

**USING VLOG MEDIA TO IMPROVE SPEAKING SKILL AT
THE ELEVENTH-GRADER STUDENTS OF MADRASAH
ALIYAH NEGERI PALOPO**

A Thesis

*Submitted to fulfill one of the requirements to obtain an S.Pd. Degree in English
Language Education Study Program of the Faculty of Education and Teacher
Training of the State Islamic Institute of Palopo*



IAIN PALOPO

By

DENADA RUSMAN

15.0202.0105

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO
2020**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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STATE ISLAMIC INSTITUTE OF PALOPO
2020**

THESIS APPROVAL

This thesis, entitled “Using Vlog Media to Improve Speaking Skill of the Eleventh-Grade Students at Madrasah Aliyah Negeri (MAN) Palopo” written by **Denada Rusman, Reg. Number 15.02.02.0105**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Monday, March 09th 2020 M**, coincided with **Rajab 14th 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.


Palopo, March 09th 2020 M
Rajab 14th 1441 H

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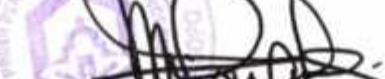
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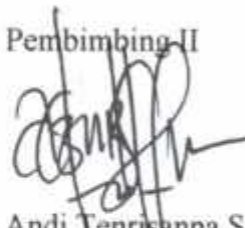
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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of ALLAH SWT, the beneficent and the most merciful, lord of the world has created judgment day in the hereafter and to our Prophet, MUHAMMAD SAW., safety and peace be upon him. Alhamdulillah the researcher expresses her gratitude to the almighty God (ALLAH) that have been given guidance, inspiration, chances, and good health. So, the researcher could finish the thesis entitled “Using Vlog Media to Improve Speaking Skills of the Eleventh-Grade Students at Madrasah Aliyah Negeri (MAN) Palopo”.

The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragement, and comments from many people, even though this thesis is still far from being perfect. Therefore, the researcher would like to express her deepest gratitude to the following people.

1. Dr. Abdul Pirol, M.Ag, as the Rector of IAIN Palopo, the first, the second, and the third deputy head, all of the lectures and their assistances and the employers of IAIN Palopo who have taught, educated, helped advice, and guidance the writer during her study in IAIN Palopo.

2. Dr. Nurdin K, M.Pd., as the Dean of Tarbiyah Faculty and Teachers Training of the State Islamic Institute of Palopo and the researcher’s respect for him.

3. Amaliya Yahya, S.E., M.Hum as the Head of the English Study Program, always give support, encouragement, and idea to the researcher during her studying at IAIN Palopo.

4. Dr. Hilal Mahmud, M.M. as the first consultant and Andi Tenrisanna Syam, S.Pd., M.Pd as the second consultant. Thanks for the advice, suggestion, idea, help, explanation, and guidance from the preliminary until the researcher completed this thesis.

5. All the lecturers of the English Study Program IAIN Palopo. Thanks for the guidance, attention, knowledge, and motivation in learning and also for all staff in IAIN Palopo who have helped the researcher in the processing of graduation paper administration, thanks for helping and kindness.

6. Thanks to my beloved parents, Mr. Rusman and Mrs. Irma, who always give sincere prayers for success in the researcher's life, and the researcher's grandparents, Yasir Kasim and Sania who always give support, motivation, and moral encouragement finish my study.

7. The researcher would like to say many thanks to her best friends and all of the BIG C 2015 family. All of you are the greatest friends in the world.

8. Thanks a million to all of the students of Madrasah Aliyah Negeri (MAN) Palaopo especially at classes XI MIA 1 and XI IIS 2 that had participated and joined this research as the respondents so that the research can be run well.

The researcher also thanks the other people who can not be mentioned one by one, who have helped and supported the researcher to finish this thesis. The researcher realized that this thesis would not be created without their participation.

The researcher hopes this thesis can give some value to the students of the English department, the English teachers, and the readers especially in developing teaching-learning of speaking. The researcher admits that this thesis is imperfect so the researcher will accept suggestions from the readers to make it better. The researcher hopes that this thesis would be beneficial to everyone.

Finally, the researcher pray to God, ALLAH SWT gives regard to all of the people who have helped the researcher and the researcher hopes this thesis can be useful and give positive contribution for the readers and the others. The researcher dedicates this thesis, ALLAH SWT may bless us.

Aamiin.

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ABSTRACT

Denada Rusman, 2019, “Using Vlog Media to Improve Speaking Skill at The Eleventh-Grader Students of Madrasah Aliyah Negeri Palopo”. The Research, English Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo (IAIN), Under Supervisors (1) Dr. Hilal Mahmud, M.M. (2) Andi Tenrisanna Syam, S.Pd., M.Pd.

This research used vlog media to increase speaking skills among the eleventh-grader students of Madrasah Aliyah Negeri Palopo. The research question of this research is: Do the students who are taught by using vlog media have better achievement than students who are not taught by vlog media at the eleventh-grade students of Madrasah Aliyah Negeri (MAN) Palopo? The objective of the research is to find out whether the students who are taught by using vlog media have better achievement than the students who are not taught by using vlog media.

This research uses Quasi-Experimental. The population of this research is the eleventh grade of Madrasah Aliyah Negeri (MAN) Palopo. The total populations are 120 students. The samples are XI MIA 1 consists of 23 students as experimental class and XI IIS 2 consists of 23 students as control class. The sampling technique is one important aspect of research, and the sampling technique in this research is purposive sampling. The instrument of the research is the speaking test. The researcher gives pre-test and post-test to the students.

The result of this research shows that there is a significant difference in speaking achievement between the students who are taught by using vlog media have better achievement than the students who are not taught by using vlog media. Based on the result of this research, the researcher concluded that using vlog media was more effective to improve students' speaking skills than by not using vlog media. The result of the data shows that the students' mean score of the post-test in the experimental class is 69.35 and the pre-test is 19.39 ($69.35 > 19.39$). While the mean score of the post-test in the control class is 42.91 and the mean score of the pre-test is 20.00 ($42.91 > 20.00$). The result of statistical analysis in experimental and control class for the level of significance 0.05 with the degree of freedom ($df = 44$), the analysis the p -Value is 0.00 and the t is 0.05, therefore $p < (0.00 < 0.05)$. It means that the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_o) is rejected.

Keywords: Speaking Skill, Vlog Media

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CHAPTER I

INTRODUCTION

A. Background

Speaking ability is a two-way social communication process that includes the use of both verbal and nonverbal language to convey meaning. We can find the speaker, the listener, the message, and the feedback in communication. When people converse with others, they include the process of producing language as well as receiving the message. Speaking is one of the most important elements of communication because it can be used as a medium of social interaction¹.

In the Unit Level Curriculum 2013 (K13) namely the standard competency that must be achieved in speaking. The standard competency is to express meaning in simple short transactional and interpersonal conversations to interact with the surrounding environment. To achieve success in learning the speaking skills, the programs needed to involve students in speaking activities that have an important role in improving students' speaking skills.

The students are given the chance to practice speaking at senior high school. The ability of students to converse is at the heart of teaching speaking. It becomes an important aspect of language teaching-learning success if language functions as a system for expressing meaning and speaking success are measured by

¹ Dian Estiningrum, "Using Talking Chips to Improve VIIA Students' Speaking Skill at SMPN 1 Trucuk in the Academic Year Of 2013/2014," (Yogyakarta: Yogyakarta State University, 2015), p.10. <http://eprints.uny.ac.id/17680/1/A%20THESIS.pdf>. Accessed on (Sunday, 20th October 2018)

the ability to carry on a conversation in the language. It cannot be denied that there are many supporting and inhibiting factors that influence the success of teaching speaking.

In most cases, numerous issues arise during the process of learning English. One of them is how to pique the students' interest in the English lesson, particularly in speaking, so that the students enjoy learning. Speaking is an important part of English to communicate or tell something to other people. When people can communicate in English they can inform their idea easily. Besides, if students always practice speaking English they will not shy or nervous when they speak in front of the public. So, they are important parts to make the students interested to improve their speaking skills.

Based on observations, the researcher found several problems faced by students, especially in speaking skills. They have a limited vocabulary, they do not know how to explore and express ideas, they are not brave to speak English, and they are confused about what they will speak. To conclude, the researcher assumes that using a vlog is more effective to teach speaking of the eleventh-grade students at Madrasah Aliyah Negeri (MAN) Palopo. Because, according to the researcher, using a vlog as a learning medium provides excellent opportunities for students to improve their speaking skills. With them speaking in a structured manner for a few minutes and conveying various aspects of a topic. This allows them to practice not only in the classroom but also outside of it. In addition, by using modern technology as a learning medium, students are expected to be more interested in learning English, and

it is hoped that the use of vlog-based media can provide very telling feedback to students if students can watch themselves and evaluate their performance.

Heimei states that students love videos because the presentation of the video is interesting, challenging, and stimulating to watch. It also brings about how students behave in cultures whose language they learn². According to Richards and Renandya, one possible way to stimulate students to talk is to provide them with extensive exposure to authentic language through audio-visual stimuli and opportunities to use the language³.

According to Harmer, video can help students to see the general meaning and mood delivered through expressions, gestures, and other visual clues, as well as unique bridges of cross-cultural understanding⁴. It is stated unequivocally that the video can aid in the teaching and learning process. Furthermore, video can combine audio and visual elements, which other media cannot. As a result, students can learn the language by listening to native speakers, observing how they speak, and observing their facial expressions. Video can be used in teaching and learning to help students improve their speaking skills.

²Heimei, *Get Students Interest*, (online), ([http:// works.opencontent. org/motivation](http://works.opencontent.org/motivation)). 1997. Accessed on 5th november 2018.

³Jack Richard C and Willy A Renandya. “*Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University”. 2002. p.209.

⁴Jeremy Harmer, *The Practice of English Language Teaching*, 3rd Ed, New York: Pearson Education Limited, 2001.

B. Research Question

Based on the explanation in the background previously, the researcher formulates the problem statement as follows: Do students in the eleventh grade at Madrasah Aliyah Negeri (MAN) Palopo who are taught using vlog media outperform students who are not taught using vlog media?

C. The Objective of the Research

The main objective of this research is to determine whether students who are taught using vlog media perform better than students who are not taught using vlog media.

D. Significance of the Research

1. For teachers, this research can provide an overview of one media from various types of media that can be used to improve students' speaking skills and see where the student's abilities are.
2. For the students, they can improve their 'speaking skills' after learning a good way to learn speaking skills and boost their self-confidence.
3. For further researchers, this research can provide information on how to teach speaking skills, improve speaking skills and see the students' ability to speak. and can be a reference for the researchers as a contribution to upgrade speaking skills.

E. Scope of the Research

The researcher focused on teaching speaking by using vlog media at the eleventh-grade students of Madrasah Aliyah Negeri (MAN) Palopo. The researcher used vlog media to help students improve their public speaking skills. In this study, the researcher assigned descriptive and explanation texts to students based on a syllabus topic about self-introduction, meaning through music, opinions, and thoughts. This topic is interesting to the researcher because the researcher hopes that students can be trained to be able to describe and explain themselves. The researcher adjusted the vlog used with the learning material based on this topic, and this research focused on assessing students: accuracy, fluency, and comprehensibility in speaking skills.

F. Definition of Terms

To clarify the keywords of the research, the researcher defines the following terms:

3. Speaking skill is communication skills to convey information or express one's thoughts and feelings through language is spoken orally.

4. Vlog media is a form of verbal activity carried out by several people for any purpose. this activity is usually carried out without practice or prior preparation. vlogging is a video blogging media that combines film, sound, picture, and text. Most vloggers describe a variety of topics, such as hobbies, tips, a brief speech, and so on. This is one of the reasons why vlogs are often referred to as online diaries.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Research

In writing this thesis, the researcher found some researcher related to this research as follows:

According to Riswandi (2016) "*Use of youtube-Based Videos to Improve Students Speaking Skill*", found the use of youtube-based videos in teaching speaking can improve students' speaking skills and motivation. Students can learn more quickly and feel more confident in dealing with the lesson because they rely not only on their speaking ability but also on their comprehension. Furthermore, the students actively participated in learning activities and were highly motivated to use youtube-based videos in the speaking class. This research was carried out in one of Surakarta's junior high schools. The students of IX were the subjects of this study. There are 28 students in this class. The students' achievement improved significantly as a result of the speaking test results⁵. Riswandi's research differs from this research in that a previous researcher used youtube-based videos in the classroom and used the Classroom Action Research design. This research, on the other hand, used vlog video to improve students' speaking skills and employed a quasi-experimental design.

⁵ Diki Riswandi, " *Use of YouTube-Based Videos to Improve Students' Speaking Skill*", Proceeding The 2nd International Conference On Teacher Training and Education Sebelas Maret University Vol. 2 No. 1, 2016, 304.

Maulidah (2017) discovered that vlog significantly improves students' speaking ability in "*Vlog: the Mean to Improve Students' Speaking Ability*" It can boost students' motivation by providing a fun and easy-to-follow learning process. Furthermore, Vlogging is one innovation sophisticatedly to provide a better teaching-learning process especially the ability of students in speaking. The correlation between technology and social media makes it fun to be implemented for students. It encourages students' speaking performances to be well-presented. They will be able to interact in a natural setting and gain a lot of speaking experience⁶. The difference between Maulidah's research is that a previous researcher only explored parts of vlog use and ensured that vlogs could improve students' speaking ability. Whereas, this research uses vlogs only as media to improve students' speaking abilities.

According to Mohamed Amin (2011), "*The Impact of Using Videos on Whole Language Learning in EFL Context*" found that this study was designed to measure improvement gains in aural/oral, reading, and writing skills using data from an experiment conducted over one year. Students in an experimental group (n=33) demonstrated statistically significant gains scores over their peers in the control group (n=31) across all skills after an intensive, concentrated exposure to authentic video material accompanying a language skills development remedial program and extensive videos of some selected dramatized famous literary works. This study demonstrated that authentic video, which induces satisfactory viewing of the impact of using video Berkheimer comprehension and is presented in an

⁶ Izzah Maulidah, "*Vlog: the Mean to Improve Students' Speaking Ability*", *Advances in Social Science, Education and Humanities Research*. volume 145, 2017, 14.

integrated language skills instruction, is a valuable approach to whole language teaching. The study concluded with recommendations and pedagogical implications that are relevant to curriculum design and teaching theory⁷. The difference between Amin's research is that a previous researcher focused on improved oral, reading, and writing skills used videos of some selected dramatized famous literary works to see the Impact of used video on Language Learning. And in this research, the researcher focused on improving students' speaking skills by using vlog media.

B. Speaking Skill

1. Definition of Speaking Skill

Speaking, according to *Webster New World Dictionary*, is “to utter words orally, talk; to communicate as by talking, to make a request, to make a speech”⁸. The ability to do something well is referred to as a skill⁹. The ability to speak at any time and in any situation is referred to as speaking skills¹⁰. Speaking a language is especially challenging for foreign language learners because effective oral communication necessitates the ability to use the language appropriately in social interactions¹¹. Speaking ability is one of the elements of communication,

⁷ Mekheimer, Mohamed Amin Abdel Gawad. April 2011. " *The Impact of Using Videos on Whole Language Learning in EFL Context* ". Arab World English Journal. Volume 2, No 2. www.awej.org. 10 July 2019.

⁸David Nunan, Guralnik, *Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd., 1995), p. 593.

⁹Oxford University Press, *Oxford Learner's Pocket Dictionary*, (New York: Pindar Graphics Origination Scarborough, 1995), p. 403.

¹⁰Payam Bahrampoor, *Communications skills, Public speaking and presentation* "<https://www.payamspeaking.com/what-is-speaking-skills-definition/>". Diakses tanggal: 29 juli 2019.

¹¹Kang Shumin In Jack Richards C. and Willy A. Renandya, *Methodology In Language Teaching*, (USA: Cambrige University Press. 2002) p. 204

according to Richards and Willy a Renandya¹². In language acquisition, communication is the output modality and learning is the input modality¹³. It means that humans must express their feelings, ideas, or thoughts. Speaking ability is the most important way for a speaker to express himself through language.

Speaking skill is fundamentally an instrument act¹⁴. According to Chaney, speaking ability is an interactive process of meaning construction that includes producing, receiving, and processing information. In communicating something to the other we should have many vocabularies to explain our ideas. So, we can understand what the other says and the people understand what we said. The best way to improve a speaking skill is, of course, to speak English as often as possible.

As humans, we always need communication to express our ideas to accomplish anything. Furthermore, as students or learners, they must communicate with their teachers as long as they are in the learning process to express their ideas. As a result, in an informal setting, the teacher and student must always interact to communicate. The majority of our daily communication is still interactional. It is critical to be able to converse in the language. Because language instructors must provide learners with opportunities for meaningful communicative behavior about relevant topics by using interaction as the key to

¹² Ibid.,p.210

¹³ H. Brown Douglas, Principle of Language Learning And Teaching, (New York : Prentice Hall.1980),p.210

¹⁴Herbert H. Clark And Eve H. Clark, Psychology And Language. (USA : Harcout Brace Javanovich inc.1997) p.223

teaching the language for communication because communication is essentially derived from the interaction.

