JOURNAL OF ENGLISH TEACHING, APPLIED LINGUISTICS AND LITERATURES (JETALL)

English Language Education Study Program, FKIP Universitas Lambung Mangkurat Banjarmasin
Volume 6 Number 1 2023

IMPROVING SPEAKING ABILITY IN ENGLISH THROUGH TOPIC-BASED-VLOG (TBV)

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Abstract: As English becomes more relevant in today, speaking English in Indonesia needs to be improved to subsidize the change. Therefore, in order to improve Indonesian students English speaking performance, the usage of Topic Based Vlog is implemented. Therefore, the study aims to find the impact of the usage of TBV to improve the English speaking performance for higher education student especially at UIB. The quantitative research method was implemented for this research. Then, to conduct research the Experimental method by having one group pre-test post-test was designed in the integrated speaking and listening class batch 2020. 20 English education students participated by producing a Vlog during the research. The TBV was based according to the lesson's schedule, for five weeks students have to make a vlog according to the topics based on the lesson's schedule. After conducting the vlog, the researcher manages the data by using paired sample T-test. The result of the t-test shows the sig. (2-tailed) equals 0.00 < 0.05, meaning that the result of the study shows TBV could significantly improve students' English speaking performance. The study finds that students particularly improves in vocabularies and grammar. And according to the interview TBV can also improve abilities beyond speaking such as confidence, student's expressiveness, and many other. This study could become an outlook to the possibility of topic based vlog as a means to improve the students speaking performance in UIB and other higher education institutions.

Keywords: *Speaking English, speaking performance, improving Speaking, Vlog, Topic Based Vlog, Teaching Method*

INTRODUCTION

re relevant in the world, The English language is known to be the most important language in the world (Global, 2020). Speaking English is also becoming more relevant (Proficiency, 2015). Improving speaking performance is not as easy as learning other ability in English such as learning to read, write or listen (Özcan & Gerçek, 2019). Speaking lessons are more complex than that. In theory speaking have many properties that must be learned, such as pronunciation, accent, grammar, context, and others.

Speaking is a tool to carry out activities conducted out by a speaker and a listener (McKay, 2016). The speaking process consist of the person who speaks must be able to convey what their intention are. A speaker can convey ideas, make comments about something, make arguments, share information, and share knowledge. In this process, whatever is conveyed will not be revealed if the speaker cannot convey it properly.

Speaking performance in English is seen as a crucial ability. Because according to Inayah, Komariah, & Nasir, (2019) speaking ability is the last form to be developed compared to other

ability. The point is that speaking performance is one of the most challenging language learning ability compared to learning to read, listen and write. Speaking performance have a unique complexity compared to learning to read, listen, and write because speaking ability must use several core concepts that must be understood by the speaker to say what he wants to say correctly and precisely. In this instance there are several key factors. These key factors are general description, delivery, language use, and topic development (TOEIC, 2020). After knowing the key factors in speaking, we also must pay attention to basic grammar, pronunciations, accents, and correct ways of speaking, all of which can be seen in the key factors.

The English Speaking performance in Indonesia is still arguably below average. According to the 2020 edition of the English Proficiency Index, Indonesia is ranked 74th out of 100 countries (First, 2020). This ranking shows that Indonesia has a low proficiency English score, which means that the average Indonesian population cannot speak English effectively. As an expanding circle country where residents are users of English as a foreign language (EFL), they have several speaking problems. Although English has been taught in schools from elementary to high school, the residents' English is still lacking, most residents still have difficulty mastering their speaking until they become university students (Safitri & Khoiriyah, 2017). With the limited speaking performance of the university students, those who want to improve their speaking ability are hampered. The OECD programme for international student assessment (OECD, 2018) reveals that Indonesia is a country that is still lagging behind in the use of resources, therefore Indonesia must be more efficient in using existing resources to improve student education. To improve speaking ability all means and resources can be used.

Some problems of university students in deepening their speaking performance are knowledge about vocabulary, grammar, pronunciation, accent, and knowledge of the English language itself (Lestari, 2019). Lack of training outside of class is also a problem (Wulandari, 2019). The use of English must be used more frequently so that university students can improve their speaking performance, and this can be done outside the classroom using assignments as intermediaries. To make student engaged creative and provoking assignment are needed, different and challenging assignments should also be used in order to increase the inducing learning process that boosts student motivation (Maulidah, 2018).

This problem can also be seen at Universitas Internasional Batam. The speaking performance of Universitas Internasional Batam students still needs to be improved. The speaking performance of students in the English Language Education study program is still lacking, especially in pronunciation, vocabulary, and accent. Students of the English Language Education study program students has this issue because these students do not speak English more often outside the classroom in order to improve their speaking performance. The use of relevant and challenging teaching media to improve speaking performance must be used so that student motivation is maintained. the use of teaching media such as electronic teaching media such as social media or Learning media system (LMS) can also be used (Darling-Hammond, 2006).

