AN UNDERGRADUATE THESIS

THE USE OF VIDEO BLOGS (VLOGS) TO IMPROVE STUDENTS'
SPEAKING CONFIDENCE IN MULTIMEDIA CLASS

Oleh:

REY PRASETYA

H0116319

This thesis is written to fulfill some of the requirements to get a bachelor's

degree in education.

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF SULAWESI BARAT
2023

ABSTRAK

REY PRASETYA: Penggunaan Video Blog (Vlog) untuk Meningkatkan Kepercayaan Diri Berbicara Siswa di Kelas Multimedia. **Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2023.**

Tujuan dari penelitian ini adalah untuk menyelidiki dampak penggunaan video blog (vlog) sebagai alat pengajaran di kelas multimedia di SMKN 2 Majene terhadap kepercayaan diri siswa saat berbicara di depan teman sebaya. Desain quasi-eksperimental digunakan, di mana satu kelompok menerima pengajaran tradisional (kelompok kontrol), sementara kelompok lainnya belajar melalui vlog (kelompok eksperimen). Kedua kelompok, masing-masing terdiri dari tiga puluh dua siswa, diberikan pre-tes dan post-tes. Analisis data dilakukan menggunakan perangkat lunak SPSS, termasuk uji t sampel berpasangan dan t sampel independen. Temuan dari penelitian ini menunjukkan bahwa siswa dalam kelompok eksperimen, yang diajar menggunakan vlog, mengalami peningkatan yang signifikan dalam kepercayaan diri berbicara. Dengan membandingkan hasil pre-tes dan post-tes dari kelompok eksperimen yang menerima intervensi berbasis vlog, uji t sampel berpasangan mengungkapkan peningkatan yang signifikan dalam kepercayaan diri berbicara, sebagaimana terlihat dari selisih rata-rata sebesar -18.375 dan nilai p sebesar 0.000. Hal ini menunjukkan bahwa intervensi berbasis vlog efektif meningkatkan kepercayaan diri berbicara dari kelompok eksperimen. Selain itu, hasil penelitian menunjukkan perbedaan yang signifikan dalam skor rata-rata antara kedua kelompok. Hipotesis alternatif (H1) didukung, seperti yang ditunjukkan oleh nilai p dua ekor sebesar 0.000, yang menekankan keunggulan vlog dibandingkan metode konvensional dalam meningkatkan kepercayaan diri berbicara.

Kata Kunci: video blog, vlog, kepercayaan diri berbicara

CHAPTER I
INTRODUCTION

A. Background

Undoubtedly, information technology plays a crucial role in today's society, particularly in Indonesia. High public demand for information is one of the contributing factors. This is also supported by numerous platforms that have emerged to facilitate the exchange of information, some of which are well-known, such as Facebook, Twitter, TikTok, and YouTube. Users of these platforms range from children to adults.

In line with this, information technology plays an important role in education today, as it can make learning more interesting and varied. According to Bajrami & Ismaili (2016), videos are valuable as genuine teaching materials and sources of motivation in the educational process. Students often find the use of videos engaging, pertinent, and beneficial, which can foster enthusiasm in the classroom. Considerable research has explored the application of technology in language teaching and learning, such as examining how mobile apps affect students' English oral skills and critical thinking (Kusmaryani et al., 2019). Therefore, it is advisable for both educators and learners to explore creative methods for integrating diverse video content into various classroom activities to enhance learning outcomes and cultivate a positive classroom atmosphere. An additional approach to video utilization is the incorporation of vlogs, which are videos supplemented with text, images, and metadata.

The vlog is categorized under information and communication technologies (ICT), where technology serves as a tool for English learning (Rahmawati, 2018). A video blog (vlog), a fusion of video and blog formats, has gained popularity among today's generation (Anil, 2016b). It serves as a personal journal that incorporates video and audiovisual content and is shared with the public online. The aim of engaging in vlog activities is to articulate one's thoughts or information and develop the ability to communicate them to the public through video and audiovisual

mediums (Anil, 2016a). This learning endeavor assists students in enhancing their speaking proficiency beyond the confines of the classroom and offers a platform for addressing challenges associated with their speaking confidence. Due to time constraints in classrooms, teachers may face difficulties allocating sufficient time for oral practice, potentially neglecting this aspect of language learning (Anil, 2016b). Henderson (in Valimbo & Hartati, 2018) states that "an important new study by the Kaiser Family Foundation shows that kids spend much more time entertaining themselves with cell phones and iPods than they spend reading or even in the classroom." This indicates that students use media for extended periods. Thus, despite the difficulties outlined above, students can enhance their speaking abilities by employing vlogs (Anil, 2016b).

Teaching a language involves four skills: listening, speaking, reading, and writing, but speaking seems to be the most powerful of them (Valimbo & Hartati, 2018). Holtzclaw (in Valimbo & Hartati, 2018) says that "your voice on stage is your strongest and most important asset." However, getting students to speak in front of an audience can sometimes be the hardest part, posing a challenge to the teacher to think of innovative ways to get the class involved with the material. Self-confidence is defined as having faith in one's abilities, judgment, strength, etc. (Allo & Priawan, 2019). This implies that developing one's confidence is crucial to learning a language. We can learn more and obtain more comprehensive knowledge and information the more secure we are.

The researcher observed that many tenth-grade students struggle with language skills like grammar, vocabulary, pronunciation, fluency, and content control. These observations were made at SMKN 2 Majene. They frequently take a long time to formulate their ideas, and occasionally they are unable to speak a single word of English. It is uncommon to find pupils who speak English well, and when this happens, the English teacher will frequently explain the material in Indonesian since the students find it difficult to understand without translations for certain words. These observations came from the English teacher's interview.

Upon investigating these concerns, the researcher identified that students' difficulties in acquiring spoken English stem from a deficiency in self-assurance, an apprehension of making errors, and a limited enthusiasm for the subject. These factors are partly influenced by the prevalence of technological devices such as smartphones and iPads, which diminish their interest in reading and academic pursuits. The researcher suggests using vlogs to address these problems by increasing students' engagement with learning activities and giving them more confidence when speaking in front of an audience. With tenth-grade multimedia students at SMKN 2 Majene, the researcher plans to carry out an experimental study and use a suitable medium to directly teach speaking skills. "The Use of Video Blogs (Vlogs) to Improve Students' Speaking Confidence in Multimedia Class" is the title of this experimental study.

B. Problem Identification

It is clear from the researcher's identification of the issues students face when learning English that:

1. Due to a lack of opportunities for real-world speaking practice, students struggle to gain confidence when speaking in English.
2. Teachers at SMKN 2 Majene struggle to come up with efficient lesson plans that will boost students' confidence when they speak in front of groups, which leaves the students' learning outcomes less than ideal.

C. Research Focus

Drawing from the preceding explanation, the research issue is structured as follows:

1. Can the use of vlog-based improve students' speaking confidence in multimedia class students at SMKN 2 Majene?
2. Does the use of vlog-based as a teaching tool have a significant effect on the speaking confidence of multimedia class students at SMKN 2 Majene compared to traditional classroom instruction?

D. Research Objective

The objectives of this study are:

1. To examine whether there is an enhancement of speaking confidence in multimedia class students at SMKN 2 Majene through a vlog-based.

2. To compare the significant effect of using vlogs as a teaching tool versus traditional methods in improving the speaking confidence of multimedia class students at SMKN 2 Majene.

E. Research Benefit

Theoretical Significance:

1. This study will contribute to the current body of literature concerning the efficacy of employing video blogs (vlogs) to enhance students' speaking confidence, especially within the Indonesian context.

2. The research may also offer valuable insights into the interplay between technology and language acquisition, as well as the efficiency of incorporating vlogs as a pedagogical instrument for language learning.

Practical Significance:

1. The findings from this research could inform the development of more effective language teaching strategies and resources, specifically those that focus on improving speaking confidence.

2. The research could also be useful for teachers and educators in Indonesia and beyond, providing them with evidence-based guidance on how to integrate vlogs into language learning programs in a way that is both effective and engaging for students.