2. Components of Speaking

According to J. B. Heaton, there are three parts to speaking, they are¹⁵ :

1. Accuracy: Accuracy is one of the components of speaking that requires correct pronunciation, grammar, and vocabulary. It refers to the framework for testing oral skills in general. In a speaking class, accuracy can be signaled if students can perform such a conversation that includes grammar control in their learning activities.
2. Fluency: The primary goal of teaching productive speaking skills is to achieve oral proficiency. Fluency means that the speaker does not speak too slowly or too quickly. Fluency refers to the characteristics that give a speech the qualities of being natural and normal, such as native-like pausing, rhythm, intonation, rate of speaking, interjections, and interruption.
3. Comprehensibility: Comprehensibility is defined as the ability to understand the topic nomination quite well despite extensive repetition and rephrasing. Comprehension is a practice for improving one's understanding. Comprehensibility is a criterion of the speaking assessment that focuses on how well speakers understand what their interlocutor means when speaking.

¹⁵ J. B. Heaton, “*Longman Handbooks for Language Teachers*”, (London and New York, 1990) p.100.https://www.academia.edu/31010458/Longman_Handbooks_for_Language_Teachers. Accessed on 4th September 2019.

Score	Accuracy	Fluency	Comprehensibility
6	The mother tongue has only a minor influence on pronunciation. There are two or three minor grammatical and lexical mistakes.	Speaks without much effort and with a fairly wide range of expression. Searches for words on occasion, but only with one or two awkward pauses.	The listener can easily understand the speaker's intention and general meaning. There were very few interruptions or clarifications needed.
5	The mother tongue has a slight influence on pronunciation. There are a few minor grammatical and lexical errors, but the majority of the utterances are correct.	It's indeed necessary to make an effort to search for words at times. Nonetheless, overall smooth delivery with only a few unnatural pauses.	The speaker's intent and main points are fairly obvious. A few interruptions by the listener are required for clarification.
4	The mother tongue continues to have a moderate influence on pronunciation, but there are no major	Even though he has to work hard and search for words, there aren't too many awkward pauses. Generally, the	The majority of what the speaker says is simple to understand. His intent is always clear, but several

	<p>phonological errors.</p> <p>There are a few grammatical and lexical errors, but only one or two major ones that confuse.</p>	<p>delivery was fairly smooth. It is occasionally fragmentary, but it conveys the general meaning. A good range of expression.</p>	<p>interruptions are required to assist him in conveying the message or seeking clarification.</p>
3	<p>The mother tongue has an impact on pronunciation, but only a few serious phonological errors occur. There are several grammatical and lexical errors, some of which confuse.</p>	<p>Much of the time, he has to work hard. Frequently has to look for the desired meaning. The delivery is rather halting and fragmentary. I even sometimes needed a range of expression.</p>	<p>Much of what is said can be understood by the listener, but he must constantly seek clarification. Many of the speaker's more complex or longer sentences are incomprehensible.</p>
2	<p>Pronunciation is heavily influenced by the mother tongue, resulting in communication breakdowns. There are</p>	<p>Long pauses as he seeks the desired meaning. Delivery is frequently fragmentary and halting. At times, he almost gives up making</p>	<p>Only small bits (usually short sentences and phrases) can be understood - and then only with great difficulty by someone</p>

	numerous 'basic' grammatical and lexical errors.	an effort. Expression is restricted.	who is used to listening to the speaker.
1	There are numerous grammatical and lexical errors, as well as serious pronunciation errors. There is no evidence that any of the language skills or areas practiced in the course have been mastered.	There are a lot of long and unnatural pauses. The delivery is very halting and fragmentary. At times, he or she gives up making an effort. There is a very limited range of expression.	Almost nothing of what is said is understandable. The speaker is unable to clarify anything he appears to have said, even when the listener makes a concerted effort or interrupts.

3. Teaching Speaking Skill

In teaching language or English, firstly we have to know the concept of teaching. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition of learning.¹⁶

Teaching speaking skills begins with teaching students how to speak English as a foreign language and then asking them to pronounce the language correctly. It is then continued to guide students to the point where they can begin to judge whether or not their sound production is correct. At this point, the

¹⁶H. Douglas Brown, *Principle of Language Learning & Teaching* (5th edition, San Francisco State University, 2007). p. 8.

teacher's primary responsibility is no longer to correct, but rather to encourage students to practice speaking the target language.

Meanwhile, the teacher should be able to encourage students to make sounds, repeat them, and imitate him/her. Finally, the students are expected to practice and perform oral language.¹⁷

4. The Difficulties of Speaking

Brown (2001) identified eight speaking difficulties, which are as follows¹⁸:

- a. **Clustering**, Fluent speech is phrasal rather than word for word. Through such clustering, learners can organize their output both cognitively and physically (in-breath groups).
- b. **Redundancy**, The speaker has the opportunity to clarify meaning through redundancy of language. Learners can take advantage of this feature of spoken language.
- c. **Colloquial language**, ensure that your students are familiar with the words, idioms, and phrases of colloquial language and that they practice producing these forms.
- d. **Rate of delivery**, The rate of delivery is another unnoticed feature of fluency. One of your responsibilities in teaching spoken English is to

¹⁷Richa rubiati, *Improving tudents' speaking Skill Through Debate Technique*, (Semarang: Thesis, 2010).

¹⁸H. Douglas Brown, "*Teaching by Principle an Interactive Approach to Language Pedagogy*", (New York: Longman,2001) p.270. <https://sehiwy.ga/vo-zata-tybe-ka-tukux.pdf>. Accessed on 6th September 2019.

assist students in achieving an acceptable speed as well as other aspects of fluency.

e. **Stress, rhythm, and intention,** As will be explained further below, is the most important feature of English pronunciation. The stress-timed rhythm of spoken English, as well as its intention patterns, convey vital messages.

f. **Interaction,** As mentioned in the previous section, learning to generate waves of language in a vacuum—that is, without interlocutors—would deprive speaking skill of its most valuable component: the activity of conversation negotiation.

5. Classroom Speaking Skill Activities

According to Shafaat Hussain, a variety of function-based activities and tasks, such as those listed below, can be used to develop a speaking skill¹⁹:

1. **Opinion/Ideas:** When we ask for people's thoughts on contentious issues or situations, it can spark a lot of debate. The students may be divided into groups to discuss and express their opinions. Students have a lot of languages to express themselves here.
2. **Problems (group work):** Problems are a great way to get students to speak up. They must use language to solve the problem while gripping the problem.
3. **Visual Comprehension:** A picture will be given to the students. After careful observation, they must respond to the teacher's questions.

¹⁹ Shafaat Hussain, "Teaching Speaking Skills in Communication Classroom", *International Journal of Media, Journalism and Mass Communications (IJMJMC)*. Vol. 3, Issue 3, 2017, PP 16.

4. Songs: Songs are enjoyable for the students, and they can be used to improve their EFL speaking skills.

From the state of Classroom Speaking Activities, the researcher concludes that those activities can be used by teachers or researchers who use video to teach speaking. The teacher can select activities that are relevant to the topic and purpose of the lesson. They must also consider the students' situation and condition, as well as the material to be taught.

C. Vlog Media

1. Definition of Vlog Media

Vlog or it could be shortened to vlogging (pronounced Blogging) is a type of blogging activity that emphasizes video over text or audio as a major media source. Vlogging is a type of creative content by someone to share their daily activity in video. In general, a vlog is created to share information that is funny, unique, educative, interesting, Etc²⁰. A variety of devices, such as camera phones, digital cameras that can record video, or a low-cost camera with a microphone, are low-cost capital for vlog activity. Vlog is an electronic medium for the recording, copying, playback, broadcasting, and display of moving visual and audio media²¹.

A vlog can be referred to as another form of internet television. vlog there are usually also equipped with caption text or photographic image, as well as for some vlogs, add the other metadata. Vlogs can be created by recording a single

²⁰ 1Ayu Rahmawati 2018. *"The Use of Vlogging to Improve The Students' Speaking Skill"*, Jurnal Mahasiswa Universitas Muhammadiyah Ponorogo, an article, UMP, p.89.

²¹ Ainun Jariyah. 2018. *"The Effectiveness of Blogging Videos (Vlog) in Teaching Speaking at the Eighth Grade Students of Smp Al-Islam1 Surakarta in the Academic Year 2017/2018"*, Thesis, Islamic Education And Teacher Training Faculty, IAIN Surakarta. Hlm 40.

image or footage that has been cut into several parts. With the available software, a person can edit videos, combine them with audio, and combine multiple images into a single recording.

Media can also be defined as any device that assists the teacher in making what is being learned and discussed in the classroom more clear. The goal of media is to assist both the teacher and the learner in more effectively grasping concepts. Media is the medium through which teachers communicate with their students during the teaching and learning process. It not only assists the teacher in communicating with and sending messages to the students, but it also provides some responses so that the students can engage in meaningful learning experiences²².

The researcher can conclude that vlog media is a form of verbal activity carried out by several people for any purpose. this activity is usually carried out without practice or prior preparation. vlogging is a video blogging media that combines film, sound, picture, and text. Most vloggers describe a variety of topics, such as hobbies, tips, a brief speech, and so on. This is one of the reasons why vlogs are often referred to as online diaries.

²²Muhammad Imam Mursyidto. 2014. "Using Audio – Video Media to Improve Speaking Skill of Grade X Vocational Students of Smk PI Ambarrukmo 1Sleman in the Academic Year of 2013/2014". THESIS. Hlm 17.

2. The Benefits of Using Vlog Media

The benefits of using vlog media among other things²³:

- a. Gives an unexpected experience to learners.
- b. This shows that something that was previously thought to be impossible can be seen for real.
- c. Examining changes over a specific period.
- d. Provide learners with hands-on experience for them to understand the situation, as well as opportunities for discussion.

Based on the explanation above, the importance of vlog media in the classroom is no longer in doubt. Students can witness an event that cannot be seen directly or past events that cannot be brought directly into the classroom with the English language by watching a vlog. Learning with video blogging (vlog) media to pique students' interest and motivate them to pay attention to the lesson at all times.

D. Learning Media

The current generation was in the ease of digital technology, so it was not surprising that one can speak a foreign language only through online learned or with the technology applications they have today. A person can speak English because he was used to listening, watching movies, watching videos on youtube, playing games, seeing memes, and others. This research aimed to develop a video-based media teaching program that enriched learning in senior high school.

²³Ainun Jariyah. 2018. *“The Effectiveness of Blogging Videos (Vlog) in Teaching Speaking at the Eighth Grade Students of Smp Al-Islam1 Surakarta in the Academic Year 2017/2018”*, Thesis, Islamic Education And Teacher Training Faculty, IAIN Surakarta.Hlm 41.

It was hoped that the information and material developed and presented will be an added value and can increase creativity for students involved.

In this research, the researcher argued that teaching media was important to use in the classroom. Therefore, the researcher used vlog as learning media because the researcher wants to investigate whether using vlog as learning media can improve students' speaking skills in speaking English by using Project-based learning (PBL) learning methods. Project-based learning is an instructional strategy that allows students to pursue content knowledge on their own and demonstrate their new knowledge through a variety of presentation modes²⁴. Project-based learning has several advantages, including; involving students, improving cooperative learning skills, improving academic performance, developing high-level thinking skills, and building positive relationships between students and teachers²⁵. So it can be concluded that this research used vlog media with the project-based learning method (PBL) which was expected to train students to understand a concept by making a project (video vlog).

E. Conceptual Framework

In this research, the researcher will take some of the samples from the population where the student will be given a pre-test by the researcher to know their basic ability in speaking before given treatments. In this case, called input.

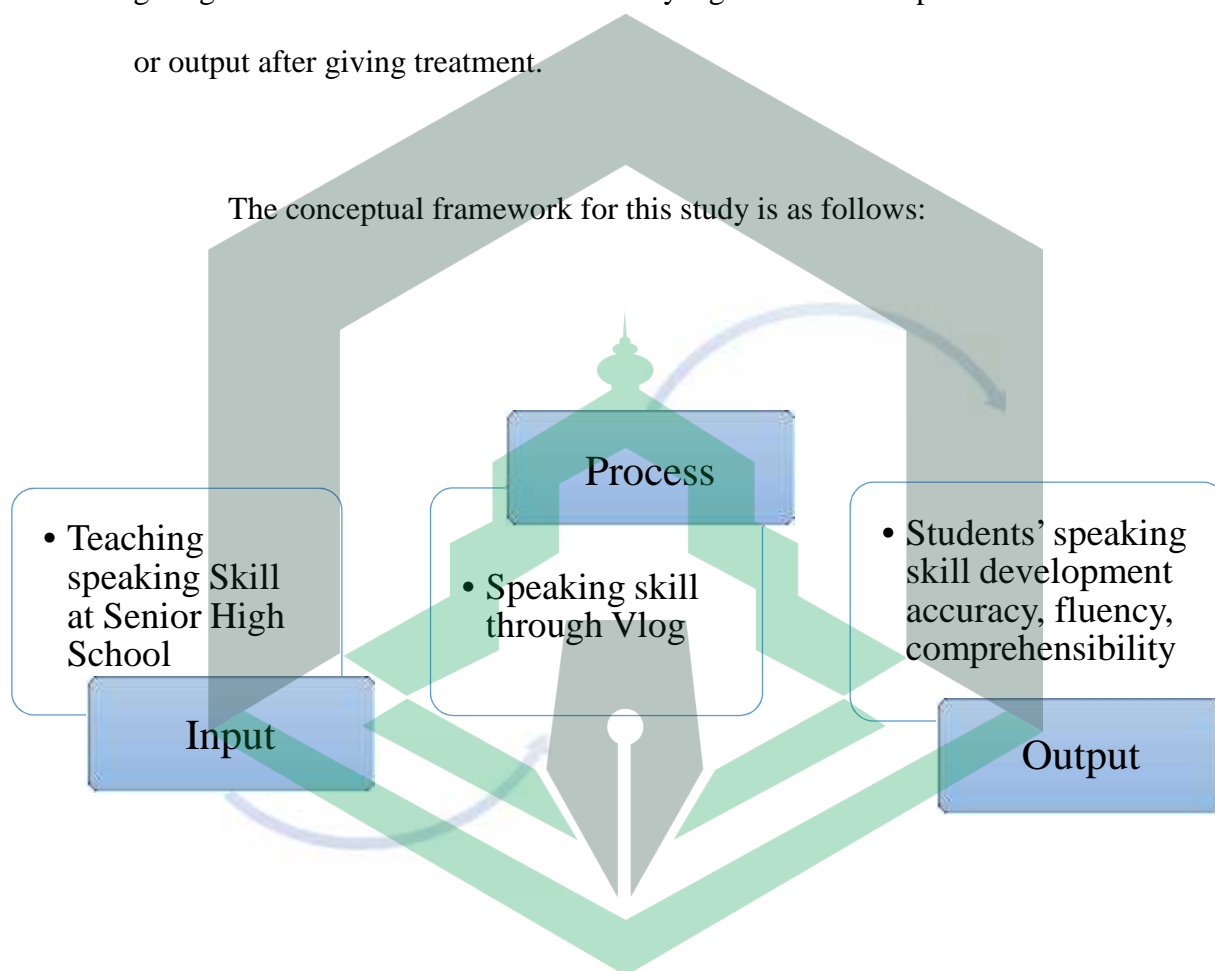
²⁴ Division of Teaching and Learning Office of Curriculum, Standards, and academic Engagement. 2009. Project-Based Learning: Inspiring Middle School Students to Engage in Deep and Active Learning. New York. (http://blog.ncue.edu.tw/sys/lib/read_attach.php?id=11950 diakses 24 februari 2020).

²⁵ Wekesa, Noah Wafula, "Project Based Learning on Students' Performance in the Concept of Classification of Organisms Among Secondary Schools in Kenya", Journal of Education and Practice. Vol.7, No.16, 2016, p. 25.

after knowing students' ability in speaking. the researcher will give some treatment as a process of learning speaking by using media vlog. These processes in expected to give development to the students' knowledge.

After conducting both items, the researcher comes to the last it is namely giving the test to the students to know any significant development to the students or output after giving treatment.

