for encouraging target language engagement between students and instructors. As it evolves, vlogs are meant to provide individuals with a platform to communicate their own experiences, which are then shared on social media websites.

Vlogs create a comfortable and controlled environment for students to practice speaking. According to Lin (2017), vlogs offer a stress-free, self-paced setting where learners can record their speech without the immediate pressure of an audience. This enables them to review, reflect, and refine their recordings, leading to continuous self-improvement, reduced speaking

anxiety, and enhanced communicative competence. Similarly, Prasetyo & Suryanto (2021) highlight that vlogs help lower students' speaking anxiety by allowing them to record themselves without real-time audience pressure. Additionally, the ability to review and edit recordings gives students valuable opportunities for reflection and skill enhancement. By speaking on various topics through vlogs, students can practice more comfortably, build confidence, and improve their speaking abilities over time.

Several studies that have been conducted show that the practice of speaking through digital media can help increase students' confidence and reduce the fear of public speaking. Additionally, vlogs allow students to practice consistently and get constructive feedback from their teachers and peers. This does not only improve their speaking abilities but also their technological skills and creativity. The implementation of vlogs as a means of learning in schools can create a more interactive and interesting learning environment. By doing so, students can develop their speaking skills in a more enjoyable and effective way, improve speaking skills, and prepare themselves for future communication challenges.

Several researchers have conducted research related to the ability to speak English in students and daily vlogs as the media used in their research. Safitri & Khoiriyah (2017) discuss students' perceptions of using English vlogs to improve speaking skills and to find out students' strategies in improving students' speaking skills by using English video blogs (VLOG). Meanwhile, Fausen et al (2022) stated that the application of vlogging in

learning activities makes it easier for students to correct their mistakes in speaking skills, because they can evaluate their mistakes by making self-corrections and other corrections. As for the next research by Andewi (2023) entitled students' perception on the use of vlog as learning media in speaking, it was found that the vlog can make them more confident and improve their motivation to learn english, especially to speak english.

This study is different from previous research, and previous research used video blogs (vlogs) to address the problem of anxiety in the students' speaking performance and students' perception of vlogs as a medium used in speaking learning. Meanwhile, the researcher in this study will focus on vlogs as an alternative for students to improve their English speaking skills. The sample of this research is 11th grade high school students. In addition, the researcher used an experimental design in conducting this study. This study aims to find out whether the use of vlogs in English learning activities to improve students' speaking skills has a significant effect on grade 11 students in SMAN 1 Painan.

B. Identification of the problem

In accordance with the research background and the problems that exist in the background of this research are related to the low speaking skills in English among students. What happens is due to lack of practice speaking in English. Many students are less trained in actively speaking English in everyday life which can be caused by fewer opportunities for students to interact directly in English outside the academic environment, besides that

their mother's tongue is also used more often in the school and family environment, thereby reducing opportunities to practice English.

In addition, learning materials are less varied and contextual, as well as teaching methods that focus too much on grammar and writing, not on speaking skills. so that students are less interested and feel irrelevant to everyday life. Based on these problems, educators certainly need to create new teaching strategies that are effective and in accordance with the demands of their students to help them become more fluent in English. Teacher support and additional speaking practice are also needed to help students learn more efficiently, especially in improving their speaking skills. One technique to improve students' speaking skills in English is vlogging.

In addition, researchers hope that the use of vlogs related to social media can be a medium that can make learning fun and improve students' ability to speak English. Since most social media platforms now use English in their applications, students can also use these platforms, to assess their English language competencies.

C. Limitations of the problem

The researcher concentrated on using of vlogs as a medium in English learning to help grade 11 students of SMAN 1 Painan improve their speaking skills in English based on the identification of the research.

D. Formulation of the problem

The problem in this research can be formulated by: "how effective are vlogs on students' speaking skills at 11th grade students of SMAN 1 Painan?"

E. Purpose of the Research

In connection with the formulation of the research, the following are the objectives of this research: to determine the effectiveness of vlogs as a teaching strategy for students' speaking skills.

F. Significance of the research

This research is expected to provide theoretical and practical benefits for educators, students, and educational institutions. Theoretically, the results of this study can provide substantial contributions to the field of speaking teaching as a reference. In addition, the results of this study can provide a broader understanding to English teachers about how technology and the internet can be used as teaching tools. Practically, the following parties are expected to gain new insights from this study:

1. For researchers, this study is used as a process to improve English teaching, both teachers and researchers.
2. For teachers, this study is expected to expand teachers' skills in using appropriate techniques in teaching speaking.
3. For students, this study can also be used to improve and develop their abilities in speaking English because it gives them many new experiences so that they become more active and interactive in English speaking classes.

G. Definition of key terms

a. Speaking

Speaking refers to the ability to communicate verbally, expressing thoughts, ideas, and feelings through spoken language. It involves the

production and comprehension of oral messages in a language, typically involving interactions with others.

b. Vlogs

Vlogs refers to a video content created by individuals or groups to document their lives, share experiences, opinions, or entertain, typically featuring vloggers speaking directly to the camera.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The purpose of this study was to determine the effectiveness of using vlogs to improve students' speaking skills at SMA N 1 Painan. This study was conducted for advanced English students of grade eleven. Based on the data analyzed, it is proven that the use of vlogs can function as an effective media in the learning process to improve students' English speaking skills. This is evidenced by a significant increase in the average score, with a pre-test average of 50.77 and a post-test average of 59.87. Furthermore, this can be seen from the two-tailed significance value p (sig. 2-tailed) <0.05 , which allows the assumption that the alternative hypothesis is accepted and the null hypothesis is rejected. In other words, vlogs have a good impact on improving students' speaking skills.

B. Suggestions

Based on the findings of this study, the researcher would like to provide some recommendations for teachers, schools, and further researchers.

1. For teachers

Teachers should integrate vlogs into speaking lessons to offer students practical opportunities to improve communication skills. By assigning relevant topics, teachers can make learning more engaging. Providing clear guidelines, feedback, and encouraging creativity, such as using props or storytelling, will enhance students' skills. Teachers should also guide

students in using editing tools, combining language and technology.

Creating a supportive, non-judgmental environment will help students feel

confident in expressing themselves.

2. For schools

Schools play a key role in integrating vlogs as a tool to enhance students' speaking skills by providing necessary technology like cameras, smartphones, and editing software. Investing in teacher training and student workshops will strengthen skills in both technology and communication. Encouraging collaborative projects, vlogging competitions, and events where students present their work will boost teamwork, engagement, and confidence in using English.

3. For further researchers

Future researchers should explore the effectiveness of vlogs in diverse educational contexts, including various age groups, levels, and environments. Studies could investigate the long-term impact of vlogs on language proficiency and their influence on students' confidence, creativity, and motivation. Comparing vlogs with other speaking methods may offer valuable insights into effective teaching strategies. Additionally, examining the role of technology and editing tools can help maximize the potential of vlogs as a learning tool in the digital era.

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A P P E N D I C E S
