

**THE USE OF MINI VLOG VIDEOS IN PROJECT BASED  
LEARNING METHOD ON STUDENTS'  
SPEAKING SKILL**

**THESIS**

This Thesis Is Submitted to fulfill the requirement for “Sarjana”  
Degree in English Departement



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*Assalamualaikum Warahmatullahi Wabarakatuh*

Semoga bapak selalu dalam kesehatan dan lindungan dari Allah SWT. Dalam setiap urusannya.

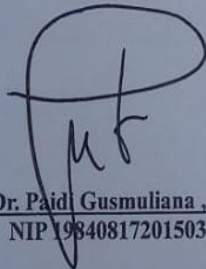
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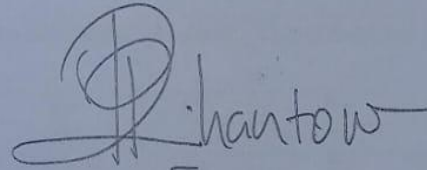
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Rejang Lebong, 07 July 2024  
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## **PREFACE**

All praises to be Allah SWT, help and support from all of lectures, family and friends that the researcher had finally finished writing her thesis entitled “The Use Of Mini Videos In Project Based Learning In Improving Students Speaking Skill”

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of Institute for Islamic of Curup (IAIN) Curup. The writer realize that thesis is far from being perfect, therefore the researcher really appreciates any suggestion and critics for being perfect in the future.

Last but not leaset, researcher hopes this thesis will be useful to those who are interested in this field of study.

Rejang Lebong, 2024

The Researcher

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Assalamua'laikum Wr.Wb

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The researcher finished this thesis entitled “The Use Of Mini Vlog Videos in Project Based Learning in Improving Students Speaking Skill”. This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, assistance, support, suggestion and motivation from others. In this chance, the researcher would like to express his deepest gratitude to:

1. Prof. Dr. Idi Warsah, M.Pd as the rector of IAIN Curup
2. Prof. Dr. H. Hamengkubono, M.Pd as a the Dean of Tarbiyah Faculty
3. Mrs. Jummatul Hidayah, M.Pd as the head of English Tadris Study Program.
4. My big thanks to Dr.Paidi Gusmulianan, M.Pd as my advisor and my academic supervisor who has been constant source of knowledge in conducting this research and who has been read and checked this thesis carefully and patiently and also gave many useful suggestions and corrections for its

improvement and also with heartedly listen and give direction in many obstacles by the researcher.

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7. My big thanks to my partner Sandi Putra who always accompanies researcher in the research process, and helps in terms of funding, and always motivates researcher to never give up. and thanks to my little brother Muhammad Riduan, who always support and make me happy when the researcher sad.
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13. Thanks for myself, always rising to every test in matters of study, life and mental problems. You are great for surviving until this moment. Continue to live and be a child who makes your parents proud, and is useful to many people.

Finally, the researcher needs constructive suggestions for being perfect in the future hopefully, the result research can give beneficial contribution to the development of education in English study program. For acknowledgement above and those are not mentioned, may Allah SWT give them best reward.

Wassalammu'alaikum Wr. Wb

Rejang Lebong Juni 2024

The Researcher

Popi Pedri Yanti  
19551044



**MOTTO**

"Indeed, Allah will not change the condition of a people,  
before they change themselves."