CHAPTER II
REVIEW OF RELATED LITERATURE

In Chapter II, previous studies and a literature review are presented. Within the literature review, the researcher initiates by delineating the concept of speaking, its fundamental categories, the methods of instructing speaking, self-assurance, instructional media, the explanation of a video blog (vlog), and the components of a video blog (vlog).

A. Previous Related Studies

The study, titled "Enhancing Students' Speaking Skill and Motivation Through Instagram Vlog," was conducted at Baturaja University, with a sample comprising 36 students from FKIP Baturaja University's English Pedagogy course. As research instruments, the students took an oral expression test and completed the Speaking Motivational Scale (SMS) questionnaire during data collection. The results showed there was a noteworthy enhancement observed in both the speaking proficiency and motivation of the students. A comparison between the experimental and control groups at the University of Baturaja revealed that the utilization of Instagram vlogs had a substantial positive effect on the speaking abilities and motivation of students enrolled in the English education program (Devana & Afifah, 2020).

The next study, titled "The Effectiveness of Making Video Blog (Vlog) to Minimize Students' Anxiety in Public Speaking on Descriptive Text Material". In two cycles, this study was conducted on Computer Engineering students at Harapan Bersama Tegal Polytechnic using a descriptive qualitative research approach combined with the Classroom Action Research (CAR) method. Each cycle comprised four phases: preparation, execution, observation, and reflection. Questionnaires, interviews, observations, and reflections were used as research instruments following action research guidelines. According to the findings, the video blog was effective in reducing student anxiety while teaching oral

descriptive texts and improving their speaking skills. Furthermore, students were encouraged to speak confidently in public places. Enhancements were noted in fluency, pronunciation, vocabulary usage, and content. Consequently, crafting a video blog can alleviate students' speaking apprehension and enhance their oral proficiency (Brilianti & Fauzi, 2020).

The follow-up study was titled "Using Vlogs in the Youtube Channel as a Means to Improve Students' Motivation And Confidence to Speak English in Intermediate 1 Level of LB-LIA Jambi". The study had the objective of enhancing students' motivation and self-assurance in English speaking by utilizing vlogs on a YouTube channel. It also aimed to pinpoint the key factors influencing the improvement in motivation and self-confidence. Data collection involved classroom observations, questionnaires, and interviews. The results indicated that the use of vlogs on the YouTube channel led to increased motivation and self-confidence among students. Furthermore, it was discerned that students exhibited higher levels of motivation and confidence when provided adequate time to formulate their thoughts and when speaking in a familiar environment. Consequently, educators are encouraged to incorporate technology more frequently into the classroom and adapt it to situations where students feel more comfortable speaking (Sari, 2017).

The next study, titled "Improving Students Speaking Performance Through Vlog" is being conducted at Teknokrat Indonesia University. The study sought to ascertain whether students' performance improved after learning English through vlogs. The study included 40 students from Teknokrat Indonesia University's Department of English Education who had enrolled in the Transactional Conversation course and were practicing English through vlogs. The study was a quantitative one, with a pretest and a posttest administered by the researcher. The data underwent analysis utilizing both descriptive statistics and inferential statistics (specifically Mann-Whitney U). The results demonstrated a notable enhancement in

student performance following their English language learning via vlogs (Mandasari & Aminatun, 2020).

Referring to the four previously mentioned studies, distinctions can be observed between this research and the others. In one earlier investigation, Instagram was utilized for vlog uploads, whereas another study concentrated on students in a training facility. Another study looked at how students performed after using the vlog method to study. Meanwhile, the researcher in this study will focus on increasing student confidence in speaking through the use of the vlog method, and the participants will be multimedia class students at SMKN 2 Majene.

B. Pertinent Ideas

1. Speaking

a. Definition

Speaking is the process of constructing and sharing meaning through the use of verbal and non-verbal symbols in various contexts according to Chaney & Burk (Bahadorfar, M., & Omidvar, R., 2014). Nunan, as cited in Kayi (2006), defines speaking as the use of language with minimal unnatural pauses and with fluency. Oral communication, which is one of the fundamental abilities students need to master, holds significant importance in effective interaction. Speaking is situated within the spoken communication process, particularly in the stage of assembling a shared text (Departemen Pendidikan Nasional, as cited in Yuliska et al., 2016). As explained above, the mastery of speaking is essential among the four fundamental language skills, as it allows the conveyance and comprehension of ideas and expressions through language, making them audible and comprehensible to others. However, this can be challenging for students, even if they have a rich vocabulary and can write well, as fear can hinder them from expressing themselves due to the fear of making mistakes.

b. Types of Speaking

According to Brown (Suryani, A., 2018). In speaking, several forms of classroom speaking are employed in the development of speaking instruction:

1) **Imitative**

   This type focuses on how a person imitates a word's or phrase's pronunciation, as well as complete sentences containing words and phrases. The assessment focuses on correct pronunciation of sounds or phonetics, as well as word stress or prosody.

2) **Intensive**

   An intensive pattern (improvement of ability to a better direction) is required in the process of learning English: listening, speaking, reading, and writing skills. This results in an impressive overall command of the English language.

3) **Responsive**

   A person's sensitivity in spontaneously performing English speaking skills by asking and answering brief questions. The impression created by responsiveness is a reflection of someone speaking.

4) **Transactional (Dialogue)**

   Dialogue is used to exchange information through activities such as role-playing, debate, and interviews.

5) **Interpersonal (Dialogue)**

   Dialogue serves the purpose of initiating or sustaining social connections, encompassing informal conversations and the process of acquainting oneself with others.

6) Extensive (Monologue)

This type of speaking, such as speeches or oral reports, is done alone or with a monologue.

c. Speaking Confidence Assessment

According to Masruria (Masruria, W., & Anam, S., 2021), the speaking confidence assessment assesses students' ability to communicate in English. The evaluation employs a ranged rubric that grades five criteria: clarity, intonation, stress, fluency, and eye contact, with scores ranging from poor to excellent. The assessment's goal is to assess students' speaking confidence through their vlogs, based on their ability to pronounce words clearly, use intonation and stress effectively, speak fluently and smoothly, and maintain confident eye contact.

1) Clarity: The clarity criterion assesses how well students pronounce their words and phrases, as well as how easily the audience understands them.

2) Intonation: The intonation criterion assesses how well students use their voice pitch rise and fall to convey meaning and emotion in their speech.

3) Stress: The stress criterion assesses how well students use relative loudness or emphasis on specific syllables or words in their speech.

4) Fluency: The fluency criterion assesses how smoothly and confidently students speak with no pauses, hesitations, or fillers. Fluency is the most difficult and important skill for speaking confidence.

5) Eye contact: The eye contact criterion assesses how well students maintain eye contact with the audience while also appearing confident.

2. Teaching Speaking

Feiman-Nemser and Buchmann, as cited in Ball & Forzani (2009), offer a definition of teaching as the endeavor to assist individuals in acquiring "valuable knowledge," emphasizing the inclusion of a distinct moral aspect. Furthermore, as noted in the same source, Cohen (Ball & Forzani, 2009) identifies teaching as the act of aiding individuals in acquiring specific knowledge, which is a routine and frequent activity performed by many individuals. According to Nunan (Amir, 2018), teaching to speak means integrating the students into language teaching by:

a. Generating the phonetic elements and sound structures of the English language.

b. Employing the stress on words and sentences, the tonal patterns, and the rhythmic aspects of the second language.

c. Selecting suitable vocabulary and expressions in accordance with the social context, audience, circumstances, and subject matter.

d. Organizing their thoughts in a coherent and meaningful sequence.

e. Utilizing language for the purpose of conveying personal values and rendering judgments.

f. Fluency is characterized as the capacity to employ language swiftly and assuredly with minimal disruptions in speech flow.