The conceptual framework for this study is as follows:

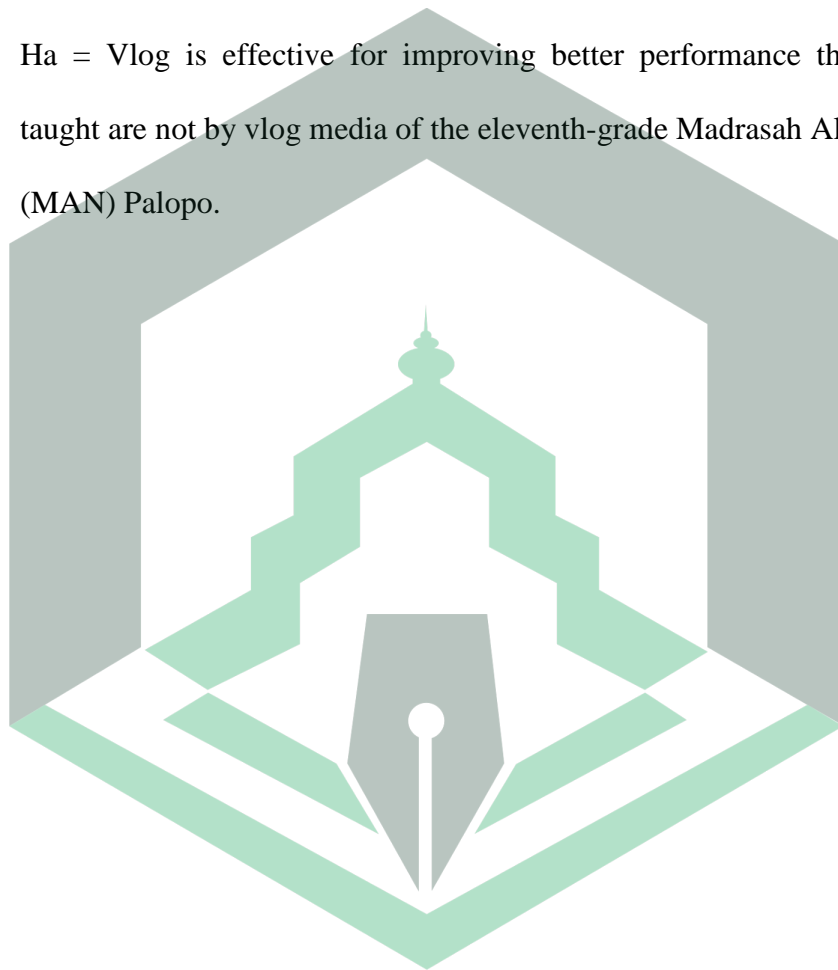


F. Hypothesis

Before the researcher applies this vlog media to students. The researcher has a hypothesis about this research. The students speaking skills can be improved by applying daily vlogs in process of learning the speaking skill of preposition in place.

This study has two statistical hypotheses, which are as follows:

1. H_0 = Vlog is not effective for improving better performance than students are not taught by vlog media of the eleventh-grade Madrasah Aliyah Negeri (MAN) Palopo.
2. H_a = Vlog is effective for improving better performance than students taught are not by vlog media of the eleventh-grade Madrasah Aliyah Negeri (MAN) Palopo.



CHAPTER III

METHOD OF THE RESEARCH

This section discussed the research design, research instrument, population and sample, research variable, research instrument, data collection procedure, and data analysis technique.

A. Design of the Research

The researcher used a quasi-experimental design in this research. The purpose of this method is to give an illustration of the effectiveness by used vlog media in teaching speaking of the eleventh-grade students at Madrasah Aliyah Negeri (MAN) Palopo. This design was carried out in two groups, namely the control group and the experimental group as a comparison. The researcher used a non-equivalent control group design, which means that the experimental and control groups were not chosen at random²⁶.

O ₁	X	O ₂
O ₃	-	O ₄

Where:

O₁: Pretest in the experimental class

O₂ : Posttest in the experimental class

O₃: Pretest in the control class

O₄ : posttest in the control class

X: Treatment by using Spidergram

- : Without treatment

²⁶John W. Creswell, "Educational Research" (University of Nebraska–Lincoln, 2012), hlm. 309.

B. Population and Sample

1. Population

The population in this research was eleventh-grade students of Madrasah Aliyah Negeri (MAN) Palopo. Ten classes consist of 120 students.

2. Sample

Purposive sampling was used by the researcher in this study. Purposive sampling was used by the researcher because it is expected that the sample criteria obtained will be following the research to be conducted. The researcher uses XI MIA 1 as an experimental group and XI IIS 2 as a control group. There are 23 students in each class, for a total of 46 students.

C. Research Variable

In this research, the researcher determines two categories of the variable: First, the dependent variable in this research is the students' speaking skills. Second, the independent variable in this research is the vlog media. It is the body media used to help teachers in developing students speaking skills.

D. The Instrument of the Research

- 1) Speaking Test: The instrument of this research is the Spoken Test before treatment to determine the ability of students to talk about themselves.
- 2) Recorder: The researcher uses a voice recorder as an instrument to help her get information, the researcher records the students' voices when their answer about the material before treatment.

E. The Procedure of Collecting Data

The procedure for collecting data are carried out in the following order:

1. Pre-test

To know students' abilities before giving treatment, the researcher did a pre-test. In this pre-test, the researcher gave some questions to the experimental group and the control group. It was done to know the basic ability of the students in speaking.

2. Treatment Research

After giving the pre-test, the researcher gives treatment in teaching XI MIA 1 as an experimental class. The steps in teaching speaking are as follows:

Treatment 1

The researcher divided the students into five groups, each with four members. The researcher then showed a vlog about self-introduction to each group. Then, each group was asked to discuss to retell what they had heard from the vlog. Furthermore, the researcher chose two students at random from each group to advance to the front of the class. The first student retells the results of the discussion using English, then the second student uses Indonesian. After that, the researcher gives an explanation of the material discussed.

Treatment 2

The researcher divided the students into five groups, each with four members. Next, the researcher showed a vlog about *music* to all groups. Then, each group was asked to discuss the explained meaning of this music they had

heard from the vlog. Furthermore, the researcher chose two students at random from each group to advance to the front of the class. The first student retells the results of the discussion using English, then the second student uses Indonesian. After that, the researcher gives an explanation of the material discussed.

Treatment 3

The researcher divided the students into five groups, each with four members. Next, the researcher showed a vlog about news to all groups. Then, each group was asked to discuss their opinions and thoughts about what they had heard from the vlog. Furthermore, the researcher chose two students at random from each group to advance to the front of the class. The first student retells the results of the discussion using English, then the second student uses Indonesian. After that, the researcher gives an explanation of the material discussed.

Treatment 4

The researcher divided students into five groups each group consisted of four members. Next, the researcher showed a vlog about school tours to all groups. Then, each group was asked to discuss to explain their school according to what they had heard from the vlog. Furthermore, the researcher chose 2 students randomly as representatives of each group to advance to the front of the class. The first student retells the results of the discussion using English, then the second student uses Indonesian. After that, the researcher gives an explanation of the material discussed.

3. Post-Test

After completing four treatments, the researcher gives a post-test to the students to find out their abilities. The form of the post-test given to students is the researcher gives assignments to each student to make a simple vlog about themselves and what they like. The purpose of the post-test in this study was to provide a final evaluation of the material that had been taught to determine whether using video-based media can improve students' speaking skills and understanding of the material that had been given. The benefit of holding this post-test was getting an overview of the abilities achieved. The results of this post-test are compared with the results of pre-tests that have been done before so that it would be known how far the effect or influence of the media that has been used, besides at the same time it can be known which part of the teaching material that was still not understood by most students.

F. The Technique of Data Analysis

The following steps will be used to analyze the data collected during the pre-test, treatments, and post-test :

I. Determine the students' pre-test and post-test results for speaking skills using rubric scoring. To analyze the data, the research determines the scoring classification which includes accuracy, fluency, and comprehensibility from Heaton (1990):²⁷

Table 3.1. Students Rubric Scoring

²⁷ J. B. Heaton, "Longman Handbooks for Language Teachers", (London and New York, 1990) p.100. https://www.academia.edu/31010458/Longman_Handbooks_for_Language_Teachers. Accessed on 4th September 2019.

Score	Accuracy	Fluency	Comprehensibility
6	The mother tongue has only a minor influence on pronunciation. There are two or three minor grammatical and lexical mistakes.	Speaks without much effort and with a fairly wide range of expression. Searches for words on occasion, but only with one or two awkward pauses.	The listener can easily understand the speaker's intention and general meaning. There were very few interruptions or clarifications needed.
5	The mother tongue has a slight influence on pronunciation. There are a few minor grammatical and lexical errors, but the majority of the utterances are correct.	At times, it is necessary to exert effort to find words. Nonetheless, the delivery is generally smooth, with only a few unnatural pauses.	The speaker's intent and general meaning are fairly obvious. A few interruptions by the listener are required for clarification.
4	The mother tongue continues to have a moderate influence on pronunciation, but there are no major	Even though he has to work hard and search for words, there aren't too many awkward pauses. Generally, the	The majority of what the speaker says is simple to understand. His intent is always clear, but several

	<p>phonological errors.</p> <p>There are a few grammatical and lexical errors, but only one or two major ones that confuse.</p>	<p>delivery was fairly smooth. It is occasionally fragmentary, but it conveys the general meaning. A good range of expression.</p>	<p>interruptions are required to assist him in conveying the message or seeking clarification.</p>
3	<p>The mother tongue has an impact on pronunciation, but only a few serious phonological errors occur. There are several grammatical and lexical errors, some of which confuse.</p>	<p>Much of the time, he has to work hard. Frequently has to look for the desired meaning. The delivery is rather halting and fragmentary. I frequently require a wide range of expression.</p>	<p>Much of what is said can be understood by the listener, but he must constantly seek clarification. Many of the speaker's more complex or longer sentences are incomprehensible.</p>
2	<p>Pronunciation is heavily influenced by the mother tongue, resulting in communication</p>	<p>Long pauses as he seeks the desired meaning. Delivery is frequently fragmentary and halting. At times, he</p>	<p>Only small bits (usually short sentences and phrases) can be understood - and then only with great</p>

	breakdowns. There are numerous 'basic' grammatical and lexical errors.	almost gives up making an effort. Expression is restricted.	difficulty by someone who is used to listening to the speaker.
1	There are numerous grammatical and lexical errors, as well as serious pronunciation errors. There is no evidence that you have mastered any of the language skills or areas practiced in the course.	There are a lot of long and unnatural pauses. The delivery is very halting and fragmentary. At times, he or she gives up making an effort. There is a very limited range of expression.	Almost nothing of what is said is understandable. The speaker is unable to clarify anything he appears to have said, even when the listener makes a concerted effort or interrupts.

II. Classification students determined the results of the students' speaking tests. It is shown in the table below. The following formula was used to convert the scores from the three tables above into the scores from the next table:²⁸

$$\text{A student's score} = \frac{\text{The gain score}}{\text{The maximal score}} \times 100$$

²⁸H. Douglas Brown. (2004). *Language Assessment: Principle and Classroom Practices*. United State of America: Pearson Education, Inc.

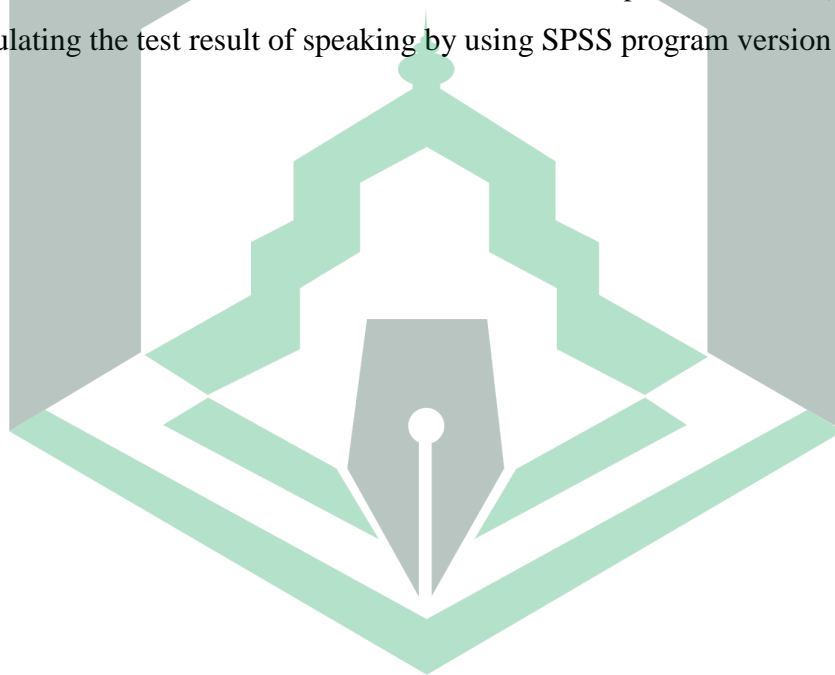
III. Dividing the students' scores into six levels as follows²⁹:

Table 3.2. The Classification Score for Test

	Score	Classification
A	90 – 100	Excellent
B	80 – 89	Good
C	70 – 79	Adequate
D	60 – 69	Inadequate/unsatisfactory
E	Bellow 60	Failing/unacceptable

(Adapted from *Brown(2014), p.287*)

Calculating the test result of speaking by using SPSS program version 20.0



²⁹Brown, H. Douglas, “ *Language Assessment: Principle and Clasroom Practices United State of America: Pearson Education, Inc.* 2014, p.287.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This section describes the research findings and discussions that demonstrate the realities and comparisons between the experimental and control groups.

A. Findings

For this part, explain the statistically analyzed data result description. It is divided into two parts: the students' scores in the experimental and control classes in the pre-test and the student's scores in the experimental and control classes in the post-test, or the scores of the students who were not given the treatment and the scores of the students who were given the treatment.

1. Scoring Classification of the Students' Pretest and Posttest.

The researcher presented the students' pretest and posttest results, as well as the frequency and percentage for the experimental and control groups, in the tables below.

a. Scoring Classifications of the Students' Pretest in Experimental and Control classes

The pre-test scores were classified into six categories: excellent, good, adequate, inadequate/unsatisfactory, and failing/unacceptable. They are the frequency and rate percentage of students' pretest score presentations in the experimental and control classes:

Table 4.1 the Rate Percentage and Frequency of Students' Pre-Test Scores in Experimental and Control Class

Classification	Score	Rate	Experimental Class		Control Class	
			F	%	F	%
Excellent	90 – 100	5	-	-	-	-
Good	80 – 89	4	-	-	-	-
Adequate	70 – 79	3	-	-	-	-
Inadequate/Unsatisfactory	60 – 69	2	-	-	-	-
Failing/Unacceptable	Bellow 60	1	23	100%	23	100%
Total			23	100%	23	100%

Based on the data shown in the table above, the result of experimental and control class on scores of frequency and percentage are none or 0% student got “excellent”, “good”, “adequate”, and “Inadequate/unsatisfactory”. Then, there were 23 or 100% of students got “Failing/Unacceptable”

The comparison of pretest and posttest results revealed that there was no significant difference in the speaking skills of students in both classes. It was demonstrated by the results of the pretest in both classes, which revealed that the majority of the students were classified as "Failing/Unacceptable."

b. Scoring Classifications of the Students' Posttest in Experimental and Control classes

There were six classifications of students' scores in the post-test, namely excellent, good, adequate, inadequate/unsatisfactory, and failing/unacceptable. The frequency and rate percentage of students' posttest score presentations in experimental and control classes are:

Table 4.2 the Rate Percentage and Frequency of Students' Post-Test Scores in Experimental and Control Class

Classification	Score	Rate	Experimental Class		Control Class	
			F	%	F	%
Excellent	90 – 100	5	-	-	-	-
Good	80 – 89	4	1	4%	-	-
Adequate	70 – 79	3	10	43%	-	-
Inadequate/Unsatisfactory	60 – 69	2	12	52%	-	-
Failing/Unacceptable	Bellow 60	1	-	-	23	100%
Total			23	100%	23	100%

Based on the data in the table above, the post-test results of the experimental class were as follows: 0% of students received "excellent," 4% received "good," 43% received "adequate," 53% received "inadequate/unsatisfactory," and 0% received "failing/unacceptable." In the control group, 0% of students received "excellent, good, adequate, and inadequate/unsatisfactory," while 100% received "failing/unacceptable."

The post-test results of students in the experimental class demonstrated that there was a significant improvement difference. Most students are classified as "inadequate/unsatisfactory". and the control class shows that there is no difference between the pre-test and post-test. It is proven by the majority of students classified as "failing/unacceptable".

c. The Students' Accuracy Achievement

The frequency score and percentage of students' accuracy in experimental and control classes are shown in the tables below.

Table 4.3 the Frequency and Percentage of Students' Achievement in term of Accuracy in Pre-Test

Classification	Score	Rate	Experimental Class		Control Class	
			F	%	F	%
Excellent	90 – 100	5	-	-	-	-
Good	80 – 89	4	-	-	-	-
Adequate	70 – 79	3	-	-	-	-
Inadequate/Unsatisfactory	60 – 69	2	8	35%	3	13%
Failing/Unacceptable	Bellow 60	1	15	65%	20	87%
Total			23	100%	23	100%

The table above shows that the majority of students in the experimental and control classes received a low category. In the experimental class, 35% of students were rated as "inadequate/unsatisfactory," while 65% were rated as "failing/unacceptable." In the control group, 13% of students were rated as "inadequate/unsatisfactory," while 87% were rated as "failing/unacceptable."

According to the percentages of both the experimental and control classes, low achievers outnumber excellent achievers. This indicates that both classes still have room for improvement.