(QS Ar Rad 11)

"There is no success without hard work, there is no success without togetherness,  
and there is no ease without prayer"

(Ridwan Kamil)

"Love yourself, then the universe will love you"

(Researcher)

## ABSTRACT

Popi Pedri Yanti :The Use of Mini Vlog in Project Based Learning On Students' Speaking Skill"  
Advisor : Dr. Paidi Gusmuliana, M.Pd  
Co-Advisor : Dr. Prihantoro, SS M.Pd

Speaking is one of the centers elements of communication. It means that speaking is very important. Speaking is interaction between two or more people in greeting information where there is a speaker and listeners, Speaking has aspect namely grammar, vocabulary, pronunciation, fluency and comprehension. The problem in this research is the effect of using Mini Vlog Videos in project based learning on students' speaking skills. according to Vlog theory in the teaching and learning process it is clear that short segments of video blogs are more effective because teacher can choose which parts are a particular language that students will learn and practice. The purpose of this research is to see the significant influence of Mini Vlog Videos in improving students' speaking skills. This research is experimental research. The population of the research was the 8<sup>th</sup> grade at SMP N 10 Rejang Lebong. The populations consist of three classes with 29 students. The selected samples of this research are class VIII A and VIII B, one of experimental and one of control group. Data analysis is using speaking test, the pre-test is given to both group before given the treatment then after giving the treatment students' give post-test. The mean score of post-test is 65,13 and mean score of pre-test is 65,8. The results is not increase, because they only had an increase of 1.3%. It was hampered by several factors, including researcher and student errors, as well as lack of student participation in following the treatment procedures given. It can be concluded that mini vlog video enhances students speaking skill and there is not significant difference between students who taught by using mini vlog and those who are not.

**Keywords :** *Speaking Skill, Mini Vlog, Project Based Learning*

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## CHAPTER I INTRODUCTION

### A. Background Of The research

A video blog or vlog is a video that combines video, sound and image that contain opinion, story and daily activity from a person. Vlog is different from text blogging which only combines text and images. The use of video blog is done with a digital camera or cell phone equipped with good internet access. Vlog is used as a suitable media for recording someone such as speech, story, presentation, and so on. In the education, vlog is used as a media to improve learning skill and encourage student participation<sup>1</sup>

Video blogging (Vlog) is a collection of videos regarding documentaries, on the internet life audio visual, and as for communication with interaction.<sup>2</sup> In the teaching and learning process it is clear that short segments of video blogs are more effective because teacher can choose which parts are a particular language that students will learn and practice.<sup>3</sup>

For the educational benefits of video blogging (vlog) are developing students communicational skills through storytelling, enhancing their visual literacy, improving their technical skills and learning how to blog to use a social software. The topics of the vlogs that students prepared as part of this afterschool project reflected the very benefits of vlog on student self expression and learning.<sup>4</sup>

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<sup>1</sup> Helianthunsonfri, J. *A Guide to Use Video Blog*. Jakarta: Media Komputindo, 2017.P.49

<sup>2</sup> Joan – Issac Biel and Gatica Perez, *Voice of Blogging*, Proceedings of the Fourth International AAAI Conference on Weblogs and Social Media, 2010,P.211

<sup>3</sup> Evrim Baran, *The Promises of Video Blogging in Education*, Lowwa State University

<sup>4</sup> Ibid P.14

In language learning, successful language learning should acquire four skills; speaking, listening, reading, as well as writing. In this research, researcher focused on the speaking skill because speaking was the most frequented activity used for learn language. Speaking is doing interaction to other people with speech, conversation and other body language, gesture, eye contact and another style to convey the message. If the speaking practice is correlate to the learning, it is the object of the learning.<sup>5</sup> According to David Nunan, speaking is described as an activity ability to express oneself in a situation, or activity to report an action or situation appropriately words or the ability to speak or express a sequence of ideas fluently.<sup>6</sup>

At SMP N 10 Rejang Lebong, especially for eighth class, according to the 2013 curriculum, in students worksheet, one of the lesson that students carry having to learn is about talking and having dialogue. Their reading is correct if students see the text of the dialogue has been written, but if without the text they speaking will be messy. It is common to learn to speak English. The lack urban vocabulary, pronunciation, and grammar causes them to lack confidence in speaking. The students practice their speaking by making a vlog video given direction by the researcher.