Scott (Syafrizal & Rohmawati, 2017) refers to three phases necessary for accomplishing the instruction of speaking:

a. The first stage involves setting learning objectives. The teacher is tasked with outlining the processes that students will grasp. When students have a clear comprehension of the learning goals, the class will become communicative, and the teacher can directly convey the class's purpose to the students. It is preferable to provide students with direction when brainstorming goals. Another method for gaining students' attention and participation is to use visual aids.

b. The second stage is presented. At this point, it is crucial to emphasize that all the speaking exercises within the lesson are introduced within a relevant context. Clarity in the components of the language is essential. The teacher may employ text, video, audio recordings, or visuals resembling authentic interactions for this purpose, for example, to contextualize a language element.

c. The third stage consists of rehearsal and production. During this phase, students are assessed through a practice exercise to confirm their comprehension of the material, initially via collective repetition of the presented language. Subsequently, they proceed to individual responses. The teacher's role is to assist students by bridging information gaps and offering feedback. Student responses are assessed not only for grammatical correctness but also for the suitability and effectiveness of the language used.

3. Self-confidence

Self-confidence is characterized as the overall assessment or judgment that individuals form about themselves, encompassing whether they accept or disapprove of their own being (Higgins as cited in Crocker & Park, 2004). Glenda and Anstey (Salim, 2015) clarified that numerous researchers use terms like self-confidence, self-evaluation, self-worth, self-appraisal, and self-satisfaction interchangeably. This is a psychological and social phenomenon where an individual appraises themselves based on values that can result in various emotional states. This evaluation can stabilize over time but is still susceptible to alterations depending on individual circumstances (Reasoner cited in Rubio, 2007).

The notion of self-confidence shares a close connection with self-esteem, as both focus on how individuals perceive their own capabilities as individuals (Dörnyei as cited in Salim, 2015). General self-esteem evolves during childhood and is shaped by a culmination of interpersonal and intrapersonal experiences (Harris, 2009).

Literature examining the origins of general self-esteem indicates that it is influenced by various factors. The primary determinants include (1) personal experiences; confidence is bolstered by positive experiences, whereas failures tend to have the opposite effect, and (2) societal feedback from others. The community, family, school, and peers play pivotal roles in the development of self-confidence. Transmitting positive messages is thought to be conducive to the cultivation of high levels of self-confidence, while exposure to negative feedback diminishes self-confidence levels (Glenda and Anstey as cited in Salim, 2015). From the above assertions, it can be inferred that self-confidence is a potent factor significantly effecting students' educational progress.

4. **Learning Media**
   a. **Definition**

According to Sanaky (in Wati, 2021), media serves as educational tools that enable teachers to act as facilitators in the learning process, ultimately enhancing the effectiveness and efficiency of achieving educational objectives. As noted by Chan et al. (in Wati, 2021), media encompasses a means of storing information, indicating the teacher's inclination to have information readily accessible to students. According to Asnawir and Basyiruddin (2002), learning media refers to materials that convey a message and engage students' intellectual, emotional, and motivational faculties to facilitate the learning process. Based on the theories discussed above, it is possible to conclude that learning media is a learning intermediary that contains instructional materials as well as learning materials regulated by the teacher, and that can stimulate students' thoughts, feelings, and interests.

b. **Types of Learning Media**

According to Sudjana (Wulandari & Handayani, 2019), below are the roles of instructional media in the process of teaching and learning:

1) Utilizing media in the teaching-learning process is not a secondary role; rather, it serves as an aid in expressing an effective teaching-learning situation.

2) Because the use of teaching materials is an essential component of any learning situation, it is one of the elements that the teacher must develop.

3) The use of teaching materials is critical to accelerating and facilitating the comprehension of the subject matter during the teaching and learning process.

Furthermore, according to Mulyani and Dewi (Wulandari & Handayani, 2019), the functions of teaching media are:

1) An auxiliary tool for creating an effective learning situation.

2) A necessary component of any learning situation.

3) Concretizing the abstract concept can thus improve verbal comprehension.

4) Increasing students' desire to learn.

5. **Video Blog**

a. **Definition**

According to Kirschner (Safitri & Khoiriyah, 2017), a video Blog, commonly referred to as a vlog, is a type of blogging that primarily relies on video content. It involves creating video content centered around specific topics, often presented in journalistic documentation recorded through the use of various devices, such as a mobile phone with a camera or a digital camera with a microphone supported by a tripod (Mogallapu in Arsyad et al., 2021). Lee (2017) describes that in vlogging, in general, a

single person speaks with a camera on a variety of topics, including personal or world-related topics. A vlog is user-generated content posted by a user that combines coherent narrative and audiovisual content on a video-sharing platform. Based on previous theories, a vlog is a medium that consists of audio and a collection of dynamic images to convey certain topics or interesting information related to the wide world.

b. **Elements of Vlog**

According to Laurielyons (2014), five elements can make a video blog or vlog more interesting to watch:

1) **Sound**

Sound is a pivotal aspect of vlogging. If the audio quality is subpar, viewers may lose interest, and the intended message may not come across effectively. While an external microphone can offer a solution for superior sound quality, it's worth noting that modern smartphones also offer quite satisfactory audio capabilities.

2) **Lighting**

Lighting in a vlog is just as important as in photography. To produce good images, lighting is needed to support the clarity and beauty of the vlog, and the best lighting is natural lighting. Positioning is also crucial when making vlogs; it is highly recommended to face the light to get good lighting quality. If the position is back to the light, it will make the face look dark and shaded, unless you want to make a video with a theme such as an interview with a borax meatball seller on TV. Experimenting through trial and error is a valuable learning method. If the initial attempt falls short, make necessary adjustments and give it another try.

3) Editing

Editing is one of the most important stages to make a vlog look attractive. If it were a film-making process, this stage would be called post-production. There are many software options available for the editing process, with popular ones being Adobe Premiere Pro, Sony Vegas Pro, and Final Cut Pro. Colors, transitions, text, and music can be used to spice up the vlog. Experiment with these settings to achieve the desired results, and look for tutorials to assist with the editing process.

4) Length

One factor to consider is the length of the video. It is strongly advised that you do not ramble on for too long and instead get right to the point. The vlog's opening and closing are important, but the duration should not be too long. The longer the vlog, the less interested the audience will be.

5) Entertainment

Remember that the vlog must keep the audience interested to convey the topic. To keep the audience interested, you can showcase your crazy editing skills, fun personality, or extraordinary storytelling skills. Make your vlog unique and different, and one way to achieve that is to gather references for making vlogs. Watch and learn a lot, and if it fails, try and search again.

c. Advantages and Disadvantages of Vlog

According to Lestari, N.A. (2019), vlogs have both advantages and disadvantages in terms of improving EFL students' speaking skills.
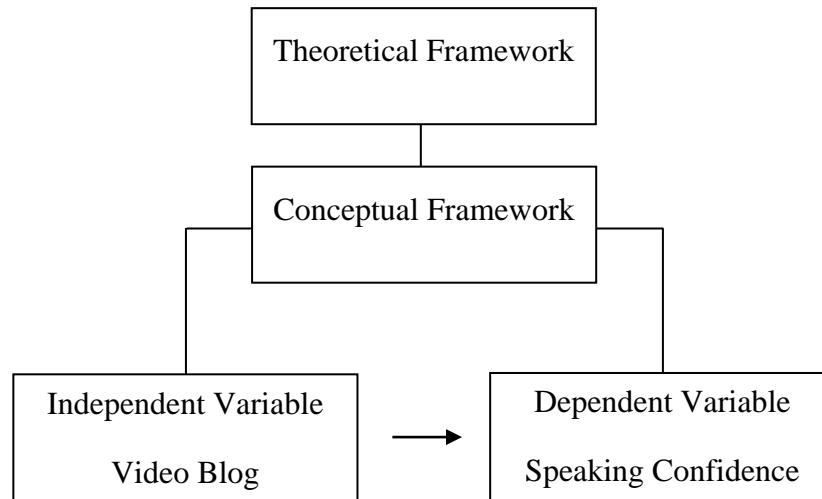
Advantages:

1) Visual learners can benefit from video blogs because they can watch and learn at the same time.

2) Video blogs can help you improve your English accent, vocabulary, and speaker expressions.

3) Easy access to technology and YouTube makes it simple to find video blogs and learn English at any time and from any location.