Table 4.4 the Frequency and Percentage of Students' Achievement in term of Accuracy in Post-Test

Classification	Score	Rate	Experimental Class		Control Class	
			F	%	F	%
Excellent	90 – 100	5	5	22%	-	-
Good	80 – 89	4	15	65%	1	4%
Adequate	70 – 79	3	3	13%	7	30%
Inadequate/Unsatisfactory	60 – 69	2	-	-	11	48%
Failing/Unacceptable	Bellow 60	1	-	-	4	17%
Total			23	100%	23	100%

The table above shows that the majority of students in the experimental class got a "good" category. 22% of students were classified as excellent, 65% of students were in the "good" and 13% of students were in the "adequate" category. The control class received a low category, classified as 4% of students included in the "good" category, and 48% of students were included in the "inadequate/unsatisfactory" as a higher category.

The distribution of post-test accuracy scores for the experimental and control groups reveals a difference in score improvement. It is clear from the experimental class scores that there was an improvement after treatment. On the

other hand, in the control class, there was an improvement after giving the treatment.

d. The Students' Fluency Achievement

The frequency score and percentage of students' fluency in the experimental and control classes are shown in the tables below:

Table 4.5 the Frequency and Percentage of the Students' Achievement in Term of Fluency in Pre-Test

Classification	Score	Rate	Experimental Class		Control Class	
			F	%	F	%
Excellent	90 – 100	5	-	-	-	-
Good	80 – 89	4	-	-	-	-
Adequate	70 – 79	3	-	-	-	-
Inadequate/Unsatisfactory	60 – 69	2	2	9%	4	17%
Failing/Unacceptable	Bellow 60	1	21	91%	19	83%
Total			23	100%	23	100%

The majority of students in the experimental and control classes are in the low category in the table above. The experimental class had a 9% value for "inadequate/unsatisfactory" and a 91% value for "failing/unacceptable." In the control group, 17% were classified as "inadequate/unsatisfactory," and 83% were classified as "failing/unacceptable." The experimental and control classes show that low achievers outperform excellent achievers based on the values calculated above. That is, both classes can still be improved.

Table 4.6 the Frequency and Percentage of Students' Achievement in Term of Fluency in Post-Test

Classification	Score	Rate	Experimental Class		Control Class	
			F	%	F	%
Excellent	90 – 100	5	5	22%	-	-
Good	80 – 89	4	18	78%	2	9%
Adequate	70 – 79	3	-	-	8	35%
Inadequate/Unsatisfactory	60 – 69	2	-	-	13	57%
Failing/Unacceptable	Bellow 60	1	-	-	-	-
Total			23	100%	23	100%

The table above shows that after treatment, student achievement in the fluency category improved in both the experimental and control classes. The percentage of grades in the experimental class, with 22% of students classified as "excellent" and 78% classified as "good." In the control group, 9% of students received "good" grades, 35% received "adequate" grades, and 57% received "inadequate/unsatisfactory" grades. Fluency scores in both the experimental and control groups improved after treatment.

e. The Students' Comprehensibility Achievement

The frequency score and percentage of students' comprehensibility in the experimental and control groups are shown in the tables below:

Table 4.7 the Frequency and Percentage of Students' Achievement in Term of Comprehensibility in Pre-Test

Classification	Score	Rate	Experimental Class		Control Class	
			F	%	F	%
Excellent	90 – 100	5	-	-	-	-
Good	80 – 89	4	-	-	-	-
Adequate	70 – 79	3	-	-	-	-
Inadequate/Unsatisfactory	60 – 69	2	2	9%	4	17%
Failing/Unacceptable	Bellow 60	1	21	91%	19	83%
Total			23	100%	23	100%

According to the table, the majority of students in both the experimental and control groups have very low achievement levels. The experimental class's percentage grades, none of which were classified as "excellent, good, or adequate". Furthermore, inadequate/unsatisfactory achiever was 9%, and "failing/unacceptable" achiever was 91%. While in the control class, none of them were classified as performing "excellent, good, and adequate". Next, "Inadequate/unsatisfactory" achiever was 17% and "Failing/Unacceptable" achiever was 83%.

Based on the results of the experiment, the percentages of both the experimental and control classes showed that low achievers outnumbered excellent achievers. It implies that both classes still needed to be improved.

Table 4.8 the Frequency and Percentage of Students' Achievement in Term of Comprehensibility in Post-Test

Classification	Score	Rate	Experimental Class		Control Class	
			F	%	F	%
Excellent	90 – 100	5	4	17%	-	-
Good	80 – 89	4	19	83%	8	35%
Adequate	70 – 79	3	-	-	8	35%
Inadequate/Unsatisfactory	60 – 69	2	-	-	6	26%
Failing/Unacceptable	Bellow 60	1	-	-	1	4%
Total			23	100%	23	100%

The table shows that student achievement in the experimental and control classes in terms of comprehensibility seemed to improve after treatment. The percentage of grades from the experimental class, where students in the “excellent” category were 17%, and 83% in the “good” category. Furthermore, the percentage value of the control class in which students are in the 35% “good” category, 35% students in the “adequate” category, the 26% “inadequate/unsatisfactory” category, and 4% “Failing/Unacceptable” of students.

Scores for the experimental class and the control class on comprehensibility at the post-test after treatment were carried out, both of which showed that there was an increase.

2. The Mean Score and Standard Deviation of Students' Speaking Achievement.

As previously stated, the researcher calculated the mean and standard deviation of the students' scores in both the experimental and control classes after tabulating the frequency and percentage of the students' scores.

Before the treatment, the researcher was given a pre-test for the experimental and control classes to determine the students' ability to speak. Following that, the purpose of the pre-test was to determine whether or not the experimental and control classes were at the same level, and the purpose of the post-test was to determine whether or not the students improved in both the experimental and control classes. The standard deviation was calculated to determine how closely the scores were to the mean score.

a. The Mean Score and Standard Deviation of Students' Pre-Test and Post-Test

The researcher presented the mean score and standard deviation of the students' pretest and posttest for the experimental and control classes in the table below.

Table 4.9 the Mean Score and Standard Deviation of Students' Pre-test and Post-test

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre-Test Experiment	23	17	28	446	19.39	.697	3.340
Post-Test Experiment	23	61	83	1595	69.35	.944	4.529
Pre-Test Control	23	17	33	460	20.00	1.109	5.317
Post-Test Control	23	22	56	987	42.91	2.038	9.774
Valid N (listwise)	23						

The table showed that the main scores of the experimental class and the control class were at different levels before and after the treatment. It indicates that there are improvements after treatment.

The table showed that each class had 23 respondents, denoted by the symbol n. Furthermore, the high score of the experimental class scored 28 on the pre-test, while the control class scored 33. Then, in the pretest, the lowest score for both the experimental and control classes is 17. Furthermore, the experimental class had a mean score of 19.39 with a standard deviation of 3.34, while the control class had a mean score of 20.00 with a standard deviation of 5.31.

After the treatment, the main scores of the two classes differ. The high score for the experimental class in the post-test is 83, with the mean score for the experimental class in the post-test being 69.35 and a standard deviation of 4.52. While the control class has a high score of 56, the mean score is 42.91, and the standard deviation is 9.77.

This means that the experimental class's average score is higher than the control class's ($69.35 > 42.91$).

b. The Mean Score and Standard Deviation of the Students' Pretest and Posttest in terms of Accuracy

Table 4.10 the Mean Score and Standard Deviation of Students' Pre-Test and Post-Test

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre-Test Experiment	23	1	2	31	1.35	.102	.487
Post-Test Experiment	23	3	5	94	4.09	.124	.596
Pre-Test Control	23	1	2	27	1.17	.081	.388
Post-Test Control	23	1	4	51	2.22	.166	.795
Valid N (listwise)	23						

According to the table above, there was an increase in the students' post-test accuracy of the experimental class. The mean pre-test score is 1.35 with a standard deviation of 0.48, and the mean post-test score is 4.09 with a standard deviation of 0.59. In the post-test students in the control class, the mean score of the pre-test is 1.17 with a standard deviation of 0.38, and the mean score of the post-test is 2.22 with a standard deviation of 0.795. The post-test score in terms of accuracy in the experimental class improves.

c. The Mean Score and Standard Deviation of Students' Pretest and Posttest in term of Fluency

Table 4.11 the Mean Score and Standard Deviation of Students' Pretest and Post-Test

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre-Test Experiment	23	1	2	25	1.09	.060	.288
Post-Test Experiment	23	4	5	97	4.22	.088	.422
Pre-Test Control	23	1	2	26	1.13	.072	.344
Post-Test Control	23	2	4	58	2.52	.139	.665
Valid N (listwise)	23						

According to the table above, there was an improvement in the students' post-test fluency of the experimental and control classes. The mean score of the experimental class for the pre-test is 1.09 with a standard deviation of 0.28, and the mean score for the post-test is 4.22 with a standard deviation of 0.42. The mean score for the control group was 1.13 with a standard deviation of 0.34, and the mean score for the post-test was 2.52 with a standard deviation of 0.665. The post-test scores in terms of fluency in the experimental and control classes are better.

d. The Mean Score and Standard Deviation of Students' Pretest and Posttest in term of Comprehensibility

Table 4.12 the Mean Score and Standard Deviation of Students' Pretest and Post-Test

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre-Test Experiment	23	1	2	25	1.09	.060	.288
Post-Test Experiment	23	4	5	96	4.17	.081	.388
Pre-Test Control	23	1	2	27	1.17	.081	.388
Post-Test Control	23	1	4	69	3.00	.189	.905
Valid N (listwise)	23						

According to the table above, there was an increase in post-test scores for the experimental and control classes in terms of comprehensibility. The experimental class's pre-test means the score was 1.09, with a standard deviation of 0.28, and the post-test mean score was 4.17, with a standard deviation of 0.38. The control class had a mean pre-test score of 1.17 with a standard deviation of 0.38, while the post-test mean was 3.00 with a standard deviation of 0.905.

3. Test of Significance (t-test)

The researcher used a t-test of group statistics and independent sample T-Test analysis and calculated it using SPSS 20.0 to determine whether the control class and experimental class were significantly different, as well as the acceptability of the hypothesis of this research. The outcome could be displayed in a table of group statistics and an independent sample t-test. It is shown in the tables below:

Table 4.13 the Result of T-Test from Pre-test Score of Experimental and Control Class

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
students achievement	pretest experiment	23	19.39	3.340	.697
	pretest control	23	20.00	5.317	1.109

The output of the group statistics, as shown in the table above, indicates that the number of students (N) for each class is 23. The mean pre-test score for the experimental class was 19.39, with a standard deviation of 0.69, and the mean pre-test score for the control class was 20.00, with a standard deviation of 1.10.

Table 4.14 the students' Result T-Test from Pre-Test Score of Experiment and Control Class

		Independent Samples Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
students achievement	Equal variances assumed	2.968	.092	-.465	44	.644	-.609	1.309	-3.248	2.030
	Equal variances not assumed			-.465	37.025	.645	-.609	1.309	-3.262	2.044

Based on the table above (mean score difference of control and experimental class), we can see that both of them did not have a significant difference.

Table 4.15 the students' Result T-Test from Post-Test Score of Experiment and Control Class

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
students achievement	Post-test experiment	23	69.35	4.529	.944
	Post-test control	23	42.91	9.774	2.038

The output of the above group statistic data shows that the mean post-test score in the experimental class was 69.35, with a standard deviation of 4.52 and a standard error mean of 0.94. Furthermore, the mean post-test score in the control class was 42.91, with a standard deviation of 9.774 and a standard error mean of 2.03 for the control class, with a total of 23 students (N) in each class.

Table 4.16 the students' Result T-Test from Post-Test Score of Control and Experiment Class

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
students achievement	Equal variances assumed	9.673	.003	11.769	44	.000	26.435	2.246	21.908	30.962	
	Equal variances not assumed			11.769	31.030	.000	26.435	2.246	21.854	31.016	

From the table above, the output of the independent sample test showed that the T-Test result was 11.769, Df was 44 with the significance (2-tailed) was 0.00 and the mean difference was 26.435.

Thus in interpreting t_0 the researcher used two ways:

- By comparing t_0 (t-obtained) to t_{table} , from df 44, the level of significance 5% with df = 44, got 2.015 < 11.769. It means that the Null Hypothesis (H_0) was rejected, while the Alternative Hypothesis (H_a) was accepted.
- By orientation number of significant. If the probability > 0.05, the Null Hypothesis (H_0) is accepted. If probability < 0.05, the Alternative Hypothesis

(*H_a*) is accepted. Because the significance was $0.000 < 0.05$, thus the Null Hypothesis was rejected and the Alternative Hypothesis was accepted.

B. Discussions

According to the research method described in Chapter III of this study, the first step was to administer a Pre-test by asking students to introduce themselves one by one. This pre-test was given to 23 students of the experimental and control group to measure their abilities before being given treatment. The Test was given to know their prior knowledge before they got treatment. After getting the result of the pre-test two groups are given different treatments. The experimental class was treated using vlog media during treatment, students felt interested, enjoyed, active, happy, and enthusiastic about learning. But in the control class taught without using vlog media, students feel bored and lack enthusiasm in the classroom. In the final step, the researcher gave a post-test. In this post-test, students are asked to make a simple vlog to introduce themselves and what they like. This test was used to measure students' abilities after they were given treatment. Post-test was conducted in the last meeting and students were asked to collect this vlog that they had made personally sent via WhatsApp.

According to the findings of the research the researcher used vlog media with material especially to self-introduction, the students could be motivated and enthusiastic in the learning process and also interested to learn because they prefer interesting things in the learning process that suits their current style. Not only that, but the researcher also found some problems in the classes such as; 1) Students feel distressed and cannot work on assignments given

by the researcher even though they haven't tried it. 2) Students still feel insecure if asked to move forward in class. 3) sometimes some students feel hungry and ask permission to go to the canteen.

According to the data analysis, using vlog media as a learning tool to improve students' speaking skills is effective. It can be seen in the table before and after treatment that the mean score of students in the Experimental class after treatment (apply vlog media) was 69.35, whereas the mean score of students in the control class (do not apply vlog media) was 42.91. In the experimental and control classes, the following components of speaking skill pre-test and post-test scores were obtained: In the experimental class (pre-test), the accuracy score was 1.35, the fluency score was 1.09, and the comprehensibility score was 1.09. The accuracy score for the value (post-test) was 4.09, the fluency score was 4.22, and the comprehensibility score was 4.17. The accuracy score was 1.17, the fluency score was 1.13, and the comprehensibility score was 1.17 in the control class (pre-test). The accuracy score for the value (post-test) was 2.22, the fluency score was 2.52, and the comprehensibility score was 3.00. It is possible to conclude that no significant changes occur in either class before treatment. And, as can be seen after treatment, there are significant differences in the speaking skills of students from the experimental and control classes.

This research builds on previous research on the use of vlog media to improve students' speaking skills. The first previous study, conducted by Riswandi (2016), discovered that using YouTube-based videos in teaching speaking can improve students' speaking skills and motivation. The second

research, conducted by Maulidah (2017), discovered that vlogs significantly improved students' speaking abilities. This can increase student motivation by providing a fun and easy-to-access learning process. Furthermore, Vlogging is one of the sophisticated innovations used to improve the teaching-learning process, particularly the ability of students to speak. And the last research by Mohamed Amin (2011) found that This study demonstrated that authentic video, inducing satisfactory viewing of the impact of using video comprehension and presented in an integrated language skills instruction, is a valuable approach to whole language teaching.

Based on the three previous studies above, the researcher found that using vlog media to teach speaking skills was effective. It can be seen that the score of (t-obtain) was lower than t_{table} ($t_{obtain} < t_{table}$). The findings were 11.769 whereas the level of significance of 0.05 (5%) was 2.015 (2.015 < 11.769). It means that the Null Hypothesis (H_0) was rejected, while the Alternative Hypothesis (H_a) was accepted. Furthermore, in the pre-test, from the experimental class to the control class some of the students still use Indonesian to speak or say something. And in the post-test, from the experimental class students have begun to speak English well without reading the text. While in the control class, students still talk by looking at the text. As a result, the researcher can conclude that this media was effective in improving the speaking skills of MAN Palopo's eleventh-grade students. This statement is supported by the research findings described in this study as well as the advantages of using vlog in teaching-learning. In this research also, the researcher realized that this research was limited by the small

number of meetings in the classroom because this research used an experimental design that only tested whether vlog media affected improved students speaking skills.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusions and recommendations based on the data analysis and findings presented in the previous chapter.

A. Conclusions

The score of t_o (t-obtained) that gathered from the SPSS program. It can be seen that the score of (t-obtain) is lower than $t_{table}(t_o < t_{table})$. The findings are 11.769 whereas the level of significance of 0.05 (5%) is 2.015. next, based on the orienting number the significance is $0.000 < 0.05$. Therefore, the Null Hypothesis (H_o) is rejected and the Alternative Hypothesis (H_a) is accepted. So, the researcher concludes that using vlog media to teach speaking skills is effective. There is a significant difference in students' speaking skills between the experimental and control groups in this research. Whereas in the experimental class, the researcher uses vlog media with material specifically designed for self-introduction, in the control class, the researcher uses material specifically designed for self-introduction but does not use vlog media. It means that using vlog media has better achievement than using non-vlog media to improve students' speaking skills.

B. Suggestions

The success of this research is not solely dependent on the program, but also on how the teacher presents the lesson and employs various techniques to make the class more lively and enjoyable. The technique also allows students to

participate actively in class. The researcher offers some suggestions that could be taken into account to achieve effective teaching speaking through the use of vlog media.