Based on this problem, researcher are trying to attract students' participation and make speaking activities more efficient for researcher use mini vlog videos to develop students' speaking skills in the learning process. Researcher hope that mini vlog on Tik Tok as medium in the learning process can effective to provide improvements in students English speaking skill. And

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<sup>5</sup> H.D Brown, Principles of language learning and teaching in language (vol 57, issue 3), 2000

<sup>6</sup> Davin Nunan, Designing Tasks for the Communicative Classroom. (New York: Cambridge University Press, 1989),P.23

this research is titled “The use of mini vlog videos in project based learning method on improving students’ speaking skill at SMP N 10 Rejang Lebong academic year 2023 / 2024”

Researcher found several studies related to vlogs. In another study by Ayu Rahmawati found good improvement for speaking, another study conducted by Berlinda Mandasari conducted experiments with good result in speaking attitude. Researcher conducted by Aguztia Prema vlog can improve the learning process of students. Another study by Trisilia Devana got good result in increasing students motivation through vlogs. And another research by Pramita Sari got good result in increasing student motivation.

Based on previous research, the use of video blogging (vlog) has a significant influence on improving students' speaking skills. From the results of observations at SMP N 10 Rejang Lebong, the researchers used this mini vlog media to improve students' speaking, and to find out how relevant it would be if applied. This research explored the use of mini vlog in project based learning in English language teaching at SMP N 10 Rejang Lebong, it tried to effectivity of using vlog to improving students speaking skill.

## **B. Identification of the Problem**

Considering for context of the situation, the researcher discovered that there are issues:

The students had difficulties to express their ideas in speaking, a limited vocabulary, their language structure has not improved, and their pronunciation abilities are still very lacking their have.



### **C. Delimitation of the Research**

In this research to be more focused and not expand from the discussion in question. This research limits the scope of research on improving speaking skills using video blogging (vlog) videos media, accompanied by project based learning methods on the teaching process for class VIII A and VIII B students at SMP N 10 Rejang Lebong.

### **D. Research Question**

Based on the problems found the observation, the problem of the research :

1. How is the students' speaking skill before they are taught and without taught using mini vlog videos in speaking skill?
2. How is the students' speaking skill after they are taught and without taught using mini vlog videos in speaking skill?
3. Is there a significant effect of the mini vlog videos method on students, speaking skill?

### **E. Objective of The Research**

Based on the question in this research, the research objectives were arranged:

1. To find out if there is a students'; speaking skill before being given the mini vlog videos method
2. To find out if there is a students' speaking skill after being given the mini vlog videos method
3. To find out if there is a significant effect for improvement in students' speaking skill after the application of the mini vlog videos method

## **F. Hypothesis**

In order to answer the problem of the following hypothesis are proposed:

Ho : There is a significant effect of using to improve students' speaking skill

Hi : There is not significant effect of using to improve students' speaking skill

## **G. Operational Definition**

To avoid understanding, it is necessary to clarify and specific each term in following:

### 1. Speaking Skill

According to Guralnik, speaking is one of ability to communicate in certain language with purpose of obtaining communicants understanding towards the conveyed message contained in the conversation.<sup>7</sup>

### 2. Vlog

In addition, reference define it as a site in which authors post stories and for information or content videos about certain topic in the form of video. A vlog is a portmanteau of the words video and blog (blog stands for web and log).<sup>8</sup>

## **H. Significance of The research**

This result of this research are expected to be one of the references for learning in speaking learning theory. By using the video mini vlog method in teaching speaking, it is hoped students' speaking skills can be improved, so that students' can communicative use English more fluently, accurately,

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<sup>7</sup> David Nunan Guralnik, 1995. Language Teaching Methodology Textbook for Teacher, NY : Phoenix ltd

<sup>8</sup> Izzah Maulidah, 2017. Vlog : the mean to improve students' speaking ability. Advances in social science, Education and Humanities Research, Volume 145.P.12

communicatively and confidently. This is useful English teachers to improve their teaching strategies to be more challenging and interesting. Therefore that students can be understand the material and be include in the teaching and learning process, especially in speaking activities. English teachers are also expected innovative in making speaking activities that follow the habits of the contemporary era.