4) Watching video blogs can be a fun and engaging way to learn English.

5) Creating video blogs can boost confidence in public speaking and presentation skills.

6) Video blogs can provide immediate feedback on pronunciation and how to correctly pronounce words.

7) Audio and visual input can facilitate and accelerate learning.

Disadvantages:

1) Some students may find it difficult to obtain a stable internet connection.

2) Video blogs do not provide the same level of interaction as traditional classroom learning.

3) Slang words that are difficult to understand are sometimes used by video bloggers.

4) Video bloggers may take a long time to respond to comments or questions.

5) Finding high-quality video blogs in proper English can be difficult.

6) Not all students are likely to be interested in viewing video blogs.

7) It is possible that video blogs will not cover all aspects of English language learning, such as writing and reading skills.

C. Theoretical Framework

The visual representation of this study's conceptual framework is presented beneath:

```
          ┌─────────────────────────┐
          │  Theoretical Framework  │
          └─────────────────────────┘
                      │
          ┌─────────────────────────┐
      ┌───│  Conceptual Framework   │───┐
      │   └─────────────────────────┘   │
      │                                 │
┌──────────────────┐        ┌──────────────────────┐
│ Independent Variable │──→ │  Dependent Variable   │
│   Video Blog         │    │  Speaking Confidence  │
└──────────────────────┘    └──────────────────────┘
```

According to the previous framework, speaking is a necessary skill for mastering a language because it is essential for conveying information, opinions, and ideas. Speaking, on the other hand, appears to be a daunting task for many students. Taiqin's research findings on non-language factors (Heriansyah, 2017) revealed that 95% of students reported difficulty speaking due to their fear of making mistakes in class, a lack of ideas, and a lack of confidence and comfort if they made mistakes. As a result, the researcher intends to use media to help students improve their speaking confidence, specifically video blogs (vlogs), which have grown in popularity recently.

D. Hypothesis

The hypothesis for this study is stated as follows:

1. H0 (null hypothesis): The use of vlogs does not result in an improvement in the speaking confidence of multimedia class students at SMKN 2 Majene compared to traditional classroom instruction.

2. H1 (alternative hypothesis): The use of vlogs does result in an improvement in the speaking confidence of multimedia class students at SMKN 2 Majene compared to traditional classroom instruction.

CHAPTER III
RESEARCH METHOD

This chapter encompasses the research design, context and timeline, data sources/participants, research variables and their indicators, data collection method, and data analysis approach.

A. Research Type and Design

According to Creswell (2017), two types of research designs are distinguished: both quantitative and qualitative research methods were considered. The researcher employed a quantitative approach to evaluate student speaking confidence in this investigation. Quantitative research, according to Fielding and Schreier (2019), is a method of inquiry that collects numerical data and analyzes it using mathematical and statistical methods. They stated that this type of research was especially beneficial for identifying patterns and relationships in data. To determine the significant difference in student confidence in speaking using a video blog (vlog), the researcher employed a quasi-experimental design, specifically a pretest-posttest control group design. The experiment comprised three stages: pre-test, treatment, and post-test. The overall design of the

R. E	: O1	X	O2
R. C	: O3		O4

experiment can be outlined as follows (Sugiyono, 2019):

Where:

R.E: Random Experimental group sample

R.C: Random Control group sample

O1: Pre-test for the experimental group

O2: Post-test for the experimental group

O3: Pre-test for the control group

O4: Post-test for the control group

X: Treatment using video blog (Vlog)

Two classes were chosen for this study: experimental and control groups. For both groups, the experiment included a pre-test, treatment, and post-test. First, each group completed a pre-test. Following that, different treatments were given to the two groups, with the experimental class receiving a treatment via a video blog (vlog) and the control class receiving a different method. Finally, both groups took a post-test to see if their abilities differed.

B. Research Schedule and Location

The study took place during the first semester of the 2023/2024 academic year, involving the tenth-grade multimedia class at SMKN 2 Majene. The research was carried out from August 9 to August 29, 2023.

Table 3.1 The Activities of The Researcher

No.	Activities	Date
1.	Request permission from the principal of SMKN 2 Majene to conduct the research by submitting the letter of approval and the research proposal.	August 9th, 2023
2.	Administer a pre-test to the experimental group.	August 10th, 2023
3.	Conduct a conventional teaching pre-test for the control group.	August 10th, 2023
4.	Implement the treatment for the experimental group.	August 14th, 2023
5.	Carry out conventional teaching as the treatment for the control group.	August 15th, 2023
6.	The treatment for the experimental group.	August 21th, 2023
7.	Conventional teaching for the control group.	August 22th, 2023
8.	Post-test for the experimental group.	August 28th, 2023

9.	Post-test conventional teaching for the control group.	August 29th, 2023

C. Population and Sample

1. Population

According to Saputra and Aditya (2019), a population was defined as a geographical generalization with specific qualities and properties from which the researcher could learn and draw conclusions. This study included 10th-grade multimedia students in the academic year 2023/2024 at SMKN 2 Majene, which is located at Jl Dr. Ratulangi No.9, Labuang, Banggae Timur, Kabupaten Majene, Sulawesi Barat 91412.

2. Sample

The research employed a quasi-experimental design, necessitating the selection of two classes from the larger population, one as the experimental group and the other as the control group. Urdan (2010) defines a sample as a subset of a broader population. In this instance, the students from class X Multimedia 2 constituted the experimental group, receiving instruction through video blogs (vlogs) in language teaching. Meanwhile, the students from class X Multimedia 1 formed the control group and were instructed using traditional language teaching methods.

3. Sampling

Sampling was an important step in the research study because it involved choosing a subset of the population to represent the entire group. Purposive sampling was used to select participants from SMKN 2 Majene's vocational high school majoring in multimedia. Purposive sampling is a method of non-probability sampling that enables the researcher to choose participants based on particular attributes

pertinent to the research inquiry, such as expertise or familiarity. In this instance, purposive sampling was employed because the researcher aimed to select participants currently enrolled in a multimedia class with prior experience in video creation, aligning with the study's focal point.

Purposive sampling is a frequently employed technique in qualitative research, but it can also be used in quantitative research, especially when the goal is to select participants with specific characteristics. Purposive sampling, according to Tongco (2007), this approach can be applied in both qualitative and quantitative research methodologies. The effectiveness and dependability of this method rely significantly on its impartiality, even when compared to random probability sampling. The selection of the purposive sample was critical in ensuring the quality of the data, so it was critical to ensure the informant's dependability and competence. This was especially important in the research study because it allowed the researcher to focus on the most important participants and data, which was especially important given the researcher's limited resources and time.

In summary, purposive sampling was chosen as the study's sampling technique because it allowed for the selection of participants who had experience creating videos and were currently enrolled in a multimedia class relevant to the research question.

D. Definition of Variable

According to Arikunto (2006), "a variable is the research object or something that has become the research interest." The research encompassed two variables: the independent variable denoted as (x), and the dependent variable referred to as (y).

1. The Independent Variable

The independent variable is a factor that exerts an influence or brings about a change in the dependent variable. In this research, the independent variable was represented by a video blog (vlog). A video blog (vlog) is a form of online journal that predominantly employs video recordings where an individual or a group shares their insights, viewpoints, experiences, or activities.

2. The Dependent Variable

The dependent variable is the factor that experienced or will experience an effect due to the presence of the independent variable (Arikunto, 2006). In this research, the dependent variable pertained to the confidence of the students in speaking. Speaking confidence was defined as the degree of certainty and faith in one's capability to communicate proficiently in a spoken language.

E. Research Procedure

The researcher used tests with two steps to gather precise data for the study, both a pre-test and a post-test were administered. The pre-test was conducted before implementing the treatment, while the post-test took place after the application of the treatment during the preceding session. The details of the process were as follows:

1. Pre-test

Before beginning to teach new material, the researcher conducted a pre-test for both the experimental and control groups.