1. For the teachers

The researcher discovered problems during the teaching and learning process in this research. One of the issues was the students' lack of motivation to learn English. It was because most of the students thought that learning English is difficult. The other problem was about the students that have little opportunity to practice. The researcher hoped that the teacher could overcome those problems. So the researcher suggested to the teacher as follows:

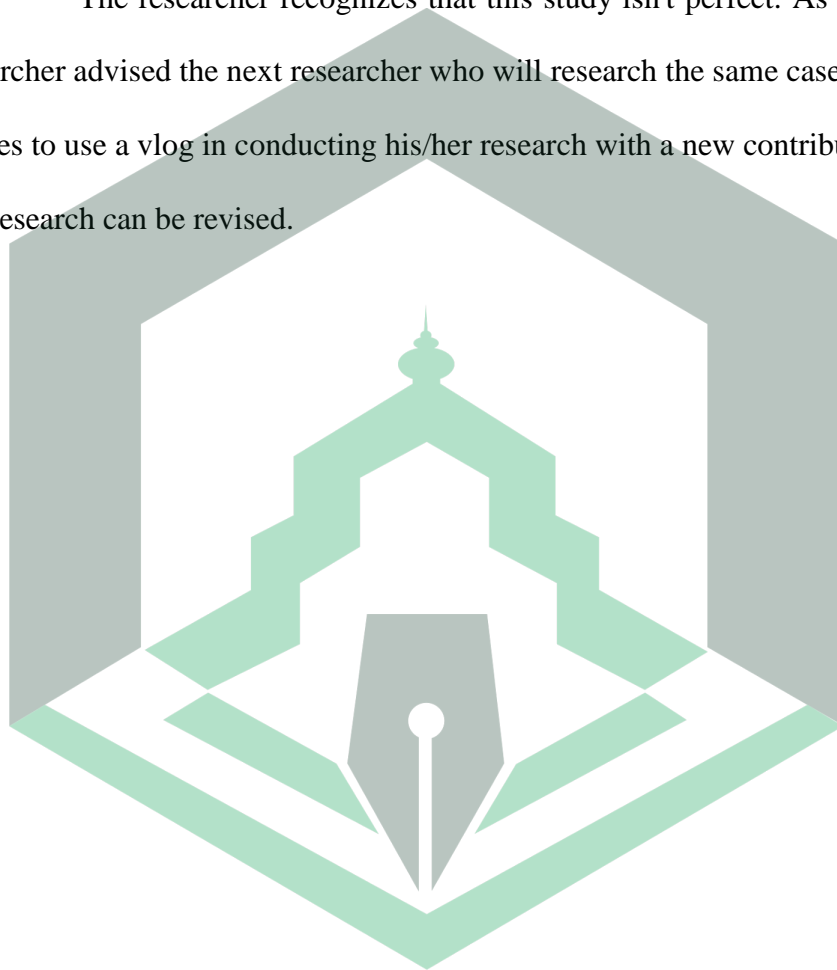
- a. The teacher should give the motivation to make the students open their minds and heart to love English.
- b. The teacher should provide more opportunities for students to practice speaking in English by utilizing a variety of teaching and learning methods, techniques, or strategies that can improve the students' speaking skills.

2. For the students

The students gained confidence as they practiced speaking English. It made the students' speaking skills improve. Besides, the students also more enjoyed in practice speaking using vlogs. But, there were problems faced by the students in practice. The problems were about grammar and pronunciation. The researcher hoped that the students could overcome their problems. So the researcher suggested to the students as follows:

- a. The students should build up their confidence in speaking English.
 - b. The students should keep practicing speaking English to train their pronunciation and grammar.
3. For further researchers

The researcher recognizes that this study isn't perfect. As a result, the researcher advised the next researcher who will research the same case in different studies to use a vlog in conducting his/her research with a new contribution so that this research can be revised.



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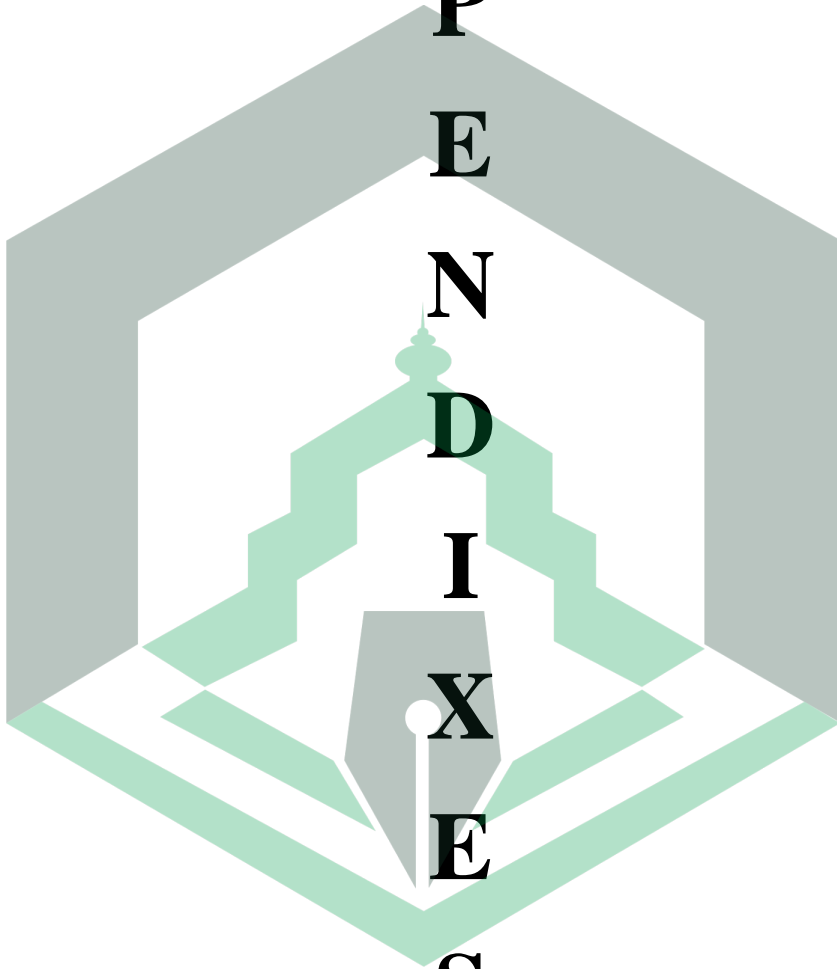
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Appendix 1. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAN PALOPO
Mata Pelajaran : Bahasa Inggris Wajib
Kelas/ Semester : XI / Ganjil
Materi Pokok : (Descriptive text) Talking about Self
Alokasi Waktu : 2 x 40 Menit

A. Kompetensi Inti

- **KI 1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong-royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- **KI 4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.1 Menerapkan fungsi sosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none">• Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga• Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks• Memahami struktur teks ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga

	<ul style="list-style-type: none"> • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga 	
4.1	<p>Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan member dan memintain formasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> • Menyusun kalimat meminta infromasi terkait jati diri dan keluarga teman • Menanggapi permintaan informasi terkait jati diri dan keluarganya

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungkapan-ungkapan member dan meminta informasi terkait jati diri dan hubungan keluarga.
- Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks.
- Memahami struktur teks ungkapan member dan meminta informasi terkait jati diri dan hubungan keluarga
- Memahami unsure kebahasaan dari ungkapan member dan meminta informasi terkait jati diri dan hubungan keluarga
- Menyusun kalimat meminta infromasi terkait jati diri dan keluarga teman
- Menanggapi permintaan informasi terkait jati diri dan keluarganya

D. Materi Pembelajaran

Example:

Hello, everyone! I want to introduce myself and my family. My name is Nur Resky Rindu Ramadhani. You can call me Rindu. , I was born on 29th November 2001. I am 13 years old. I am a student. I live in makassar with my family. My father name is Kasman, he is 50 years old. My father's job is a civil servant ship. My mother name is Nur Irma Sukma , she is 46 years old. My mother's job is a teacher. I have 1 sister and, 2 brothers. The first is Hanny Dayana. The second is Anto Darmawan. The third is Ditto Darmawan. I think that's enough. Thanks for your time and your attantion. It is nice to meet you.

1. Text Structure

- A. The openingis the first step where you should open by saying:

a) **Greeting.** You greet your friends by saying:

- Good morning my friends ...
- Good morning all of my friends ...
- Hi/ Hello my friends ...

b) Using the **expressions**:

- Let me introduce my self, ...
- Allow me to introduce my self, ...
- I'd like to introduce my self, ...
- I want to introduce myself, ...
- My name is ...
- I'm

B. Main Idea is the essence of the material to be delivered. In this case the Introduction. Contents of the main idea in self Introduction are:

a. Name, there are 2 kinds:

- Full Name - Original Name

Example in Sentence:

- My name is Nur Resky Rindu Ramadhani
- My father name is ...
- My mother name is ...

- Nick Name - Popular Name

Example in Sentence:

- My nickname is ...
- You can call me ...
- My family and my friends call me ...
- My popular name is ...

b. Place and Date Born.

Example in Sentence: I was born on 29th November 2001

c. Age

Example in Sentence: I am 13 years old.

d. Address

Example in Sentence:

- I live in Makassar
- I live at Jl. Jendral Sudirman Blok. 14

C. **Closing** is a cover sentence or often called Leave Taking. To end up the self introduction, we can say :

- That is my introduction
- I think that's all
- Thank for your attention
- Thank you

Example:

A: Hello. I'm Sahsa.

B: Hi Sasha. I'm Dito

A: Nice to meet you Dito. Where are you from?

B: I am from Jakarta, and you?

A: I'm from Makassar.

B: Makassar. Wow. I've always wanted to go there. How long have you been in Palopo?

A: I just arrived this week. It's my first day of school.

B: Pleased to meet you.

A: Pleased to meet you, too.

2. **Expression of Greeting**

Greeting	Response
Hi!	Hi!
Hello!	Hello!
Good morning!	Good morning!
Good afternoon!	Good afternoon!
Good evening!	Good evening!
How do you do?	How do you do?
How are you?	I'm very well, thanks
How are you doing?	I'm fine, thanks
How is life?	Not so bad, thanks
How is everything with you?	Pretty well, thanks

- Good morning digunakan dari jam 00.00 s/d 12.00 (Jam 00 dini hari sampai dengan 12 siang)
- Good day/noon diucapkan jam 12.00
- Good afternoon digunakan dari setelah jam 12.00 s/d 18.00
- Good Evening dipakai dari jam 18.00 s/d 24.00(00.00)
- Good night digunakan untuk mengucapkan selamat berpisah/selamat tidur.
- P.m. (Post merediem) = dari jam 12.00 siang s/d 24.00 malam
- A.m (Ante merediem) = dari jam 24.00/00.00 s/d 12.00 siang

3. How to Introduce Yourself and Others

Introducing yourself	Introducing others
I just wanted to introduce myself, my name is ...	I'd like to introduce you to...
I don't believe we've met before, I'm...	There's someone I'd like you to meet ...
I don't think we've actually met formally yet, I'm...	This is...
My name is ...	Have you met...?
I'm, please meet ...
Nice to meet you; I'm, have you met ...?
Pleased to meet you; I'm ...	I'd like you to meet
Let me introduce myself; I'm ...	I'd like to introduce you to
I'd like to introduce myself; I'm ...	Jane, this is Jack. Jack this is Jane.
Can I introduce myself? I'm ...	I introduce a good friend of mine? This is ...

Useful responses when introducing yourself and others:

- Pleased to meet you.
- Nice to meet you.
- Very nice to meet you.
- It's a pleasure to meet you.
- Happy to meet you.
- How do you do?

E. Fungsi sosial: Menjaga hubungan interpersonal dengan guru dan teman

F. Metode Pembelajaran

Pendekatan : Scientific Learning

Model Pembelajaran : Discovery Learning

G. Media dan Alat

- Media : Worksheet atau lembar kerja (siswa)
- Alat : Spidol dan Papan tulis

- Sumber belajar : Developing English Competencies for Grade XI Senior High

School(SMA/MA)

H. Langkah-Langkah Pembelajaran

Pertemuan 1 (2x40 menit)	Waktu
<p style="text-align: center;">Kegiatan Pendahuluan / Awal</p> <p>Orientsasi</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. • Memeriksa kehadiran peserta didik sebagai sikap disiplin. • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Apersepsi</p> <ul style="list-style-type: none"> • Mengaitkan material tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ tema/ kegiatan sebelumnya. • Meningkatkan kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. • Apabila materi tema/ projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :<i>ungkapan-ungkapan member dan meminta informasi terkait jati diri dan hubungan keluarga</i> • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung 	<p>10 Menit</p>

<ul style="list-style-type: none"> • Mengajukan pertanyaan <p>Pemberian Acuan</p> <ul style="list-style-type: none"> • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 	
<p>Kegiatan inti</p>	
<p>Saintifik Metode Pembelajaran</p>	<p>Kegiatan Pembelajaran</p>
<p>Mengamati (Observing)</p>	<ul style="list-style-type: none"> • Peserta didik menyimak contoh pemaparan jati diri dan hubungan keluarga lewat tayangan vlog yang diputar dan diulang sebanyak 2-3 kali. • Peserta didik kemudian menirukan contoh pemaparan jati diri dan hubungan keluarga yang telah ditayangkan melalui vlog.
<p>Menanya (question)</p>	<p>Peneliti memberikan kesempatan pada peserta didik untuk mengajukan pertanyaan tentang apa yang tidak mereka pahami dari vlog tersebut.</p>

**60
Menit**

Mengumpulkan informasi

COLLABORATION (KERJASAMA)

Peserta didik dibentuk dalam beberapa kelompok untuk:

- Dalam kelompok, peserta didik diminta untuk mendiskusikan apa yang mereka dengar berdasarkan vlog yang telah mereka tonton untuk diceritakan kembali.
- Guru menunjuk 2 perwakilan dari setiap kelompok secara acak untuk tampil ke depan kelas untuk menceritakan kembali apa yang telah mereka dapatkan. Perwakilan pertama melaporkan dengan menggunakan bahasa Inggris dan perwakilan kedua menerjemahkan apa yang telah dipaparkan oleh temannya.
- Guru mengecek hasil diskusi kelompok dan kemudian memberikan penjelasan yang benar tentang struktur teks pemaparan jati diri dan hubungan keluarga kepada peserta didik.

<p>Generalization (menarik kesimpulan)</p>	<p><u>COMMUNICATION</u> <u>(BERKOMUNIKASI)</u></p> <ul style="list-style-type: none"> • Peneliti memberikan penguatan dan penjelasan mengenai materi yang telah di ajarkan. • Peserta didik kemudian menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 	
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Catatan:
Selama pembelajaran berlangsung, peneliti mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggung jawab, rasa ingin tahu dan peduli lingkungan).

<p align="center">Kegiatan Penutup</p>	<p align="center">10 Menit</p>
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Penilaian:

1. Penilaian pengetahuan : Rubrik penilaian speaking

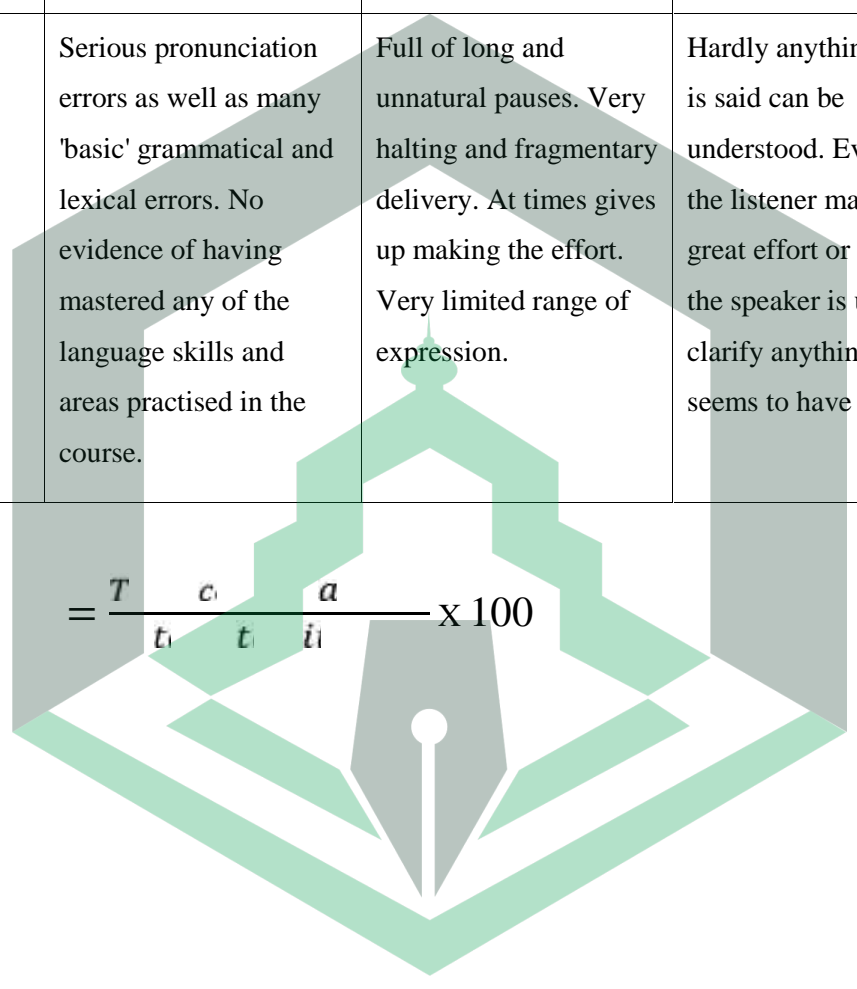
Klasifikasi

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression. Searches for word occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.