It might give the reader some information about teaching speaking, and specially how to improve students' speaking skills in teaching, and learning process. Researcher will gained experience in conducting a research with action and cooperate with others to achieve a successful the research.

## **I. Organization of Explanation**

This research comprise of five chapters, the first chapter I is a research introduction that tells about the research background, problem identification, delimitation of the research, research question, research objectives, hypothesis, operational definitions, and research interest. And the second chapte, chapter II describe a review of related literature, including related theories relating to research. Next the chapter III consist of research methodologies that include types of research, population and samples, data collection techniques, data validity and reliability test, and data analysis techniques. And chapter IV research provide findings in the form of pre test calculations of students' speaking skill before both treatments, and post test calculations of students' speaking skill, and mini vlog method. Then the last chapter V contains research conclusions and suggestions.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Review of Related Stories

##### 1. Video Blogging (Vlog)

###### a. Definition of vlog

Video Blogging (Vlog) as the name implies is a video blog. More to be clear, a vlog is a video containing opinions, stories or daily activities which is usually made written on the blog. Since the appearance of YouTube in in the year 2005, then vlog creation became more popular.<sup>9</sup>

According to Baran vlog is one of the latest technological media that opens up new ways of communication through media made public. It is clear that short segments of video blogs are more effective in the teaching and learning process, because the teacher can be choose which parts are a particular language that students will learn and practice.<sup>10</sup>

Vlog defines as the component video, provides a series of broadcasts online.<sup>11</sup> Which is allowing everyone to crate and post content.<sup>12</sup> And considers it as video collections that serve both as an audiovisual life documentary and as a vehicle for communication. In addition, reference define it as a site in which authors post stories and or information about

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<sup>9</sup> Eribka Ruthella David, Mariam Sondakh, Stefi Harilama, *Pengaruh Konten Vlog dalam Youtube terhadap pembentukan sikap mahasiswa ilmu komunikasi fakultas ilmu social dan politik*, Universitas Sam Ratulangi. E-journal "Acta Diurna" Volume VI.No.1.Tahun 2017.

<sup>10</sup> Evrim Baran, *The promises of Video Blogging in Education*, Iowa State University, Ames, Iowa 2007

<sup>11</sup> Molyneaux, H., Gibson, K., O'Donnell, S. & Singer, J. *New Visual media & gender : A content visual and audience analysis of YouTube vlogs*. Paper presented at the International Communication Association Annual Conference, Montreal Quebec, Canada, May.2008

<sup>12</sup> Biel, J & Gatica Perez, D. *Voice of Blogging*. Paper presented at the 4<sup>th</sup> International AAAI Conference on Weblogs & Social Media, Washington, 2010.p.23

certain topic in the form of video. A blog is a portmanteau of the words video and blog (blog stands for web and log).<sup>13</sup>

According to Sun Yu Chi, there are five stage in logging activities: conceptualizing, brainstorming, articulation, monitoring, and evaluate. Furthermore the criteria in evaluating vlogging tasks adapted from Watkins. They are vocabulary, grammar, pronunciation, fluency and content.<sup>14</sup>

A vlog is a video blog posting, can also the term refer to blogs consisting entirely of video blog post (Gunelius). Vlog post created to creating videos yourself or an event, upload it to the internet and publish it in a post on your blog. In the early days of blogging, vlogs were called podcast, a term used for view audio and blog post. Today both have adopted their own differences terminology.<sup>15</sup>

Video blog (vlog) is by using video with certain themes that is packed in journalistic documentation recorded by using various devices such a cell phone with digital camera equipped with a microphone assisted by tripod to post a form of blogging activity (Mogallapu, 2015). Vlog activity in Indonesia is relatively new and it targeting the youth segment. This activity has a lot of content that can be designed to any interests. An easy to effective, and efficient process in video blogging activity is the newest way to communicate with people around the world, though, vlog is a one way