These problems are the same as the problems of 21st century education. In theory, 21st century education uses technology in helping teachers and students in the learning process. According to Gibbons (1998) the higher education relevance in the 21st century is defined to be more

ingenious to the demands, therefore newer knowledge production will be produced according to the technologies, structure, and application. In education in the 21st century, technology can be used as a teaching tool to develop a teaching approach which will align students with their practical uses, there are many technology options (Marwan, 2017).

Topic based vlog is an alternative teaching method innovation that focuses on improving students' speaking performance. Topic based vlog comes from vlog, vlog itself is an activity where an individual can record and tell their daily activities or tell experiences that the individual has felt or done (Valimbo & Hartati, 2018). Topic based vlogs are a type of vlog that can be used to improve speaking performance because topic-based vlog is an approach where each specific vlog is made by following a specific rules that fits with the topic of the class which is designed for students to improve their speaking performance. The use of topic based vlogs is online, which means that students do not have to meet directly with the teacher and the teaching method is also paperless. Topic based vlogs only need LMS system, social media and Microsoft Teams to function. This application can be downloaded in any smartphone which makes access to Topic based vlog easier. Topic based vlogs are highly expected to improve students' speaking performance so that later speaking performance can help students in life, especially because the English language is increasingly relevant in the world.

The previous research that inspires the researcher to make this research are the study related to this study. An old study from Maldin & Rezeki (2018) discusses the use of vlogs as a teaching material to improve speaking skills on a certain topic, namely hospitality. The findings of the study identify that Vlog can be fully integrated into a learning process. Another related research is Aidil Syah Putra (2017) which discusses the correlation of speaking ability with motivation. The findings are that the higher the level of motivation and activity of the students, the higher their speaking score. The third study is a study by David Felipe Espinosa Torres (2018) which discusses vlog as digital lessons for enhancing EFL students speaking in blended learning. The results of this research are positive vlogs where students can use the vlog as a blended learning tool using electronics. Therefore, from the previous study mentioned teaching speaking using vlog seems viable.

The use of vlogs in the integrated speaking and listening class in the 2020 English Education study program can be used to import students' speaking performance in English. To improve the students speaking a specific vlog should be able to increase their performance, topic based vlog could possibly increase it. Therefore, to find out if topic based vlog could work in ELE students a research must be conducted.

This study would like to examine the implementation of topic based vlog to improve the students speaking performance in the English language. The focus of the research is to find out if the execution of this study would greatly impact to the students speaking performance. The study would like to create an outlook to the possibility of topic based vlog as a means to improve the students speaking performance.

RESEARCH METHODOLOGY

This study uses quantitative research. Quantitative research is research that is centre on quantifying the collection and analysis of data (KamolsonSu, 2007). It is formed from a logical

approach where stress is placed on the testing of theory, shaped by observer theories (Apuke, 2017). The objective of quantitative research is to develop and employ mathematical models, theories, and hypotheses concerning to the subject (Rutberg & Bouikidis, 2018).
Based on research needs. Researchers use quantitative research in which researchers use quasi experimental techniques to get the results they want to research. Experimental research is the only research method that can test hypotheses about causal relationships (Flannelly et al., 2018). The research design quasi experimental research because this type of experiment does not meet the requirements such as an experimental method that can be said to follow certain rules (Leppink, 2019). In this study, the experimental research method was used to examine the improvement in English speaking ability and using a topic based vlog. The research design used in this research is quantitative research using the quasi experimental design type one group pre-test-post-test method.
Flasch et al. (2017) said one group pre-test-post-test design is a research activity that provides a pre-test before being given treatment, after being given treatment, then giving a post-test. After understanding the concept, it can be concluded that the Results of the treatment can be known to be more accurate because they can compare with the situation before being given treatment. The one group pre-test post-test design consists of one predetermined group. In this design, the test is carried out twice, namely before being given a treatment called a pre-test and after a treatment called a post-test. The research pattern is the one group pre-test-post-test design method according to Salkind (2010) as follows:

O1	X	O2
Pre-test	Treatment (TBV)	post-test

According from the figure above O1 represent the pre-test, X represent the treatment in this case it is the Topic Based Vlog (TBV) and lastly the O2 represent Post-test. As per the study, the aim is to find the significance in improving the English language speaking skill by using TBV therefore to find the data to analyses such significance using the one group pre-test-post-test design should suffice. The data collected from the pre-test which has not been tampered with and the data collected from the post-test which has been influenced by TBV is analysed using paired t-test which is used to find the compatibility and significance between each variables. The values obtained are calculated and analysed using SPSS 25.
To further support the research interview also used to provide students' perceptions of the use of TBV. The results of the interviews will support the results of this one group pre-test- post-test design study.