5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary
4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
2	Pronunciation seriously influenced by the mother tongue with	Long pauses while he searches for the desired meaning. Frequently	Only small bits (usually short sentences and phrases) can be

	errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.	fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.	understood - and then with considerable effort by someone who is used to listening to the speaker
1	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practised in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

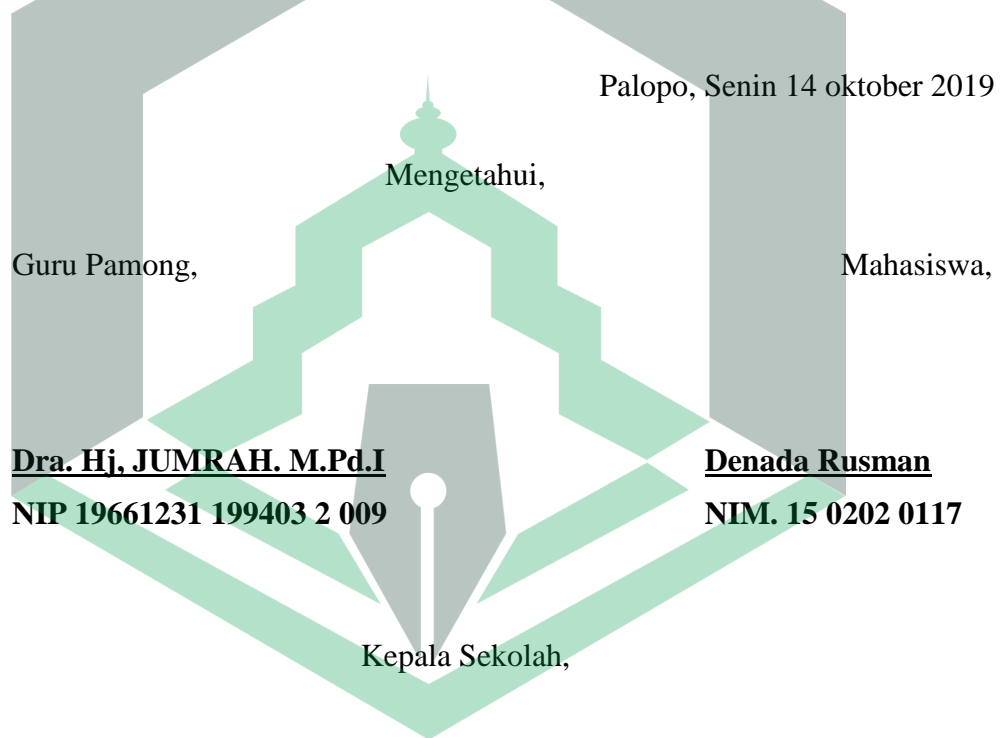
$$S = \frac{T}{t_i} \times \frac{c_i}{t} \times \frac{a}{i_i} \times 100$$



2. Classifying the score of the students into five levels as follows:

	Score	Classification
A	90 – 100	Excellent
B	80 – 89	Good
C	70 – 79	Adequate
D	60 – 69	Inadequate/unsatisfactory
E	Bellow 60	Failing/unacceptable

Calculating the test result of speaking by using SPSS program version 20.0



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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAN PALOPO
Mata Pelajaran : Bahasa Inggris Wajib
Kelas/ Semester : XI / Ganjil
Materi Pokok : (Explanation text) Meaning Through Music
Alokasi Waktu : 2 x 40 Menit

A. Kompetensi Inti

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI 4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.9 Menafsirkan fungsi social dan unsure kebahasaan lirik lagu terkait kehidupan remaja SMA/ MA/ SMK/ MAK.	<ul style="list-style-type: none">• Mengidentifikasi fungsi social lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK• Mengidentifikasi unsure kebahasaan lirik lagu terkait kehidupan remaja SMA/ MA/ SMK/ MAK.

<p>4.9 Menangkap makna terkait fungsi social dan unsure kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/ MA/ SMK/ MAK.</p>	<ul style="list-style-type: none"> • Menirukan lirik lagu secara lisan. • Menangkap makna terkait fungsi social dan unsure kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/ MA/ SMK/ MAK.
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C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi fungsi social lirik lagu terkait kehidupan remaja SMA/ MA/ SMK/ MAK.
- Mengidentifikasi unsure kebahasaan lirik lagu terkait kehidupan remaja SMA/ MA/ SMK/ MAK.
- Menirukan lirik lagu secara lisan.
- Menangkap makna terkait fungsi social dan unsure kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/ MA/ SMK/ MAK.

D. Materi Pembelajaran

One Big Family MaherZain

I wonder why you and me fight each other
 Don't you see the similarities between us?
 Take a minute and see yourself in the mirror
 You look like me, those eyes, lips, you can't deny
 Have you thought about why we look the same?
 Why we feel the same?
 Don't tell me it's by chance
 Oh, you're my brother, you're my sister
 We're one big family
 Oh, you're my brother, you're my sister
 Just one big family
 It doesn't matter if you live far away from me
 You feel I feel, you bleed I bleed, you cry and I cry
 We sleep and dream

Sometimes we're sad sometimes we're happy
 You breathe I breathe
 We love, walk, talk and we smile
 Have you thought about why we look the same?
 Why we feel the same?
 Don't tell me it's by chance
 Oh, you're my brother, you're my sister
 We're one big family
 Oh, you're my brother, you're my sister
 Just one big family, family
 I care about you and i wish you could realize
 There's no difference between us two
 we're part of one family
 No matter how far you are are

And even if we don't know each other
Oh, you and me, me and you, we are one
Oh, you're my brother, you're my sister
We're one big family
Oh, you're my brother, you're my sister
Just one big family
Oh, you're my brother, you're my sister
We're one big family
Oh, you're my brother, you're my sister
We're one big family
Oh, you're my brother, you my sister
Just one big family
Just one big family.





E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL).
- 3) Metode : Tanya jawab, wawancara, diskusi dan bernyanyi.

F. Media dan Alat

- Media : Worksheet atau lembar kerja (siswa)
- Alat : Spidol dan Papan tulis
- Sumber belajar : Developing English Competencies for Grade XI Senior High School(SMA/MA)

G. Langkah-Langkah Pembelajaran

Pertemuan 1 (2x40 menit)		Waktu
Kegiatan Pendahuluan / Awal		
Orientsasi <ul style="list-style-type: none">• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.• Memeriksa kehadiran peserta didik sebagai sikap disiplin.• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.	10 Menit	
Apersepsi <ul style="list-style-type: none">• Mengaitkan material tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ tema/ kegiatan sebelumnya.• Meningkatkan kembali materi prasyarat dengan bertanya.• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.		

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materi tema/ proyek ini dikerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : *Fungsi Sosial, Unsur Kebahasaan dan Makna Lagu.*
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
- Mengajukan pertanyaan.

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuannya itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan inti		60 Menit
Saintifik Metode Pembelajaran	Kegiatan Pembelajaran	
Mengamati (Observing)	<ul style="list-style-type: none">• Peserta didik menyimak vlog tentang lirik lagu yang dipaparkan oleh guru.• Peserta didik bersama-sama menyanyikan lagu tersebut dengan melihat lirik lagu yang telah dipaparkan.	
Menanya (question)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peneliti memberikan kesempatan pada peserta didik untuk mengajukan pertanyaan tentang</p>	

	apa yang tidak mereka pahami dari vlog tersebut.	
Mengumpulkan informasi	<p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> • Dalam kelompok, peserta didik diminta untuk mengidentifikasi apa makna yang tersirat dari vlog lirik lagu tersebut. • Peneliti menunjuk perwakilan dari setiap kelompok secara acak untuk melaporkan hasil diskusinya di depan kelas dan kelompok yang lain memberikan tanggapannya. • Peneliti mericek hasil diskusi kelompok dan kemudian memberikan penjelasan yang benar tentang makna yang ada di dalam lirik lagu. 	
Generalization (menarik kesimpulan)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <ul style="list-style-type: none"> • Peserta didik Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi yang akan selesai dipelajari. 	

Catatan:

Selama pembelajaran berlangsung, peneliti mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggung jawab, rasa ingin tahu dan peduli lingkungan).

Kegiatan Penutup**10 Menit****Penilaian:**

3. Penilaian pengetahuan : Rubrik penilaian speaking

Klasifikasi

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression. Searches for word occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.
5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary
4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.

		expression.	
3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood - and then with considerable effort by someone who is used to listening to the speaker
1	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practised in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

$$S = \frac{T \quad c_i \quad a}{t_i \quad t_i \quad t_i} \times 100$$

4. Classifying the score of the students into five levels as follows:

	Score	Classification
A	90 – 100	Excellent
B	80 – 89	Good
C	70 – 79	Adequate
D	60 – 69	Inadequate/unsatisfactory
E	Bellow 60	Failing/unacceptable

Calculating the test result of speaking by using SPSS program version 20.0

Palopo, Senin 14 oktober 2019

Guru Pamong,

Dra. Hj, JUMRAH. M.Pd.I
NIP 19661231 199403 2 009

Mengetahui,

Mahasiswa,

Denada Rusman
NIM. 15 0202 0117

Kepala Sekolah,

Dra. Hj, JUMRAH. M.Pd.I
NIP 19661231 199403 2 009

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAN PALOPO
 Mata Pelajaran : Bahasa Inggris Wajib
 Kelas/ Semester : XI / Ganjil
 Materi Pokok : (Explanation text) Opinions & Thoughts
 Alokasi Waktu : 2 x 40 Menit

A. Kompetensi Inti

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion)	<ul style="list-style-type: none"> • Mengidentifikasi situasi yang memunculkan pernyataan pendapat dan pikiran • Menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran • Memahami struktur teks dari pernyataan pendapat dan pikiran • Memahami unsur kebahasaan dari dari pernyataan pendapat dan pikiran
4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan	<ul style="list-style-type: none"> • Menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas

memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	
--	--

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi situasi yang memunculkan pernyataan pendapat dan pikiran
- Menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran
- Memahami struktur teks dari pernyataan pendapat dan pikiran
- Memahami unsur kebahasaan dari pernyataan pendapat dan pikiran
- Menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas.

D. Materi Pembelajaran

➤ **Let's look at the sentence structure to express opinions.**

Subject	Verb	Object
I	Agree	With what you are saying
I	Don't agree	With you
We	Believe	This is not the right way to handle things
I	Reckon	This could be right considering the reasons you have provided
I	Doubt	That this is possible
We	Assume	You are biased this issue
I	Think	You are mistaken
I	Don't think	So

Expression

➤ **Opinions can be expressed in the ways given below:**

Personal point of view	General point of view
I think ...	Most people do not agree ...
Personally, I think ...	Almost everyone ...
In my experience ...	Some people say that ...
I strongly believe that ...	Some people believe ...
As far as I am concerned ...	Of course, many argue ...
From my point of view ...	While some people believe ...
As I understand	Generally it is accepted ...
In my opinion ...	The majority agree with ...
What I mean is ...	The majority disagree with ...
In my humble opinion ...	It is sometimes argued ...
I would like to point out that ...	While some people believe ...
To my mind ...	
By this mean ...	
I am compelled to say ...	
I reckon ...	
As I see it ...	

➤ **Agreeing or disagreeing with an opinion**

Agreeing	Disagreeing
Of course	I am sorry, I don't agree with you
This is absolutely right	I am not sure I agree with you
I agree with this opinion	I don't agree with you
I couldn't agree more	I am afraid I have to disagree with you
I agree, I never thought of that	I do not believe that
Neither do I	By this mean
That's a good point	I disagree with you
I think so too	I think you are wrong
I agree with what you're saying but have you ever..	That's not the same thing at all
	It is not justified to say so
	I am not convinced that ...
	I can't say I agree with this, and here's why

Examples:

Statement/Opinion	Agree	Disagree
Smoking should be banned in public places	I totally agree that smoking should be banned in public places	I am sorry but I tend to disagree with you on this
Bullying is so prevalent in most schools	I couldn't agree more with you	I think it would be wrong to generalize
Women should not work	I think so too. Women should stay at home and take care of their children	I am afraid I have to disagree with you on this
Harry Porter series is much better than Twilight series	Yes. I agree. Harry Porter series has much better and well-developed story line	It's not justified to say because both have different plots
Online gaming should be banned	Absolutely right. It should be as it distracts students from studying.	I don't agree with you. It is a venue for students to develop their skills

E. Fungsi sosial: Menjaga hubungan interpersonal dengan guru dan teman

F. Metode Pembelajaran

- Pendekatan : Scientific Learning
- Model Pembelajaran : Discovery Learning

G. Media dan Alat

- Media : Worksheet atau lembar kerja (siswa)
- Alat : Spidol dan Papan tulis
- Sumber belajar : Developing English Competencies for Grade XI

H. Langkah-Langkah Pembelajaran

Pertemuan 1 (2x40 menit)	Waktu
<p style="text-align: center;">Kegiatan Pendahuluan / Awal</p> <p>Orientsasi</p> <ul style="list-style-type: none">• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.• Memeriksa kehadiran peserta didik sebagai sikap disiplin.• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Apersepsi</p> <ul style="list-style-type: none">• Mengaitkan material tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ tema/ kegiatan sebelumnya.• Meningkatkan kembali materi prasyarat dengan bertanya.• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none">• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.• Apabila materi tema/ proyek ini dikerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>Situasi yang memunculkan pernyataan pendapat dan pikiran.</i>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung• Mengajukan pertanyaan <p>Pemberian Acuan</p> <ul style="list-style-type: none">• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator pada pertemuan yang berlangsung	<p style="text-align: center;">10 Menit</p>

<ul style="list-style-type: none"> • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 	
Kegiatan inti	
Saintifik Metode Pembelajaran	Kegiatan Pembelajaran
Mengamati (Observing)	<ul style="list-style-type: none"> • Pemberian contoh-contoh untuk dapat dikembangkan peserta didik, dari media interaktif, dsb.
Menanya (question)	Peneliti memberikan kesempatan pada peserta didik untuk mengajukan pertanyaan tentang apa yang tidak mereka pahami dari vlog tersebut.
Mengumpulkan informasi	<p style="text-align: center;"><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik di bentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> • Dalam kelompok, peserta didik diminta untuk mengidentifikasi struktur teks. • Masing-masing kelompok kemudian melaporkan hasil diskusinya di depan kelas dan kelompok yang lain memberikan tanggapannya. • Guru mericek hasil diskusi kelompok dan kemudian memberikan penjelasan yang benar kepada peserta didik.
Generalization (menarik kesimpulan)	<p style="text-align: center;"><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <ul style="list-style-type: none"> • Peneliti memberikan penguatan dan

60 Menit

	<p>penjelasan mengenai materi yang telah di ajarkan.</p> <ul style="list-style-type: none"> • Peserta didik kemudian menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 	
--	---	--

Catatan:

Selama pembelajaran berlangsung, peneliti mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggung jawab, rasa ingin tahu dan peduli lingkungan).

Kegiatan Penutup	10 Menit
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Mengagendakan pekerjaan rumah untuk peserta didik tentang materi pelajaran yang telah dilakukan. Pekerjaan rumah tersebut yaitu:

- Guru menugaskan peserta didik untuk setiap siswa membuat sebuah vlog berkaitan tentang diri dan kesukaan mereka sesuai dengan vlog yang telah mereka lihat sebelumnya. Vlog tersebut akan dikumpul atau diserahkan secara pribadi melalui sosial media (WhatsApp).

Penilaian:

5. Penilaian pengetahuan : Rubrik penilaian speaking

Klasifikasi

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression. Searches for word occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.