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<sup>13</sup> Izzah maulidah, *Vlog: the mean to improve students' Speaking Ability*. Advances in social science education and humanities research, volume 145.p.12

<sup>14</sup> Sun,Y.C, *Voice blog: an explanatory study of language learning*. Language learning and technology, vol.13,no.2,2009

<sup>15</sup> Pramita Sary, *Using Vlog in 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. Volume 1 Issue 1, 2017.p.39

type of communication. However, this media is considered very powerful to describe something to share many various type information needed.<sup>16</sup>

Vlogger is defined as a person creating a blog or video blog abbreviated (vlog), that uses video as the main content. Video blog also known as vlog is a blog which contains post material in the form of videos. Videos containing content displays a record of a persons profile, daily activities that performed by the person and those experiences that he felt.<sup>17</sup>

A video blogging conclusion (vlog) is a short video recorded by discussing topics, activities, stories, and illustrated or audio-visual videos. Then uploaded YouTube social media, and Mini vlog is a content that is short video that ordinary vlogs, which trends are currently uploaded on Tik Tok and Instagram social media.

Roughly, the cycle of a vlog is defined in this article as consisting of three stages: Producing: in stage, the vlogger creates and edits a video, and uploads it to the hosting site and then a new vlog is generated. Sometimes, vloggers can even edit videos online, without a locally installed software. Posting: the new vlog is distributed online, and starts to get recognized in the vlog – sphere and often get linked by other vlogs. In this stage, the vlog can be viewed and commented by other vloggers. Some vlogs even become authorities in a certain field. Rather than always having to remember visit a site, vlog reader can configure his or her browser software to automatically subscribe to the timely updates.

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<sup>16</sup> Mogallapu, Anusha, *Social Network Analysis of the video Bloggers' Community in YouTube. Dissertation.* Missouri University, 2011

<sup>17</sup> Laksamana Media, *YouTube & Google Video; Membuat, mengedit dan upload video.* (Yogyakarta: Mediakom). 2009

Archiving: when the vlog becomes out of date or loses usefulness, it will be archived or even deleted.<sup>18</sup>

## **b. Vlog (Video Blogging) in Education**

Vlog is one of the latest technologies that opens up new ways of communication through the public created media. Since video blogging is a new technology and trend on the internet today, there are very few video bloggers have used it in their teaching practice.

### 1) Teacher as video bloggers

In video blogging community, there are some teachers and educators as video bloggers who want to communicate their educational messages with this highly engaging tool. Among was Bre Pettis who now make magazines doing video blogging. He generates video blogs about the processes of making things in a humorous way. He put his video on the internet in September 2003 and started video blogging in the spring 2004. He was keeping a textual blogging before and was later attracted by the offerings of new video blogging technology.

According to Mr. Pettis teacher created video blogs and students created video blogs are two different educational practices and they have different dynamics in their applications. He stresses the impracticality of students created video blogs in school which have limited technology infrastructures.

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<sup>18</sup> Gao, Wen, Yonhhong Tian, Tienjun, and Qiyang Yang, vlogging : A Survey of Video Blogging Technology on the Web, "ACM Computing surveys, p.15.2010

## 2) Students as video bloggers

According to Mr. Goldstein for the educational benefits of vlog are developing students' speaking skills through storytelling, enhancing their visual literacy, improving their technical skills and learning how to blog to use a social software. The topics of the vlogs that students' prepared as part of this afterschool project reflected the very benefits of video blogging on student self expression and learning. For instance, a student prepared a short clip for a documentary which was about attitudes toward generated by conducting interview with his classmates, the other students prepared a video clip to do a review of a game, and others did an opinion piece about school lunch, and information from network<sup>19</sup>

## 3) Procedures

The teacher researcher describe and illustrated the function of the classroom video blog (Vlog) during the first grade meeting. Each student is required to log in the web site during the first week of class. Students' must upload one video blog each in the meeting blog entry voice to social media. There were six meetings in total those are. Total of six video blogs. The teacher researcher presented to the students that the blog activity was mainly an out of class opportunity for additional, extensive speaking practice and tried to make the blog experience informal, personal, and exploratory by allowing students to determine what the wanted to say and when and how they wanted to say it.