2. Treatment

a. Meeting 1

1) The researcher described the research that would be carried out.
2) The researcher described the materials and methods to be used, as well as the steps for implementing them in learning.

b. Meeting 2

1) The researcher described vlogs as a learning medium that students would be given.
2) The researcher supplied students with exemplars of well-crafted vlogs to serve as sources of inspiration while producing their own vlogs.

c. Meeting 3

1) The researcher assigned a vlog theme to the students.
2) The researcher tasked the students with creating vlogs.

d. Meeting 4

1) The researcher showed some of the students' vlog results.
2) The researcher assessed each student about their vlog results.
3) The researcher provided student feedback on the vlog results.

3. Post-test

The researcher conducted a post-test for both the experimental and control groups to evaluate the enhancement in language self-confidence. The experimental group received instruction through a video blog, while the control group was taught using traditional methods. To obtain more structured and objective data in measuring the variables under study, the researcher also used a rubric-based assessment. This provided more detailed and reliable information about the students' progress in developing their speaking confidence in English.

F. Research Instrument

The researcher assessed students' speaking confidence using a ranged rubric. Clarity, intonation, stress, fluency, and eye contact were the five criteria on the rubric. Based on the difficulty of the skill, each criterion was assigned a score ranging from poor to excellent. The rubric assisted the researcher in objectively and consistently measuring students' speaking confidence using their vlogs as evidence.

Table 3.2 Rubric for Assessing Speaking Confidence

Criteria	Poor (2)	Fair (3)	Good (4)	Excellent (5)
Eye Contact	There is no eye contact, and the person appears uncomfortable or scared.	Sometimes maintains eye contact, but may appear nervous or distracted.	Maintains eye contact, appears confident, and connects with the audience reasonably well.	Maintains strong, consistent eye contact with the audience, demonstrating enthusiasm and a strong connection.

Criteria	Poor (10-12)	Fair (13-16)	Good (14-17)	Excellent (18-20)
Intonation	There is little to no emotional expression through	Some intonation, but not always consistent or	Although the intonation could be more varied,	To effectively express emotions, intonation

Criteria	intonation.	clear in conveying emotions.	it is appropriate.	should be varied appropriately.

Criteria	Poor (10-12)	Fair (13-16)	Good (14-17)	Excellent (18-20)
Clarity	Difficult to understand due to frequent pronunciation and word choice errors.	Mostly understandable, but some words or phrases are unclear.	The majority of the text is clear, with only a few minor errors that do not interfere with communication.	Speech that is clear and error-free.

Criteria	Poor (5-10)	Fair (11-17)	Good (18-21)	Excellent (22-25)
Stress	Incorrect or random application of word and sentence stress.	Some use of stress, but with inaccuracies here and there.	Though it could be more precise, the use of stress to emphasize information is correct.	Correct and efficient use of stress to convey various meanings and structures.

Criteria	Poor (13-16)	Fair (17-21)	Good (22-26)	Excellent (27-30)
Fluency	With frequent pauses, hesitations, and fillers, the speech is incoherent.	There is some fluency, but there are occasional pauses, hesitations, or fillers.	Speech that is smooth and confident, with few interruptions.	Speech that is smooth and confident, with no pauses, hesitations, or fillers.

(Ismailia, T., 2021)

G. Data Analysis Technique

To address the research inquiries, three distinct data analysis methods were employed: prerequisite tests, paired samples t-tests, and independent samples t-tests. Prerequisite tests, including the normality test, were performed before performing the t-tests, a check was conducted to confirm that the data adhered to the normal distribution assumption, which is a prerequisite for both the paired samples t-test and the independent samples t-test. Additionally, a test for the homogeneity of variances was carried out to assess whether the group variances were uniform, a crucial consideration for the independent samples t-test. The students' correct responses on the pre-test and post-test were evaluated using the following formula:

Score: $\frac{total\ points}{total\ scoring} x\ 100$ Shofa as cited in (Hasri, 2020)

There are the criteria for students' range scores based on (Arikunto S., 2009, p. 245) as cited by (Hasri, 2020)

Table 3.3 Score Classification Table

Classifications of scores

No.	Classification	Score	Frequency	Percentage
1.	Excellent	90-100	0	0
2.	Very good	80-89	0	0
3.	Good	70-79	0	0
4.	Fair	56-69	0	0
5.	Poor	41-55	0	0
6.	Very poor	≤40	0	0
Total				

1. **Prerequisite Test**

    a. **Normality Test**

    A normality test was employed to determine if the data exhibited a normal distribution. This test was of paramount importance since both the paired samples t-test and independent samples t-test presupposed a normal distribution of data. The assessment of normality involved the utilization of the Kolmogorov-Smirnov and Shapiro-Wilk tests, with the outcomes indicating whether the data adhered to a normal distribution ($p > 0.05$). The test statistic and p-value were computed automatically by statistical software such as SPSS. If the p-value was less than the significance level, which was usually 0.05, the null hypothesis was rejected.

    b. **Homogeneity of Variance Test**

    In order to ascertain if the variances of the two groups were comparable, the homogeneity of variance test was applied. This

test was crucial as the independent samples t-test presupposed equivalence in variances between the two groups. Levene's test was used to evaluate the homogeneity of variances, and the outcomes determined whether there were significant disparities in the variances of the two groups ($p > 0.05$). Consequently, the appropriate independent samples t-test assuming equal variances was employed. In SPSS software, the tool Levene's Test proved to be a valuable resource for testing variance homogeneity.

In the Independent Samples Test table, there were two rows presented: "Equal variances assumed" and "Equal variances not assumed." We referred to the "Equal variances assumed" output when reviewing the outcomes of the actual Independent Samples t-test (found under the section labeled "t-test for Equality of Means") in cases where Levene's test indicated that the variances were consistent between the two groups, denoted by a high p-value. Conversely, if Levene's test indicated that the variances differed significantly between the two groups, signified by a low p-value, we had to rely on the "Equal variances not assumed" output while inspecting the results of the Independent Samples t Test (under the heading "t-test for Equality of Means"). The distinction between these two rows of output lay in the computation of the independent samples t-test statistic. In situations where equal variances were presumed, pooled variances were utilized; in cases where equal variances could not be presumed, un-pooled variances were employed, along with an adjustment to the degrees of freedom.

2. Paired-Samples T-Test

Paired-sample t-tests fall under the category of single-sample t-tests as they examine the disparity between two paired sets of data (Kim, 2015). In this research, a paired-sample t-test was employed to evaluate the influence of a vlog-based teaching intervention on the

speaking confidence of multimedia class students at SMKN 2 Majene. This statistical tool proves valuable in determining if there exists a statistically significant variance in the speaking confidence scores within the same group of students at two separate periods: before and after the implementation, in this case, vlog-based intervention. The hypothesis testing is based on comparing these two sets of scores: the pre-intervention scores represent students' initial level of speaking confidence, while the post-intervention scores reflect their speaking confidence after experiencing the vlog-based teaching. The statistical test produced a p-value, which was an important metric. The vlog-based intervention had a statistically significant effect on the students' speaking confidence, a small p-value, signifying a value less than 0.05, was indicative of a statistically significant distinction. Conversely, a large p-value, exceeding 0.05, signaled the absence of a statistically significant difference. Consequently, we placed considerable emphasis on the p-value while interpreting the results of the paired-sample t-test. If the p-value fell below the significance threshold of 0.05, we could confidently assert that the vlog-based teaching intervention had indeed led to a statistically substantial enhancement in our students' speaking confidence. This outcome offered robust support for the hypothesis affirming the effectiveness of our teaching approach.

3. **Independent Samples T-Test**

The independent samples t-test is a statistical technique employed to contrast two groups with unconnected means (Banda Gerald, 2018). This test is fitting when the sample values from one population are unrelated or unmatched by those from another population. Essentially, the test determines whether there exists a statistically significant difference in mean scores between the two compared groups. The researcher aimed to gauge the likelihood that the two datasets originated from the same population. In this context,

an independent sample comprised participants who had no direct relationship to each other. For instance, students taught through the Collaboration Learning Approach were compared to students instructed using the Conventional Learning Approach, with the teaching method being the distinguishing factor between the two groups. The results of one group were not contingent upon the results of the other. It's worth noting that the independent sample t-test could only be utilized when the sample was drawn from a normally distributed population. Similarly, as mentioned in Field's book, "Discovering Statistics Using IBM SPSS Statistics" (2013), when data follows a normal distribution, the independent samples t-test is employed to compare the means of two groups.