5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary
4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood - and then with considerable effort by someone who is used to listening to the speaker
1	Serious pronunciation	Full of long and unnatural	Hardly anything of what

	errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practised in the course.	pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.
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$$S = \frac{T}{t_i} \frac{c_i}{t_i} \frac{a}{t_i} \times 100$$

6. Classifying the score of the students into five levels as follows:

	Score	Classification
A	90 – 100	Excellent
B	80 – 89	Good
C	70 – 79	Adequate
D	60 – 69	Inadequate/unsatisfactory
E	Bellow 60	Failing/unnacceptable

Calculating the test result of speaking by using SPSS program version 20.0

Palopo, Senin 14 oktober 2019

Mengetahui,

Guru Pamong,

Mahasiswa,

Dra. Hj, JUMRAH. M.Pd.I

Denada Rusman

NIP 19661231 199403 2 009

NIM. 15 0202 0117

Kepala Sekolah,

Dra. Hj, JUMRAH. M.Pd.I

NIP 19661231 199403 2 009

Appendix4. Keywords

Related Words

NO	INDONESIA	ENGLISH
1	Selamat pagi	Good morning
2	Selamat sore	Good afternoon
3	Selamat malam	Good evening
4	betapa senang bertemu dengan anda	How nice to see you
5	Halo	Hello
6	Apa kabar?	How are you?
7	Apa kabar?	How do you do?
8	Apa kabarmu?	How're you doing?
9	hai!	Hi !
10	Sekarang sangat menyenangkan	Yes, it's been so nice
11	baik. terima kasih	Fine, thanks
12	Apa kabar?	How do you do?
13	tidak buruk	Not bad
14	Selamat malam	Good night
15	Selamat tinggal	Goodbye
16	Sampai jumpa lagi	See you later
17	Selamat tinggal	Bye..
18	Pertama izinkan saya memperkenalkan diri.)	First let me introducing myself ...
19	Ijinkan saya memperkenalkan diri	Allow me to introduce myself
20	Saya ...	I'm ...
21	Permisi nama saya ...	Excuse me my name is ...
22	Apa kabar? Nama saya adalah ...	How do you do? My name is ...
23	Nama saya adalah ...	My name is ...
24	Hai, Saya ..	Hi! I'm ...
25	Nama saya	My name is ...
26	Nama lengkap saya ...	My full name is ...
27	Kamu bias memanggil saya ...	You can call me ...

28	Mereka memanggil saya ...	They call me ...
29	Tolong panggil saya ...	Please call me ...
30	Semua orang memanggil saya ...	Everyone calls me ...
31	Nama panggilan saya ...	My nick name is ...
32	Saya berasal dari ...	I'm come from ...
33	Saya lahir di	I was born in ...
34	Saya tinggal di	I live in ...
35	Alamat saya di ... (kota)	My address is ... (city)
36	Saya tinggal di (nama jalan)	I live on ... (name) street.
37	Saya Tahun	I'm ... years old.
38	Saya tinggal dengan	I live with my ...
39	Saya anak satu-satunya	I am the only child.
40	Saya tidak punya saudara kandung	I don't have any siblings.
41	Saya punya ... saudara laki-laki dan(nomor) saudara perempuan	I have ... brothers and ... (number) sister.
42	Hobi saya adalah ...	My hobby is
43	Warna kesukaan saya adalah ...	My favorite color is ...
44	Makanan/ minuman kesukaan saya adalah	My favorite food/ drink is ...
45	Nama ayah saya adalah ...	My father name is ...
46	Nama ibu saya adalah ...	My mother name is ...
47	Pekerjaan ayah saya adalah ...	My father job is ...
48	Pekerjaan ibu saya adalah ...	My mother job is ...

Related Words

No	Indonesia	English
1	Hai	<i>Hi</i>
2	Halo	<i>Halo</i>
3	Selamat pagi	<i>Good morning</i>
4	Selamat siang	<i>Good noon</i>
5	Selamat sore	<i>Good afternoon</i>
6	Selamat malam	<i>Good evening</i>
7	Selamat malam (untuk berpisah/akan pergi tidur)	<i>Good night</i>
8	Sampai jumpa nanti	<i>See you later</i>
9	Sampai jumpa	<i>See you</i>
10	Sampai jumpa lagi	<i>See you again</i>
11	Selamat datang	<i>Welcome</i>
12	Selamat tinggal	<i>Goodbye</i>
13	Terima kasih	<i>Thank you</i>
14	Terima kasih banyak	<i>Thanks a lot</i>
15	Apa kabar	<i>How are you</i>
16	Apa yang terjadi	<i>What's going on</i>
17	Senang bertemu anda	<i>Nice to meet you</i>
18	Sudah lama tidak bertemu	<i>Long time no see</i>
19	Apa anda baik-baik saja	<i>Are you ok</i>
20	Apakah kamu sudah siap	<i>Are you ready</i>
21	Terima kasih kembali	<i>You are welcome</i>
22	Mari kita pergi	<i>Let's go</i>
23	Apa yang sedang kamu lakukan	<i>What are you doing</i>
24	Bagaimana semuanya	<i>How is everything</i>
25	Sudah berapa lama	<i>How long it has been</i>
26	Apa yang baru	<i>What's new</i>
27	Menyenangkan bertemu denganmu	<i>It's always a pleasure to see you</i>
28	Selamat ulang tahun	<i>Happy birthday</i>
29	Selamat Natal	<i>Merry Christmas</i>
30	Selamat tahun baru	<i>Happy new year</i>
31	Selamat Idul Fitri	<i>Happy Ied Mubarak</i>
32	Semoga sukses	<i>Be success</i>
33	Hati-hati	<i>Be careful</i>
34	Sampai ketemu minggu depan	<i>See you next week</i>
35	Sampai ketemu bulan depan	<i>See you next month</i>
36	Sampai ketemu tahun depan	<i>See you next year</i>
37	Sampai jumpa lain waktu	<i>See you next time</i>
38	Dadah	<i>Bye bye</i>
39	Selamat liburan	<i>Happy weekend</i>
40	Ibu	<i>Mom</i>
41	Ayah	<i>Dad</i>
42	Sayang	<i>Dear, Honey</i>

43	Semoga harimu menyenangkan	<i>Have a nice day</i>
44	Semoga liburanmu menyenangkan	<i>Have a nice weekend</i>
45	Semoga berhasil	<i>Good luck</i>
46	Baik, terima kasih	<i>Fine, thank you</i>
47	Jangan lupakan saya	<i>Don't forget me</i>
48	Silakan	<i>Please</i>
49	Dengan senang hati	<i>With pleasure</i>
50	Lumayan. Terima kasih	<i>Not bad. Thanks</i>
51	Terima kasih banyak	<i>Thank you so much</i>
52	Saya berharap saya akan bertemu denganmu lagi	<i>I hope I will meet you again</i>
53	Saya berharap kamu akan segera sembuh	<i>I hope you will be better</i>
54	Jangan bersedih	<i>Don't be sad</i>
55	Jangan menangis	<i>Don't cry</i>
56	Jangan pergi	<i>Don't go</i>
57	Bertemu denganmu segera	<i>See you soon</i>
58	Saya akan segera ke sana	<i>I'll be there soon</i>
59	Baik, terima kasih	<i>Good. Thanks</i>
60	Apa kabar	<i>How do you do</i>
61	Baik, terima kasih. Bagaimana dengan anda	<i>Fine, thank you and you</i>
62	Sangat baik. Terima kasih	<i>Very well. Thank you</i>
63	Lumayan baik	<i>Quiet well</i>
64	Mimpi indah	<i>Sweet dreams</i>
65	Semoga kamu mendapatkan yang terbaik	<i>Wish you all the best</i>
66	Sangat luar biasa	<i>So great</i>
67	Selamat bersenang-senang	<i>Have fun</i>
68	Semoga mendapatkan liburan yang menyenangkan	<i>Have a nice vacation</i>
69	Tidak begitu baik	<i>Not very well</i>
70	Biasa-biasa saja	<i>So-so</i>
71	Apa kabar	<i>How is it going</i>
72	Bagaimana kabarnya Tuan	<i>How is Mr...</i>
73	Bagaimana kabarnya Nyonya...	<i>How is Mrs...</i>
74	Bagaimana harimu	<i>How is your day</i>
75	Senang bertemu denganmu	<i>It is a pleasure to meet you</i>
76	Hai	<i>Hey</i>
77	Hai kelas	<i>Hi class</i>
78	Hai semuanya	<i>Hi all</i>
79	Halo teman-teman	<i>Hello friends</i>
80	Nama saya	<i>My name is ...</i>
81	Umur saya ... tahun	<i>I am ... years old</i>
82	Saya tinggal di ...	<i>I live at ...</i>
83	Nomor telepon saya ...	<i>My phone number is ...</i>

84	Hobi saya adalah ...	<i>My hobby is ...</i>
85	Saya bekerja di ...	<i>I work at ...</i>
86	Saya berasal dari ..	<i>I came from ...</i>
87	Saya adalah seorang karyawan	<i>I am an employee</i>
88	Saya adalah seorang siswa	<i>I am a student</i>
89	Saya adalah seorang ibu rumah tangga	<i>I am a housewife</i>
90	Saya lahir di ...	<i>I was born at ...</i>
91	Tanggal lahir saya ...	<i>My birthday is on ...</i>
92	Nama panggilan saya...	<i>My nickname is ...</i>
93	Kamu dapat memanggil saya ...	<i>You can call me ...</i>
94	Saya lulusan ...	<i>I was graduated from ...</i>
95	Perkenalkan saya untuk memperkenalkan diri	<i>Let me introduce my self</i>
96	Izinkan saya memperkenalkan diri	<i>Allow me to introduce my self</i>
97	Saya ingin memperkenalkan diri	<i>I would like to introduce my self</i>
98	Saya belum menikah	<i>I am single</i>
99	Saya ingin menjadi ...	<i>I want to be ...</i>



Appendix5. Pre-test question

Pre-Test

1. Tell me about yourself and what do you like (film/music/ etc.)



Appendix6. Post-test question

Post-Test

1. Tell me about yourself and what do you like (film/music/ etc.)



Appendix7. Transcription

Transcriptions of Pre-Test (EXPERIMENTAL CLASS)

1. RD 1

Assalammualaikumwr.wb.

Oke. First so fall, I would like to thank you for your all attention for me. So, in here, I would like to introduce myself. So, my name is berlianahamzah. You can call me berlin. I was born on palopo, October 25, 2003. My ambition is doctor in civil. Eemmmm... my hobby is swimming. And then my favorite food is fried chicken. My favorite drink is chocolate and milk. Just like that. And then....

2. RD 2

AssalmmualaikumWr. Wb

I want to introduce myself. My name is tiara. And then I live in lamasipantai.

Wassalammualaikumwr.wb

3. RD 3

My name is azharhabibullah. My nick name is azhar. I am from in palopo. Eeejalan landau 2 number 18.Terimakasih ...

Assalammualaikumwr.wb

4. RD 4

My name is fatimah. You can call me timah. Sudah mi..

Assalammualaikum.Wr.wb

5. RD 5

Assalammualaikumwr.wb

My name is rahmafia idham. You can call me eeerahmafia. I live in mauris. Terimakasih.

Transcriptions of Pre-Test (CONTROL CLASS)

1. RD 1

Good afternoon everybody. Eeaaa i wanna to introduce myself. Eee my name is miftahuljannah. Can you call me jannah. I was born in palopo, eee on july, fourteen 2003. And my address in songka. That all, thanks for your attention.

2. RD 2

Assalammualaikum. Wr.wb

My name is yayu mulyawati. You can call me yayu. I am from sulawisitenggara. Eee mmm ... Sudah mi.

3. RD 3

Assalammualaikumwr.wb.

Let me introduce myself. My name is azizah zalsabila. You can call me dila. I live in yosudarso.

4. RD 4

Assalammualaikumwr.wb

Eee my name is andiaisyah. You can call me icha. Ee I live in anditadda street. Sudah mi..
Assalammualaikumwr.wb

5. RD 3

My name is muh. As'adrofii. Sekiandanterimakasih. Hehehe..



Transcriptions of Post-Test (EXPERIMENTAL CLASS)

1. RD 1

Assalammualikum Wr. Wb

First of all, I wanna say thank you for you all your attention for me, so in here I would like to introduce myself. So, my name is berliana hamzah, you can call me berlin. I was born on palopo, October 25, 2003. My ambition is a doctor in hospital civil. My idols is my goac her name is andi asma, that your mother. Okay, there is your off problem for you? Oke, that not a problem. So ammm, she is like a strong woman for me, she is like a superhero. Because, always she give me to keep strong, keep fight, and I think she is a perfect woman for me. And then she is so beautiful and so pretty. If you look at her, you want to know, who is that the real of strong women. And then, my favorite food is fried chicken, and my favorite drink is hmm milkshake. Hmm don't think I think what you think. I know what you think, but come on don't think like that. And then, ammm my favorite movie is the Narnia. Why I love the Narnia? Because, if you after watching this movie you want to know what is the real of family, what is the real of brother, and what is the real of sister. Emm I think you will watch this movie with your brother or your sister or your family. Why not? Come on, watch this movie. I think you will love this movie after your watch this movie. The Narnia the best of the movie for me because, you want to know what is keep fight, keep strong, but you said.

Hmmm I think that's all thank you for attention for me. Goodbye.

2. RD 2

Assalammualaikum Wb. Wb

Hello guys, it's my first vlog. So this vlog, I introduced myself. First, my name is tiara. I was born on January 16, 2003, in the baloli. And now I live in lamasi pantai with my family, and I am students at the madrasah aliyah Negeri of palopo in the eleventh-grade MIA. And I wish to have a lot of passion for being a doctor, pilot, and a banker and many more. But I only choose to be a doctor to this my dream. Aamiin. Oke next, my hobbies are singing and badminton. And my favorite colors are blue, green, grey, and black. And then my favorite music, I am a very fround of pop music, and k-pop music. And that's favorite song are still the one, when we were young, and song form bts- fire. I always emmm listen to the song if I am in a very good mood. I will the fighnetli song myself hmm. I want to introduce my family, my father's name is Abdullah and my father's job is a farmer. and my mother's name is indrawati, and my mother's job is a house wife. and I love to flout my parents and very much. And then I have 3 sisters and 2 brothers. my first sister's name is suci afriansyinta, and she is a student. and my second sister name is aira, she is a student of madrasah ibtidai'yah. my third sister's name is queen az-Zahra, and she is a student of madrasah ibtidai'yah. and now my brother, my first brother name is Muhammad fadel, he is a student of junior high school. The second brother's name is muh. Syauki he has not school. I think can I introduce more always be please excused I say thank you. before I closed this vlog, I will sing a little. oke.

Looks like we made it Look how far we've come my baby We mighta took the long way
We knew we'd get there someday They said, "I bet they'll never make it"
But just look at us holding on We're still together still going strong

3. RD 3

Assalammualaikum Wr. Wb

Hay guys, tolong like, comment, and subscribe my channel, my vlog. Langsung saja, saya akan mengerjakan suatu tugas memperkenalkan diri dalam bahasa inggris.

Good morning all, on this occasion, allow me to make and introduce to who I am. My name is azhar habibullah. I am the first of four children. I was born in palopo, January 4, 2003. Currently, I live in jalan landau2 number 18, south Sulawesi. Speaking of a hobby, basketball is one of my hobbies. I can play basketball single 4 gladi. I have a dream to make a contractor or one implayers my dream can come true. I have 3 brothers tree is ahmad hasbullah, Muhammad toribul khair, and Muhammad hafist nurahman. I have parents, my father's name is irham arsyad, and my mother is tuti handayani. I guess that's all I can say about this introduction. Thank you very much for your attention.

Wassalammualaikum Wr. Wb

4. RD 4

Hallo, Assalammualaikum Wr. Wb

hmm perkenalkan nama saya Fatimah dan di video kali ini saya akan memperkenalkan diri saya dan apa yang saya sukai menggunakan bahasa inggris.

Hello everyone let me introduce myself. My name is fatimah and you can call me timah. I born is pumbakka, and my hobby is playing basketball and traveling. My idol is najwa shihab and sherly annavita. She is a revelt reporter and motivator. Hmm, i spert to become an interprener . An actually i don't really like music because i prefer listening to reading al-qur'an. Because listening to the reading al-qur'an ee mouse something shutting my mine to that music. Okay bye

Jadi itu tadi video saya, semoga ehh cara pengucapan bahasa inggrisnya benar dan apabila ada kesalahan mohon di maafkan. Dadahh..

Assalammualikum wr.wb

5. RD 5

Assalammualikum wr. Wb

Hallo guys, let me introduce myself. My name is rahmafia idham, you can call me rahmafia. I was born on 29 june 2003 in bone-bone. I live in moris street. My ambition is a doctor. My favorite food is tahu and tempe. My favorite drink is chocolate milk. My hobby is writing and reading. My favorite novel is mariposa, tere liye, laskar pelangi, and dilan. And really like writing stories and putri because it was. My hobby from the past. Thanks, good, i was ibliet to write more novel stories and my work was tittle the last point for zidan. My work is to read more than nine hundred more stories and the story publicset and the web path application. Next, i want to introduce my parents, my father

name is idham haliq syam. My father job is a teacher. And now mother, my mother name is helmi, my mother's job as a teacher. My younger sister number 3, my younger brother number 1. My favorite music is religious, my artist idol nisa sabyan. Why i really like religious music, because there are so many motivations and explanations about religion and answering the heart

Thank you for watching. And i say



Transcriptions of Post-Test (CONTROL CLASS)

1. RD 1

First of all, allow me to introduce myself because that is saying that states do not know then does not love. oke, my name is miftahuljannah you can call me jannah, nanna, or miftah. I was born in palopo on July 14, 2002 years. So now in the 2019 year I am 16 years old from a married couple sultan and rosmiati. Yes, that is my brother and my mother. and does it from my brother and my sister. Which is all of my brother's name muhammadridwan and one of my sister's name syakira. and one of my brother's names miftahuddi. so I am a third child of fourth siblings and our family live in a homemaking grahajannahzariah. And that's for the place students study know MAN palopo where my school is Islamic school. Then speak of hobbies. My hobbies are martial arts competition. well think or martial as competition as special species for me because there are many positive things, there a can take when I join martial as an organization in hudung "tapaksuciputrabmuhammadiyah" starting for the meaning of cooperation the headlines of fighting, being serious something to brotherhood or sisterhood. Oh. Sorry, I forget to explain why I made this introduce story video. This is because this is my English assignment from missis nada. haii missis nada. the mean point in this video is to introduce my favorite song. but, actually, there are many songs there are likes. But one there are will sing the title "Favorite Girl by Justin Bieber". I wanna telling i sing. Ahh ouns sorry I will see the text because i do nat think about the lyrics.