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<sup>19</sup> Evrim Baran, The promises of Video Blogging in Education, Iowa State University, 2018. p.12-14



Neither formal instruction about how to prepare a voice blog post, nor a list of expectations regarding how to achieve a good quality voice blog post were offered, blogs include improvement of oral communication skills, self presentation, information exchange, social networking.<sup>20</sup>

a) Class Blog

The teacher and researcher developed a voice blog that served as a platform for students to upload their posts. This blog includes interfaces for students and teachers. For the student interface, a blog is a convenient online place to keep a verbal diary.

For the teacher interface, the class blog tracks each students' posting history and displays all profiles and data in an online spreadsheet according to various sorting methods, such as by student ID number, posting date, total number of entries, etc. . Each blogger has a separate space in his blog. Each space contains the blogger's biodata, photo, and brief self-introduction. Blog activities include:

- 1) Improved oral public speaking, and language skill, such as fluency, pronunciation, grammar, and vocabulary blogging process and blogging strategy.
- 2) Average time spent on each blog post, frequency of rehearsals, script writing, responding to other peoples comment and editing attitude. Acceptance of blog technology, level of motivation and perceived confidence, and concert for completeness, quality, level of interest and popularity of the blog.

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<sup>20</sup> Sun, Yu Chih., *Voice Blog: an Exploratory study of Language Learning*. Language Learning & Technology. June 2009, volume 13, No.2009p.91

### c. Benefits of Vlog

According to Helianthunsonfri benefits of vlogs are:

1. Vlog is able to express one's self more naturally with more complete facilities than text blogging.<sup>21</sup>
2. Vlog is used in improving learning development designs
3. Vlog expands options for communication and expression with personal video postings.
4. Vlog can increase understanding of a more modern technological world
5. Vlog is useful for expanding one's self-publishing starting from blogging

### d. Vlogging Stages

Sun Yu Chi presented result the research found that there are several stages in Vlogging activities. Each stage has its own objectives and list of activities. This table summarizes all stages.<sup>22</sup>

*Table 1*

**Vlogging Stage**

<b>Vlogging stage</b>	<b>Activities</b>
Conceptualizing	<ol style="list-style-type: none"><li>1. Make the plan for presentation</li><li>2. Create an interesting topic</li><li>3. Listening to others vlogs for ideas, watching the previous vlog video example, will give ideas for students'</li></ol>

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<sup>21</sup> Helianthunsonfri, J. *A Guide to Use Video Blog*. Jakarta: Media Komputindo, 2017. p.49

<sup>22</sup> Ibid. p.94-95

	<ol style="list-style-type: none"> <li>4. language consultation in pronunciation</li> <li>5. Note taking</li> </ol>
Brainstorming	<ol style="list-style-type: none"> <li>1. Outlining main and supporting ideas</li> <li>2. Translating</li> <li>3. Write a script, before take a video, students first paint a script that they will talk about in the video later, writing this script will improve students' grammar vocabulary</li> </ol>
Articulation	<ol style="list-style-type: none"> <li>1. Practice before recording the video</li> <li>2. check the sound blog and upload it after checking</li> </ol>
Monitoring	<ol style="list-style-type: none"> <li>1. Re-listen to the recorded file before uploading it, before being uploaded to Tik Tok or social media, students' rewatch their videos first as a self evaluation</li> <li>2. examine vlogs in terms of content, organization, and use of language</li> </ol>
Evaluating	<ol style="list-style-type: none"> <li>1. Evaluating vlog content, organization, and language usage</li> </ol>

a) Conceptualizing

The first stage is conceptualization which involves making a vlog plan. According to Sun Yu Chi, in his research, he found that the most difficult thing students face is when they try to decide on a particular topic. Jon Watkins claims it will be effective if teachers provide several topics or questions as choices for students before creating a vlog. Some examples are possible:<sup>23</sup>