In order to assess the mean scores of the two groups on the dependent variable, speaking confidence, the independent samples t-test was employed. Given that the research inquiries entailed a comparison of means between two distinct groups, the t-test was the appropriate choice. The t-value, degrees of freedom, and p-value were utilized to present the outcomes of the t-test. A low p-value (below 0.05) signified compelling evidence to reject the null hypothesis, indicating a noteworthy distinction between the two groups. Conversely, a high p-value indicated a lack of substantial evidence to reject the null hypothesis.

In general, the data analysis methods employed in this research were well-suited for the research inquiries and enhanced the validity and reliability of the outcomes.

CHAPTER IV
FINDINGS AND DISCUSSION

In this chapter, the researcher provides the insights and findings obtained from their investigation within the study's domain. These insights encompass the

outcomes of the pre-test assessments conducted in both the experimental and control classes, the post-test results from both classes, as well as the conclusions derived from the data analysis, interpretation, and ensuing discussion.

A. Research Findings

    1. Data Description

        a. Students Speaking Confidence in Both Classes

The researcher gathered two distinct datasets, one documenting scores in both the experimental and control groups both before and after the teaching intervention. These datasets were organized into tables. The experimental group received instruction through Vlog, whereas the control group received traditional instruction. Both groups underwent oral assessments as pre-tests to gauge their effectiveness. For the post-test, the experimental group utilized Vlog, while the control group continued with oral assessments.

Table 4.1 Score Classification Table of Pre-test Control

Classifications of scores

No.	Classification	Score	Frequency	Percentage
1.	Excellent	90-100	0	0
2.	Very good	80-89	2	6%
3.	Good	70-79	12	37.5%
4.	Fair	56-69	17	53.1%
5.	Poor	41-55	1	3.1%
6.	Very poor	≤40	0	0
Total			*32*	*100%*

The analysis of pre-test scores in the control class revealed that the majority of students, approximately 53.13%, fell within the "Fair" category, scoring between 56 and 69. Furthermore, 37.5% of students received "Good" ratings, indicating a satisfactory level of understanding. Only 6.25% of students received scores in the "Very Good" range, while 3.13% received scores in the "Poor"

range. There were no students in the "Excellent" or "Very Poor" classifications. According to these findings, the pre-test scores for this class showed a distribution in which most students demonstrated a fair level of understanding, with fewer students performing at higher or lower levels.

Table 4.2 Score Classification Table of Post-test Control

Classifications of scores

No.	Classification	Score	Frequency	Percentage
1.	Excellent	90-100	0	0
2.	Very good	80-89	15	46.88%
3.	Good	70-79	15	46.88%
4.	Fair	56-69	2	6.25%
5.	Poor	41-55	0	0
6.	Very poor	≤40	0	0
Total			*32*	*100%*

Most students in the control group attained scores within the "Good" and "Very Good" categories, according to the classification of post-test scores. In particular, 46.88% of the students received "Good" grades, with an equal percentage receiving "Very Good" grades. Only 6.25% of the students received "Fair" grades, and no students received "Excellent," "Poor," or "Very Poor" grades.

Table 4.3 Score Classification Table of Pre-test Experimental

Classifications of scores

No.	Classification	Score	Frequency	Percentage
1.	Excellent	90-100	0	0
2.	Very good	80-89	0	0

No.	Classification	Score	Frequency	Percentage
3.	Good	70-79	13	40.63%
4.	Fair	56-69	19	59.38%
5.	Poor	41-55	0	0
6.	Very poor	≤40	0	0
Total			*32*	*100%*

Among the 32 students, none were categorized as "Excellent" or "Very Good" based on the pre-test scores. The majority of students obtained grades of "Good" or "Fair," with 13 students (40.63%) achieving a "Good" score, while 19 students (59.38%) fell into the "Fair" category. No students received scores in the "Poor" or "Very Poor" categories.

Table 4.4 Score Classification Table of Post-test Experimental

Classifications of scores

No.	Classification	Score	Frequency	Percentage
1.	Excellent	90-100	5	15.63%
2.	Very good	80-89	27	84.38%
3.	Good	70-79	0	0
4.	Fair	56-69	0	0
5.	Poor	41-55	0	0
6.	Very poor	≤40	0	0
Total			*32*	*100%*

The classification of post-test scores among the 32 students revealed that 5 students (15.63%) scored in the "Excellent" range, while a significant majority of 27 students (84.38%) scored in the "Very Good" range. There were no "Good," "Fair," "Poor," or "Very Poor" students.

b. The Effect of Using Video Blogs (Vlog) on Improving Speaking Confidence in Tenth-Grade Multimedia Students at SMKN 2 Majene

The hypothesis testing aimed to explore the effect of utilizing video blogs (vlogs) on the speaking confidence of tenth-grade multimedia students at SMKN 2 Majene. This study employed an independent sample t-test to assess the presence of a significant effect, addressing both the Alternative Hypothesis (Ha) and the Null Hypothesis (H0) in the context of the research question. The test compared post-test scores between the experimental and control groups to evaluate the effectiveness of video blogs as an intervention.

The descriptive analysis encompassed several crucial statistics, including the mean, median, mode, and standard deviation of the reading scores, which are outlined as follows:

1) Mean (Average): The mean signified the average value of the dataset. It was computed by summing up all the data points in the group and then dividing the total by the number of data points.

2) Median: The median was determined by arranging all data points in ascending order and selecting the middle value. In cases where the number of data points was even, the median was calculated as the average of the two central values.

3) Mode: The mode represented the value that occurred most frequently in the dataset. It was identified by tallying the occurrences of each value and identifying the one with the highest frequency.

4) Standard Deviation: The standard deviation quantified the extent to which individual values deviated from the mean of the dataset. It provided insight into how much data points diverged from the average value. These descriptive statistics are presented in the table below:

Table 4.5 Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Control	32	55	84	68.03	7.146
Post-test Control	32	67	89	79.44	5.424
Pre-test Experimental	32	56	77	67.03	6.198
Post-test Experimental	32	80	92	85.41	3.444
Valid N (listwise)	32				

2. **Prerequisite Testing Result**

   a. **Normality Test**

   The researcher conducted normality tests on both the experimental and control groups to assess whether the data in both samples adhered to a normal distribution. The researcher used SPSS Statistics version 27 to run these tests while adhering to the provided criteria.

   A significance value exceeding 0.05 suggested that the data conformed to a normal distribution, while a significance value below 0.05 indicated a departure from normality.

Table 4.6 Normality Assessment using Kolmogorov-Smirnov and Shapiro-Wilk Tests for Control and Experimental Classes

Tests of Normality

Class	Kolmogorov-Smirnov[a]	Shapiro-Wilk

		Statistic	df	Sig.	Statistic	df	Sig.
Student Learning Outcomes	Pre-test Control	.071	32	.200*	.985	32	.922
	Post-test Control	.107	32	.200*	.969	32	.475
	Pre-test Experimental	.104	32	.200*	.953	32	.176
	Post-test Experimental	.120	32	.200*	.946	32	.109

The study used both the Kolmogorov-Smirnov and Shapiro-Wilk tests to assess the normality of data from the control and experimental groups. The significance levels for the control group's pre-test results were 0.200 and 0.922, while the post-test control group had significance levels of 0.200 and 0.475. As for the experimental group, the pre-test data yielded significance levels of 0.200 and 0.176, and the post-test data had significance levels of 0.200 and 0.109. Significance levels exceeding 0.05 indicated normal distribution, whereas levels below 0.05 signaled a departure from normality, providing useful information for subsequent statistical analyses and research interpretations. According to the findings, the data in this study had a normal distribution.

b. Homogeneity of Variance Test

Following confirmation of data normality via normality tests, the next step was to evaluate homogeneity. The purpose of homogeneity testing was to determine if the data from both sample groups exhibited uniform distribution. This analysis was performed using SPSS Statistics v.27 and the following criteria: a significance value greater than 0.05 indicated homogeneous data variances, conversely, a significance value below 0.05 suggested that the data variances were not consistent.