RESULT AND DISCUSSION

The results of the pre-test and post-test are displayed here.

Pre-test results

The results of the pre-test were carried out before the treatment given by the researchers during the Topic-based vlog (TBV) implementation. The results from Pret-test are as follows
Figure 4.1. Pre-test score

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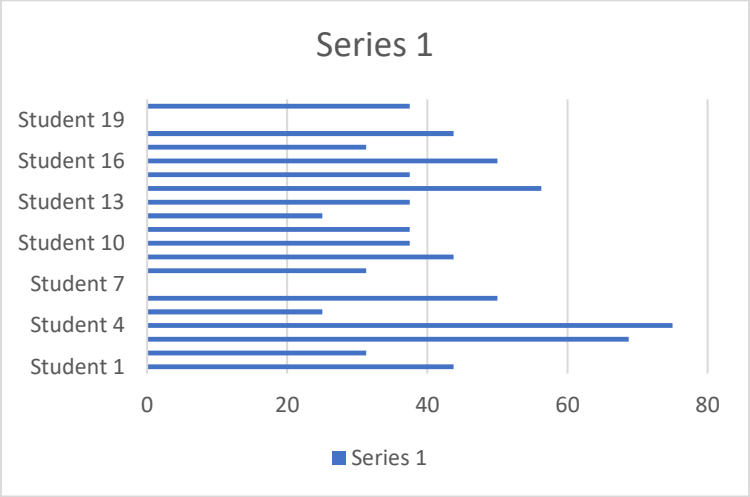
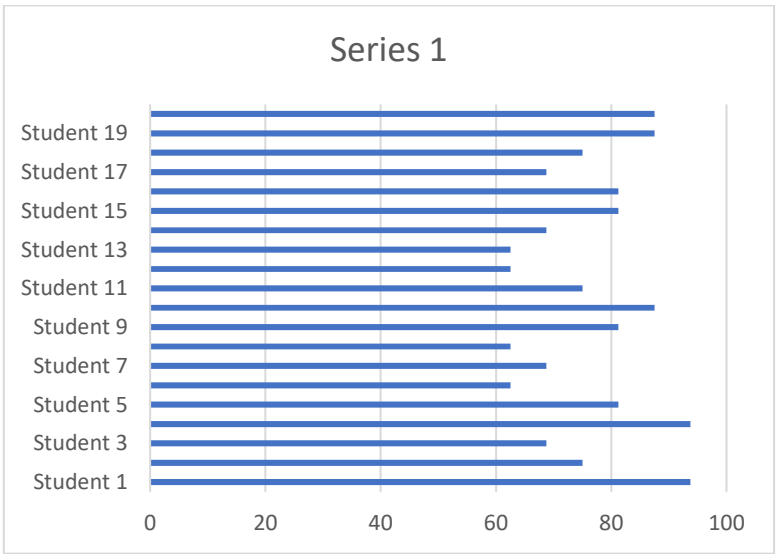


The data from the pre-test shows the average score of the students pre-test is 38.13. form the score there are 2 students that has the score of 0 which means that the students are either did not do the TBV assignment as per instruction or they did not submit the vlog on time. The data also shows the highest score the students got is 75 and only one person is able to do so.

Post-test results

The results of the post-test were carried out after the implementation of the treatment given by the researcher during the Topic based vlog (TBV) implementation. The results of the post-test are as follows.

Figure 4.2. Post-test score



The data from the post-test shows the average score of the students pre-test is 76.25. From the data the lowest score the student get is 62.5 there are 3 students that got this score which means that the students are either did not do the TBV well enough. The data also shows the highest score the students got is 93.75 and only 2 person is able to do so.

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The results of the analysis of the normality test

After collecting the data form the one group pre-test post-test group a normality test is needed to validate the data. Normality tests are used in parametric statistical studies or statistical data with a small number of participants. If the normality test result data is proven to be normally distributed, then research using the paired sample t-test can be carried out. Meanwhile, if it is not proven that it is normally distributed, the research cannot be continued. Analysis of the normality test was carried out in SPSS version 25.

Table 4.1. Results of Normality test

Tests of Normality							
		Kolmogorov-smirnov			Shapiro-wilk		
	Kelas	Statistic	Df	Sig.	Statistic	Df	Sig.
student learning outcomes	Pretest	.154	20	.200	.935	20	.196
	Posttest	.163	20	.169	.919	20	.095

To see the results of the normality test, the basis for making decisions on normality test is used. If the significance value> 0.05, then the research data is normally distributed. The normality test used in this research is by Shapiro-Wilk, as the data shows, the pre-test significance value is 0.196 which is above 0.05. The post-test significance value is 0.095 which is also above 0.05 which means the data is also valid. As the data shows all the significance value is above 0.05 therefore it can be concluded that the normality test is valid and the analysis can be advanced.