Ah ah ah ah Ah ah ah ah ... Ah ah ah oh ah ah ah ah ... I always knew you were the best. The coolest girl i know so prettier than all the rest. The star of my show so many times i wished you'd be the one for me. I never knew it'd get like this girl, what you do to me you're who i'm thinking of girl, you ain't my runner-up and no matter what you're always number one. My prized possession one and only adore ya girl, i want ya the one i can't live without, that's you, that's you. You're my special little lady the one that makes me crazy. Of all the girls i've ever known, it's you, it's you my favorite, my favorite, my favorite my favorite girl, my favorite girl.

Yeah, that's my favorite song. Sorry, my voice there is not listening to hear and reason i like this song because the song is cool not to be hard eee not because of the meaning of the lyrics. Oke my test is complete. Then i will wait for the evaluation form miss nada. That's all for me and thank you for following me the final work. Wassalammualaikum.....

2. RD 2

Hello guys, Assalammualaikum wr.wb

Let me introduce myself. My name is yayu mulyawati, people usually call me yayu. I am 16 years old. I am a students, I want to school in Madrasah aliyah negeri (MAN) palopo. I was born in Porehu, 23 july 2003. I come from tenggara, but I live in balandai streets. My hobby is reading a waitpath. My father name is mukhlis and my mother name is jumayyah. My father job is a farmer and my mother job is a teacher. I am the second of tree sibling. I have 2 brothers, the first is yahyan mukhlis setiawan, and the second is yahdid mulyadi. My brother went to UNANDA palopo campus, and my brother was in junior high school 2

batu putih. Ohh yess.. my favorite food is fried rice. I love fried rice because of the easy way to make it and the seasoning watch consist of variants flavor. I like the song feby putry watch title is fantastic. I like that song because I always imagic. Emmm maybe that's myself introduce from I.

Wassalammualaikum wr.wb.

3. RD 3

Haii .. Assalammualaikum Wr. Wb

Hellow guys, I want to introduce myself. My name is azizah zalsabilah, but you can call me azizah. I am 17 years old. I was born on luwu, 13 august 2002. My favorite food is chicken, and my favorite drink ice tea. My favorite color are gray and pink. I live in lamasi pantai with my parents. Eee speak of a hobby. My hobby is volleyball. I like volleyball since junior high school. My father name is bahayuddin and my mother name is maslinda. My father job is a farmer and my mother job is house wife. Aaaaa ... I am ... I have 3 sisters and 1 brother. That's all can say about. Thank you and see you ..
Wassalammualaikum Wr. Wb

4. RD 4

Assalammualaikum Wr. Wb

Let me introduce myself. My name is andi aissyah. My nick name is icha. I live in anditadda streets. I live with my parents, and brother and my sister. I was born in belawa, December 17, 2002. My favorite food is fried rice. My favorite drink is green tea. My favorite colors are blue, grey, and black. My father name is andi muh. Yunus, my mother name is sitti Fatimah. I have 2 brothers, and I have 2 sisters.

5. RD 5

Asslammualaikum Wr. Wb

Hellow guys, my name is muh. As'adrofii. I am usually call is androfi. My hobby is playing football. Eee and my favorite food is grill chicken. My mother is fatmawati, she is a teacher. And my father name is iqra, he is a farmer. My favorite song is tripel-X goodbye friends. This song my very favorite like because it's content it's very it's meaning about friends. So I think about myself and thanks for watching my vlog.

Wabillahi taufiq walhidayah.. wassalammualaikum Wr. Wb.

Byeeee.. jangan lupa subreker..

Appendix8. Spss

1. The Mean Score and Standard Deviation of Students' Pre-Test and Post-Test

Students' Score of Pre-Test and Post-Test in Experimental and Control Class

Respondents	Experimental Class		Control Class	
	Pre-Test	Post-Test	Pre-Test	Post-Test
RD 1	26	83	17	56
RD 2	17	67	17	50
RD 3	22	61	17	56
RD 4	17	72	17	44
RD 5	17	67	33	44
RD 6	22	72	17	44
RD 7	17	61	22	50
RD 8	28	72	17	44
RD 9	17	67	33	56
RD 10	22	67	17	50
RD 11	22	67	17	56
RD 12	17	67	17	33
RD 13	22	72	17	33
RD 14	17	72	17	28
RD 15	17	72	17	28
RD 16	17	67	28	22
RD 17	17	72	22	33
RD 18	17	72	17	50
RD 19	22	72	22	44
RD 20	17	67	28	39
RD 21	17	72	17	44
RD 22	17	67	17	44
RD 23	22	67	17	39

The Mean Score and Standard Deviation of Students' Pre-Test and Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre-Test Experiment	23	17	28	446	19.39	.697	3.340
Post-Test Experiment	23	61	83	1595	69.35	.944	4.529
Pre-Test Control	23	17	33	460	20.00	1.109	5.317
Post-Test Control	23	22	56	987	42.91	2.038	9.774
Valid N (listwise)	23						

The Rate Percentage and Frequency of Students' Pre-Test and Post-Test Scores in Experimental and Control Class

a) Pre-Test

Classification	Score	Rate	Experimental Class		Control Class	
			F	%	F	%
Excellent	90 – 100	5	-	-	-	-
Good	80 – 89	4	-	-	-	-
Adequate	70 – 79	3	-	-	-	-
Inadequate/Unsatisfactory	60 – 69	2	-	-	-	-
Failing/Unacceptable	Bellow 60	1	23	100%	23	100%
Total			23	100%	23	100%

b) Post-Test

Classification	Score	Rate	Experimental Class		Control Class	
			F	%	F	%
Excellent	90 – 100	5	-	-	-	-
Good	80 – 89	4	1	4%	-	-
Adequate	70 – 79	3	10	43%	-	-
Inadequate/Unsatisfactory	60 – 69	2	12	52%	-	-
Failing/Unacceptable	Bellow 60	1	-	-	23	100%
Total			23	100%	23	100%

2. The Mean Score and Standard Deviation of Students' Pre-Test and Post-Test in accuracy, fluency, and comprehensibility.

The Students' score in accuracy

Respondents	Experimental Class		Control Class	
	Pre-Test	Post-Test	Pre-Test	Post-Test
RD 1	2	5	1	3
RD 2	1	4	1	3
RD 3	2	3	1	3
RD 4	1	4	1	2
RD 5	1	4	2	2
RD 6	2	5	1	2
RD 7	1	3	1	2
RD 8	2	4	1	3
RD 9	1	4	2	3
RD 10	2	4	1	2
RD 11	1	3	1	4
RD 12	1	4	1	2
RD 13	2	5	1	1
RD 14	1	4	1	1
RD 15	1	4	1	1
RD 16	1	4	2	1
RD 17	1	5	1	2
RD 18	1	4	1	3
RD 19	2	4	2	2
RD 20	1	4	1	3
RD 21	1	5	1	2
RD 22	1	4	1	2
RD 23	2	4	1	2

The Mean Score and Standard Deviation of the Students' Pretest and Posttest in terms of

Accuracy

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre-Test Experiment	23	1	2	31	1.35	.102	.487
Post-Test Experiment	23	3	5	94	4.09	.124	.596
Pre-Test Control	23	1	2	27	1.17	.081	.388
Post-Test Control	23	1	2	25	1.09	.060	.288
Valid N (listwise)	23						

The Frequency and Percentage of Students' Achievement in term of Accuracy

a) Pre-Test

Classification	Score	Rate	Experimental Class		Control Class	
			F	%	F	%
Excellent	90 – 100	5	-	-	-	-
Good	80 – 89	4	-	-	-	-
Adequate	70 – 79	3	-	-	-	-
Inadequate/Unsatisfactory	60 – 69	2	8	35%	3	13%
Failing/Unacceptable	Bellow 60	1	15	65%	20	87%
Total			23	100%	23	100%

b) Post-Test

Classification	Score	Rate	Experimental Class		Control Class	
			F	%	F	%
Excellent	90 – 100	5	5	22%	-	-
Good	80 - 89	4	15	65%	1	4%
Adequate	70 – 79	3	3	13%	7	30%
Inadequate/Unsatisfactory	60 – 69	2	-	-	11	48%
Failing/Unacceptable	Bellow 60	1	-	-	4	17%
Total			23	100%	23	100%

The Students' score in fluency

Respondents	Experimental Class		Control Class	
	Pre-Test	Post-Test	Pre-Test	Post-Test
RD 1	2	5	1	3
RD 2	1	4	1	3
RD 3	1	4	1	3
RD 4	1	5	1	2
RD 5	1	4	1	3
RD 6	1	4	1	2
RD 7	1	4	1	4
RD 8	1	5	1	2
RD 9	1	4	2	3
RD 10	1	4	1	3
RD 11	2	4	1	3
RD 12	1	4	1	2
RD 13	1	4	1	2
RD 14	1	5	1	2
RD 15	1	4	1	2
RD 16	1	4	1	2
RD 17	1	4	2	2
RD 18	1	5	1	3
RD 19	1	4	1	2
RD 20	1	4	2	2
RD 21	1	4	1	2
RD 22	1	4	1	4
RD 23	1	4	1	2

The Mean Score and Standard Deviation of Students' Pretest and Posttest in term of Fluency

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre-Test Experiment	23	1	2	25	1.09	.060	.288
Post-Test Experiment	23	4	5	97	4.22	.088	.422
Pre-Test Control	23	1	2	26	1.13	.072	.344
Post-Test Control	23	2	4	58	2.52	.139	.665
Valid N (listwise)	23						

The Frequency and Percentage of the Students' Achievement in Term of Fluency

a) Pre-Test

Classification	Score	Rate	Experimental Class		Control Class	
			F	%	F	%
Excellent	90 – 100	5	-	-	-	-
Good	80 – 89	4	-	-	-	-
Adequate	70 – 79	3	-	-	-	-
Inadequate/Unsatisfactory	60 – 69	2	2	9%	4	17%
Failing/Unacceptable	Bellow 60	1	21	91%	19	83%
Total			23	100%	23	100%

b) Post-Test

Classification	Score	Rate	Experimental Class		Control Class	
			F	%	F	%
Excellent	90 – 100	5	5	22%	-	-
Good	80 - 89	4	18	78%	2	9%
Adequate	70 – 79	3	-	-	8	35%
Inadequate/Unsatisfactory	60 – 69	2	-	-	13	57%
Failing/Unacceptable	Bellow 60	1	-	-	-	-
Total			23	100%	23	100%

The Students' score in comprehensibility

Respondents	Experimental Class		Control Class	
	Pre-Test	Post-Test	Pre-Test	Post-Test
RD 1	2	5	1	4
RD 2	1	4	1	3
RD 3	1	4	1	4
RD 4	1	4	1	4
RD 5	1	4	2	3
RD 6	1	4	1	4
RD 7	1	4	2	3
RD 8	2	4	1	3
RD 9	1	4	1	4
RD 10	1	4	1	4
RD 11	1	5	1	3
RD 12	1	4	1	2
RD 13	1	4	1	3
RD 14	1	4	1	2
RD 15	1	5	1	2
RD 16	1	4	2	1
RD 17	1	4	1	2
RD 18	1	4	1	3
RD 19	1	5	1	4
RD 20	1	4	2	2
RD 21	1	4	1	4
RD 22	1	4	1	2
RD 23	1	4	1	3

The Mean Score and Standard Deviation of Students' Pretest and Posttest in term of Comprehensibility

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre-Test Experiment	23	1	2	25	1.09	.060	.288
Post-Test Experiment	23	4	5	96	4.17	.081	.388
Pre-Test Control	23	1	2	27	1.17	.081	.388
Post-Test Control	23	1	4	69	3.00	.189	.905
Valid N (listwise)	23						

The Frequency and Percentage of Students' Achievement in Term of Comprehensibility

a) Pre-Test

Classification	Score	Rate	Experimental Class		Control Class	
			F	%	F	%
Excellent	90 – 100	5	-	-	-	-
Good	80 – 89	4	-	-	-	-
Adequate	70 – 79	3	-	-	-	-
Inadequate/Unsatisfactory	60 – 69	2	2	9%	4	17%
Failing/Unacceptable	Bellow 60	1	21	91%	19	83%
Total			23	100%	23	100%

b) Post-Test

Classification	Score	Rate	Experimental Class		Control Class	
			F	%	F	%
Excellent	90 – 100	5	4	17%	-	-
Good	80 - 89	4	19	83%	8	35%
Adequate	70 – 79	3	-	-	8	35%
Inadequate/Unsatisfactory	60 – 69	2	-	-	6	26%
Failing/Unacceptable	Bellow 60	1	-	-	1	4%
Total			23	100%	23	100%

3. Test of Significance (t-test)

a) Pre-Test

The Result of T-Test from Pre-test Score of Experimental and Control Class

	Class	N	Mean	Std. Deviation	Std. Error Mean
students achievement	pretest experiment	23	19.39	3.340	.697
	pretest control	23	20.00	5.317	1.109

The students' Result T-Test from Pre-Test Score of Experiment and Control Class

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
students achievement	Equal variances assumed	2.968	.092	-.465	44	.644	-.609	1.309	-3.248	2.030
	Equal variances not assumed			-.465	37.025	.645	-.609	1.309	-3.262	2.044

b) Post-Test

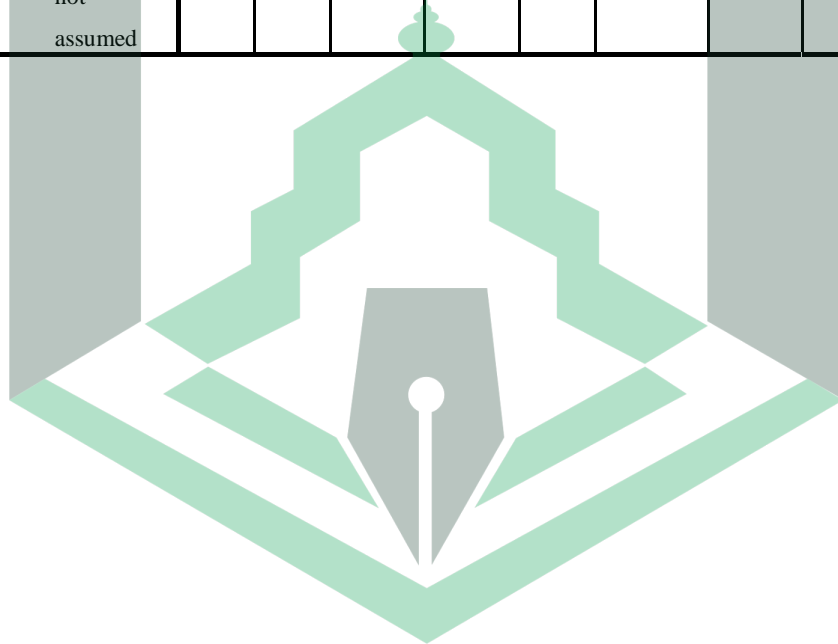
The students' Result T-Test from Post-Test Score of Experiment and Control Class

	class	N	Mean	Std. Deviation	Std. Error Mean
students achievement	Post-test experiment	23	69.35	4.529	.944
	Post-test control	23	42.91	9.774	2.038

The students' Result T-Test from Post-Test Score of Control and Experiment Class

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
students achievement	Equal variances assumed	9.673	.003	11.769	44	.000	26.435	2.246	21.908	30.962
	Equal variances not assumed			11.769	31.030	.000	26.435	2.246	21.854	31.016



Appendix9.

DOCUMENTATIONS

1. Experimental class



2. Control class





BIOGRAPHY

Denada Rusman, Her Family and friends call me nada. The researcher was born in Sorowako, August 25, 1997. She is the first child of 3 siblings. The little sister name Allegra Rusman she is number two. And the third is my young brother Kianu Azka Pranaja. She is a daughter of couple Rusman and Irma Kasim. She starts the education at elementary school 252 Nikkel, Sorowako. After graduated from elementary school, she registers herself in SMPN 1 Nuha. After 3 years she continued to SMA 1 Nuha. She finally graduated from my senior high school. I continued my education at English Education Department of Institut Agama Islam Negeri (IAIN) Palopo. She has been writing her thesis with the title “Using Vlog Media to Improve Speaking Skill of The Eleventh Grade Students at Madrasah Aliyah Negeri (MAN) Palopo”.