Table 4.7 Homogeneity of Variance Test Result

Test of Homogeneity of Variance

T		Levene Statistic	df1	df2	Sig.
Studentl Learning Outcomes 4 .	Based on Mean	4.123	1	62	.047
	Based on Median	3.843	1	62	.054
	Based on the Median and with adjusted df	3.843	1	48.350	.056
	Based on trimmed mean	4.209	1	62	.044

The homogeneity test result, based on Levene's Statistic, indicated non-homogeneity, particularly in terms of student learning outcomes. The p-value for these tests was 0.047, the obtained p-value of less than the standard significance level of 0.05 provided evidence to suggest that there were differences in the scores between the groups.

3. **Paired-Samples T-Test Result**

The main objective of this study was to evaluate how video blogs (vlogs) influenced students' speaking confidence. The paired samples test was employed to examine both the Alternative Hypothesis (Ha) and Null Hypothesis (H0) while addressing the central research question. It was utilized to compare pre-test and post-test scores within the experimental group. Before running the test, it was critical to ensure that the data followed a normal distribution, which our study confirmed.

Table 4.8 Paired-Samples Test Result

Paired Samples Test

					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviatio n	Std. Error Mean	Lower	Upper	t	df	
Pai r 1	Pre- test - Post -test	- 18.3750 0	7.55944	1.3363 3	- 21.1004 7	- 15.6495 3	- 13.75 0	3 1	.000

The most important piece of information to pay attention to was the significance value, which was denoted as "Sig. (2-tailed)." This value indicated whether or not the results were statistically significant. In this paired samples test, the significance level was 0.000. Statistical significance was indicated by a significance value less than 0.05. This strongly suggested that the observed mean difference between pre- and post-test scores within the experimental group was not a result of random chance. In other words, the analysis indicated that students who underwent the vlog-based intervention experienced a statistically significant improvement in their speaking confidence.

4. **Independent Samples T-Test Result**

When compared to traditional classroom instruction, the independent sample t-test was employed to assess if the utilization of vlogs as a teaching tool led to a noteworthy disparity in the speaking confidence of multimedia class students at SMKN 2 Majene. Before running the test, it was critical to ensure that the data had a normal distribution, which our study confirmed. The data, however, showed differences in variance between groups, indicating non-homogeneity. Homogeneous variance was not always required in educational research; instead, the emphasis was on the diverse outcomes in the

independent sample t-test, which helped us answer our research question effectively.

Table 4.9 Independent Samples Test Result

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Student Learning Outcomes	Equal variances assumed	4.123	.047	-5.255	62	.000	-5.969	1.136	-8.239	-3.698
	Equal variances not assumed			-5.255	52.505	.000	-5.969	1.136	-8.247	-3.690

Based on the independent samples test table under the "equal variance not assumed" row, the two-tailed p-value for the independent sample T-test, conducted in SPSS for both the initial and final assessments, was 0.000, which fell below the significance level of 0.05. Consequently, the T-test statistic was lower than the p-value. This allowed us to accept the alternative hypothesis (H1) and reject the null hypothesis (H0) with a significance level of 0.05. In summary, the findings indicate a significant correlation between the use of the video blog (vlog) method and an enhancement in students' speaking confidence.

B. Discussion

Following data collection, the researcher organizes and categorizes the information so that it can be employed to address the research questions. RQ1 (Research Question 1): Can the use of vlog-based improve students' speaking confidence in multimedia class students at SMKN 2 Majene? To address the first research question regarding the enhancement of students' speaking confidence through the use of vlogs as an educational tool, the researcher employed a paired samples t-test. The paired samples t-test produced a "Sig. (2-tailed)" value of.000, signifying significance as it is below 0.05. In summary, the results of the paired samples t-test indicate that the vlog-based intervention significantly and statistically improved the speaking confidence of the students in the experimental group. This finding highlights the potential of innovative teaching methods in the field of language education, such as vlogs. RQ2 (Research Question 2): Does the use of vlog-based as a teaching tool have a significant effect on the speaking confidence of multimedia class students at SMKN 2 Majene compared to traditional classroom instruction? The second research question sought to compare the efficacy of vlogs as a teaching tool to traditional classroom instruction in terms of students' speaking confidence. The data analysis process involved conducting an independent samples t-

test to compare the mean scores of both groups. The p-value (two-tailed) in this analysis was also determined to be 0.000, leading to the rejection of the null hypothesis and the acceptance of the alternative hypothesis. This outcome suggests that the utilization of vlogs as an educational tool had a noteworthy effect on enhancing students' speaking confidence.

The conclusions drawn from this research align with a substantial body of related studies investigating the influence of vlogs on students' speaking skills and confidence. Based on the results of four separate investigations in previous research, it is safe to assert that vlogs represent a valuable pedagogical tool for boosting students' speaking confidence. These studies consistently show that vlogs improve speaking skills, reduce anxiety, increase motivation, and increase speaking proficiency. The findings support the overarching theme that vlogs provide flexibility, convenience, and engagement, making them an invaluable asset in language education. Following this body of evidence, in this research, the researcher utilizes a quasi-experimental design, examining pre-test and post-test scores through the application of paired-sample t-tests and independent samples t-tests. The results show that students who received vlog-based instruction improved significantly in their speaking confidence, reinforcing the pedagogical potential of vlogs in language classrooms.

BIBLIOGRAPHY

Akçayır, G., & Akçayır, M. (2018). The flipped classroom: A review of its advantages and challenges. Computers & Education, 126, 334–345. https://doi.org/10.1016/j.compedu.2018.07.021

Allo, M. D. G., Priawan, A., & (Author 3). (2019). Students' self-confidence in speaking skills. Jurnal Studi Guru dan Pembelajaran, 2(1), 1-4. https://doi.org/10.30605/jsgp.2.1.2019.1263

Amir, I. L. (2019). The effectiveness of video blog (vlog) in teaching speaking of explanation text (A study at the eleventh grade of MA Asshiddiqiyah 3 Karawang in the academic year 2018/2019) [Unpublished bachelor's thesis]. Walisongo State Islamic University.

Anil, B. (2016). A study on developing speaking skills through techno-driven tasks. BELT Journal, 7(1), 80-93. https://doi.org/10.15448/2178-3640.2016.1.23458

Anil, B. (2016). Top-up students' second language talk time through vlogs. Indonesian Journal of EFL and Linguistics, 1(2), 129-143. https://doi.org/10.21462/ijefll.v1i2.9

Arikunto, S. (2006). Prosedur Penelitian Suatu Pendekatan Praktik. PT Rineka Cipta.

Arsyad, L., Akhmad, E., & Bayan, F. A. (2021). Vlogs as alternative media in teaching speaking for millennial learners. In 4th English Language and Literature International Conference (ELLiC) Proceedings (pp. 48-56). https://doi.org/10.30603/ell.v4i1.616

Bahadorfar, M., & Omidvar, R. (2014). Technology in teaching speaking skills. International Journal of Multidisciplinary Research Review, 2(4), 9-13. Retrieved from http://www.aijmr.net

Bajrami, L., & Ismaili, M. (2016). The role of video materials in EFL classrooms. Procedia-Social and Behavioral Sciences, 232, 502-506. https://doi.org/10.1016/j.sbspro.2016.10.068

Ball, D. L., & Forzani, F. M. (2009). The work of teaching and the challenge for teacher education. Journal of Teacher Education, 60(5), 497-511. https://doi.org/10.1177/0022487109348479

Banda, G. (2018). A brief review of independent, dependent, and one-sample t-test. International Journal of Applied Mathematics and Theoretical Physics, 4(2), 50-54. https://doi.org/10.11648/j.ijamtp.20180402.13

Brilianti, D. F., Fauzi, A. Z., & Eliwarti, E. (2021). The effectiveness of making a video blog (VLOG) to minimize students' anxiety in public speaking on descriptive text material. In 4th English Language and Literature International Conference (ELLiC) Proceedings (pp. 233-244). https://doi.org/10.30603/ell.v4i1.616

Brown, M. B., & Forsythe, A. B. (1974). Robust tests for the equality of variances. Journal of the American Statistical Association, 69(346), 364-367. http://www.jstor.org/stable/2285659

Creswell, J. W. (2003). Research design: Qualitative, quantitative, and mixed methods approaches (2nd ed.). Thousand Oaks, CA: Sage.