The results of the homogeneity test analysis

In addition to the normality test, the homogeneity test was also used in the paired sample t-test. Although the use of the homogeneity test is not mandatory, if the research results prove to be homogeneous using the homogeneity test, the measurement will get accurate data in testing the average difference. Homogeneity test analysis was carried out in SPSS version 25

Table 4.2. Results of homogeneity test

Test of Homogeneity of Variance					
		Levene statistic	df1	df2	Sig.
student learning outcomes	Based on mean	1.439	1	38	2.38
	Based on median	1.385	1	38	.247
	Based on median and with adjusted df	1.385	1	25.494	.250
	Based on trimmed mean	1.465	1	38	.234

To see the results of the homogeneity test, use the basis for making decisions on the homogeneity test is used. If the significance value> 0.05, then the research data is normally distributed. As the data shows, the significance value of the mean is 0.238 which is above 0.05 which means the data is homogeneity. The significance value of the median is 0.247 which is above 0.05 which means the data is homogeny. The significance value of the median and with adjusted differences is 0.250 which is above 0.05 which means the data is homogeny. And the significance value is based on the trimmed mean is 0.234 which is above 0.05 which means the data is homogeneous. As the data shows all the significance value is above 0.05 therefore it can be concluded that the normality test is valid and the analysis can be advanced.

The results of the paired t-test analysis

The paired sample t-test is a paired test. The paired sample t-test is a comparative hypothesis test. The aim is to determine whether there is a difference in the mean of the two pairs of

samples that are paired and tau are related. Homogeneity test analysis was carried out in SPSS version 25. The results are as follows:

a. Paired samples statistics:

Table 4.3. Paired sample statistics

Paired samples statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	38.13	20	18.351	4.103
	Posttest	76.25	20	10.458	2.339

This output shows the summary results of descriptive statistics from the two samples or the pre-test and post-test data. This descriptive statistical data explains the mean of the pre-test and post-test values of 38.13 and 76.25. N is the number of samples from this study, amounting to 20 students, and the standard deviation of the pre-test and post-test is 18.35 and 10.48. And finally, the standard error of the mean pre-test and post-test is 4,103 and 2,339.

b. Paired sample t-test:

Table 4.4. Paired sample t-test

Paired samples test									
					95% confidence interval of the difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2-tailed)
Pair 1	Pretest-posttest	-38.125	20.064	4.486	-47.515	-28.735	-8.498	19	.000

This output is the paired sample t-test. This output provides an overview of whether or not there is a difference between the pre-test and post-test. The basis for making paired t-test decisions are; If the value is Sig. (2-tailed) <0.05, then there is a significant difference between learning outcomes in the pre-test and post-test data; If the Sig. (2-tailed)> 0.05, so there is no significant difference between learning outcomes in the pre-test and post-test data. In making decisions, it is known that the Sig. (2-tailed) this data is 0.000 <0.05, it can be concluded that there is a significant difference between the TBV learning outcomes in the pre-test and post-test data. Therefore it can be said that this study reject H0 and accepts H1 there are positive significance in improving speaking performance using TBV

CONCLUSION

Conclusion

This study aims to examine whether the implementation of TBV significantly improve student's ability in their English language speaking performance at UIB. The participant of the study itself are 20 students from the class of integrated listening and speaking year 2020. The study are diagnosed by using paired sample t-test to find out if TBV to improving speaking performance.

Based on the results of data analysis and hypothesis testing from the research that has been done, it is known that the hypothesis of implementation in the use of TBV significantly improves student's English language speaking performance at UIB. This is indicated the Sig. (2-tailed) this data is 0.000 <0.05, which means this study rejects H0 which is there are no significance in improving speaking using TBV and accepted H1 which is there are positive significance in improving speaking using TBV. It can be concluded that there is a significant improvement between the TBV learning outcomes from the pre-test and post-test.

It should also need to be mentioned that the data from the interview also support the study's hypothesis which indicate that the use of TBV is beneficial to students speaking performance. The benefits of the students can be formed into three distinct point which is Student' Competence in the English speaking after TBV. Reported that after using TBV student's gains new vocabularies, grammar, and in confidence. Another aspect is the Students' attitude towards TBV, students are reported to be more expressive and evaluate themselves better. Lastly, Students' outlooks toward learning with TBV is positive, students are reported to find TBV as an easy yet challenging assignment and it also encourage improvisation. And therefore it can be concluded that the use of TBV does improve student speaking performance and more.

The results of this study confirm that TBV gives the students to express themselves and improve their speaking performance. The study development can lead to a beneficial method for students to learn and stimulate their abilities. TBV also helps students to express themselves with efficient and enhances their characteristics.

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