- 1) A general self-introduction
- 2) A how to demonstration of something the student is good at or a meal her or she is killed at preparing
- 3) An interview and simultaneous translation of an L1 friend or family member
- 4) An introduction of a pet
- 5) A trip to favorite neighborhood place (if the student is using a smart phone or laptop)
- 6) Anything related to content being discussed in class, or a reaction to assigned reading

b) Brainstorming

In the brainstorming stage, students' begin to create the concept of vlog; what they want to say in the video. They make a script and translate it from language (Indonesian) to target language (English). It is the

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<sup>23</sup> Watkins, John., *Increasing Student Talk Time Through Vlogging*. Language Education in Asia, 2012, p.196-203

continuity of previous stage with practical results and it is guided by a certain topic.

c) Articulation

In other words, articulation is the act of rehearsing a student's vocal activity before starting it. Somehow you can edit the video before uploading. Sometimes we also insert images, songs, words, etc. to make the video more interesting. Therefore, at this stage, they really show their creativity and speaking ability

d) Monitoring

Tracking and articulation both seem to go together. Before uploading a video, students should check whether the content of the video is appropriate and whether it already covers the rubric score assigned by the teacher. Once that is done; once the upload is complete, students will monitor and review the video again.

e) Evaluating

At this stage, students carry out self-correction activities related to their project. You can also ask your friends what they think about it. If you find errors in meaning, format, etc., you are welcome to redo your video blog.

Before coming up with the stages, teacher may also give the students' a score reflection. It will measure the proficiency area of vlogs

content. The criteria can be in the form of questions which reflects students' project as the answer. Provides this as example.<sup>24</sup>

#### **e. The Significances of Using Vlog**

In improving students' speaking through the vlogging process, there are several significant things that can be obtained as good value from this. Claiming some significance as an impact of the vlogging:<sup>25</sup>

##### **1. Students' Encouragement**

Vlogs will increase students' enthusiasm for learning in speaking. In everyday life, vlogs also play a role as social media consumption which is very commonly used by students. Students will prefer to use it to express their ideas, feelings and improvisation. In addition, the ease of operation also supports their willingness to use the project, especially in fulfilling speaking assignments. When students find it easy to complete their projects, they will automatically be motivated. Vlog covers both of those things. This has a significant impact in increasing student enthusiasm.

##### **2. Self-Presentation**

Vlogging is related to the use of social media. In this case, it has a psychological impact on students when preparing students' self-confidence. They will show their best presentation in their vlog. As a result, its use significantly improves students' self-presentation especially in their speaking performance.

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<sup>24</sup> Watkins, John. Increasing students Talk Time through Vlogging. *Language Education in Asia*. 2012.p.196-203

<sup>25</sup> Sun, Yu Chi,. Voice blog : an Exploratory Study of Language Learning. *Language Learning. Language Learning & Technology*. Volume 13,no.2,2009, p.88-103

### 3. Talk more Time

In expressing their speaking performance, students have the opportunity to learn through vlogs. Students only practice speaking English in classes or special events that use English as a means of communication. With vlogs as a medium in teaching, students will get more opportunities to talk outside of class. Vlogging will continuously force students to speak and convey their ideas in English. Their speaking ability will gradually improve, which is the expected result

### 4. Autonomous Learning

Task-based learning provides autonomy for students. Vlogging is also a strategy in project-based learning. Students will find meaningfulness in their learning is one of the benefits that will be obtained. Apart from that, students are free to express their thoughts related to the learning process. Vlogging covers this condition and brings students into independent learning.