Crocker, J., & Park, L. E. (2004). The costly pursuit of self-esteem. Psychological Bulletin, 130(3), 392-414. https://doi.org/10.1037/0033-2909.130.3.392

Devana, T., & Afifah, N. (2021). Enhancing students' speaking skills and motivation through Instagram vlog. In 4th Sriwijaya University Learning and Education International Conference (SULE-IC 2020) Proceedings (pp. 358-363). https://doi.org/10.2991/assehr.k.210401.062

Field, A. (2018). Discovering statistics using IBM SPSS statistics (5th ed.). SAGE Publications Ltd.

Fielding, N., & Schreier, M. (2001). Introduction: On the compatibility between qualitative and quantitative research methods. Historical Social Research / Historische Sozialforschung, 26(1), 187-218. http://www.jstor.org/stable/20757853

Harris, S. L. (2009). The relationship between self-esteem and academic success among African American students in the Minority Engineering Program at a research extensive university in the Southern portion of the United States (Doctoral dissertation). Louisiana State University and Agricultural and Mechanical College. https://digitalcommons.lsu.edu/gradschool_dissertations/1726

Heriansyah, H. (2012). Speaking problems faced by the English department students of Syiah Kuala University. *Lingua Didaktika*, 6(1), 37-44. http://www.jurnal.unsyiah.ac.id/LD/article/view/1120

Ismailia, T. (2021). 'Performance Assessment Using Rubric to Improve Students' Speaking Skill', JALL (Journal of Applied Linguistics and Literacy), 5(2), pp. 66-82. Available at: https://jurnal.unigal.ac.id/index.php/jall/index (Accessed: 20 December 2023)

Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. The Internet TESL Journal, 12(11). http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html

Kent State University Libraries. (2023). SPSS tutorials: Independent samples t-test. https://libguides.library.kent.edu/SPSS

Kim, T. K. (2015). T test as a parametric statistic. Korean Journal of Anesthesiology, 68(6), 540-546. https://doi.org/10.4097/kjae.2015.68.6.540

Lee, S. (2017). Style-shifting in vlogging: An acoustic analysis of "YouTube voice". Lifespans & Styles: Undergraduate Working Papers on Intraspeaker Variation, 3(1), 28-39. Retrieved from http://journals.ed.ac.uk/lifespansstyles/article/view/1826

Lestari, N. (2019). Improving the speaking skill by vlog (video blog) as learning media: The EFL students perspective. International Journal of Academic Research in Business and Social Sciences, 9(1), 915-925. https://doi.org/10.6007/IJARBSS/v9-i1/5490

Mandasari, B., & Aminatun, D. (2020). Improving students' speaking performance through vlog. English Education: Journal of English Teaching and Research, 5(2), 136-142. https://doi.org/10.22437/ee.v5i2.10329

Nunan, D. (1992). Research methods in language learning. Cambridge University Press. https://www.cambridge.org/core/books/research-methods-in-language-learning/6E9A7C7A0F5A3B9E4A89FFBBE4F0D025

Raharjo, S. (2023). Uji paired sample t-test dengan SPSS. Retrieved from https://www.spssindonesia.com/uji-paired-sample-t-test-dengan-spss.pdf

Raharjo, S. (n.d.). Download file praktik latihan SPSS tutorial YOUTUBE. Sahid Raharjo. https://sahidraharjo.blogspot.com/2023/10/download-file-praktik-latihan-spss.html

Rahmawati, A., Harmanto, B., & Indriastuti, N. R. (2018). The use of vlogging to improve the students' speaking skills. Jurmas: Jurnal Mahasiswa Universitas Muhammadiyah Ponorogo, 2(1), 87-95. https://journal.umpo.ac.id/index.php/JURMAS/article/view/1030

Safitri, N. S., & Khoiriyah, I. (2017). Students' perceptions on the use of English vlogs (video blogs) to enhance speaking skills. ASEAN/Asian Academic Society International Conference Proceeding Series, 5, 241-247. https://core.ac.uk/download/pdf/268361481.pdf

Salim, A. (2015). General self-confidence and its implication on students' achievement in oral presentation. Journal of English Education and Linguistics Studies, 2(2), 34-48. https://doi.org/10.30762/jeels.v2i2.80

Saputra, J., & Aditya, C. (2019). Problem-based introduction (PBI) learning model on the problem-solving ability of prospective economy teachers. Oikos: Jurnal Kajian Pendidikan Ekonomi dan Ilmu Ekonomi, 3(1), 1-8. https://doi.org/10.22236/oikos.v3i1.10329

Sari, P. (2017). Using vlogs on the YouTube channel as a means to improve students' motivation and confidence to speak English in intermediate 1 level of LB-LIA Jambi. International Journal of English Language and Teaching, 1(1), 38-43. https://online-journal.unja.ac.id/index.php/IJoLTE/article/view/10329

Sudira, A., Kurniati, A., Eliwarti, E., & Novitri, N. (2008). A study on the speaking ability of the second-year students of SMK Telkom Pekanbaru. Skripsi Universitas Airlangga. http://www.scribd.com/doc/8090651/a-study-on-the-speaking-ability-of-the-second-year-students-of-smk-telkom-pekanbaru

Sugiyono. (2018). Metode penelitian pendidikan pendekatan kuantitatif, kualitative dan R&D. Alfabeta.

Suryani, A. (2018). The Effect of Inquiry-Based Learning Model On Mathematics Achievement Viewed From The Level Of Self-Regulated Learning. Retrieved From http://repositoryuinbanten.ac.id/228/5/Chapterii.Pdf

Syafrizal, C., & Rohmawati, C. (2017). Teacher's speaking strategies at vocational high school. The Journal of English Language Studies, 2(1), 66-83. http://dx.doi.org/10.22342/jels.2.1.228

Tongco, M.D.C. (2007). Purposive sampling as a tool for informant selection. Ethnobotany Research and Applications, 5, 147-158. Retrieved from http://hdl.handle.net/10125/227

Urdan, T. C. (2017). Statistics in plain English (4th ed.). Routledge.

Ushioda, E. (2009). Self-esteem and foreign language learning. Studies in Second Language Acquisition, 31(1), 129-130. http://doi:10.1017/S0272263109090081

Valimbo, I. A., & Hartati, E. (2023). Vlog to improve students speaking skill: A classroom action research. Prosiding Konferensi Pendidikan Nasional, 91-97.

Wati, S. (2021). Students' perceptions on the influence of using vlog (video blog) as the learning media to improve speaking skills (Master's thesis). Universitas Islam Negeri Ar-Raniry. http://repository.ar-raniry.ac.id/id/eprint/12345

Wahidatul Masruria, W., & Anam, S. (2021). Exploring self-assessment of speaking skill by EFL high school students. Linguistics, English Education and Art (LEEA) Journal, 4(2), 387-400. https://doi.org/10.31539/leea.v4i2.2285

Wulandari, D., & Handayani, C. (2019). The use of U-dictionary as a learning media to increase the student's vocabulary in teaching speaking. Prosiding Seminar Nasional Multidisiplin Ilmu Universitas Asahan ke-3 2019, 699-707.

Yuliska, A., Yufrizal, H., & Ginting Suka, R. (2009). Improving students' speaking ability through talking chip technique in the second grade of senior high school. FKIP University of Lampung.

Zare-Behtash, E., Khoshsima, H., & Sarlak, T. (2017). The effect of project-based learning (PBL) on the components of speaking ability of Iranian EFL beginner learners. Journal of Applied Linguistics and Language Research, 4(3), 119-130.