Vlogging is an innovation that provides better teaching and learning process, especially in the field of speech. Its connection with technology and social media makes it fun for students to implement. Teachers can make some adjustments to the video blogging steps. Depending on the conditions of the season. Regardless of the potential difficulties in practical aspects, this nation is still worth using as a medium of education. Finally, advanced video blogs will improve students' speaking ability.

## 5. Blog Activities

According to Sun Yu Chi in the activity blog, students' must first learning to others blogs, replying to comments, recording blog entries, by listening to others voice blogs, I come to notice my weakness in speaking and to learn about different ways to express yourself.

## 2. Speaking

### a. Definition of Speaking

Speaking is a two-way process that involves productive speech ability and receptive ability understanding. Speaking is an interactive process of building meaning that which involves the production and reception processing information.<sup>26</sup> Sayuri says, "mostly, speaking is used to communicate, convey information, establish relationships among the people of the world, etc., because it is one of the ability to have conversations."<sup>27</sup> According to Guralnik, speaking is one ability to communicate in certain language with purpose of obtaining communicants understanding toward the conveyed message contained in conversation.<sup>28</sup>

According to Richards and Renandya, state that speaking is one of the centers elements of communication. It means that speaking is very important. Speaking is interaction between two or more people in greeting

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<sup>26</sup> Azizah Kh, The Effect of Group work Technique Towards Students' Speaking Ability in Descriptive Text at Junior High School 14 Padang, Thesis State Islamic University Imam Bonjol Padang, 2017.p.20

<sup>27</sup> Asriani Hasibuan, Rotua Purba, The Effect of Using Point Counter Strategy on Students' Speaking Ability. Jurnal Liner, Institut Pendidikan Tapanuli Selatan, vol.3.no.3 oktober 2020.p.82-83

<sup>28</sup> David Nunan, Guralnik. Languague Teaching Methodology Textbook for Teacher, NY : Phonix ltd.1995



information where there is a speaker and listeners. By speaking a person can express his feelings, emotions and ideas.<sup>29</sup>

Speaking is a form of communication that allows people to communicate with each other. It is a key aspect of English skills that should be emphasized during the teaching and learning process that involves the production and reception of information, as well as processing it through interaction to generate meaning.<sup>30</sup>

According to Anderson and Bachman claims that the ability to speak is an important part of the curriculum in language teaching, and this make it an important object of assessment as well. Speaking is the most important ability so learners must know how to speak.<sup>31</sup>

According to David Nunan, speaking is described as an activity ability to express oneself in a situation, or activity to report an action, or situation appropriately words or the ability to speak or express a sequence of ideas fluently.<sup>32</sup>

Speaking skills are being able to speak, express or brainstorming through the use of language. He allows students to express themselves imaginative and creative to interact with others in to achieve certain goals or to express them opinions, intentions, expectations and point of view. Moreover the

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<sup>29</sup> Rahmawati, Improving the Students Speaking Ability by Make a Match Method at the Second Year of SMA Negeri 3 Takalar, Alauddin state Islamic University of Makasar, 2018.p.12

<sup>30</sup> Brown, H.D, Language Assessment Principles and Classroom Practices. San Francisco: State University.2004

<sup>31</sup> Ni Wayan Darsini, "Improving Speaking Skill Though Cooperative Learning Method of the eight grade Students' of SMP N 2 UBUD in Academic 2013/2013" (Published Skripsi; English Departement Faculty of Teacher Training and Education Mahasaraswati Denpasar, University Denpasar) 2013.p.9

<sup>32</sup> David Nunan, Designing Tasks for the communicative Classroom. (New York: Cambridge University Press,1989.p.23

purpose of teaching speaking is to guide students able to speak oral communication by transferring message by voice. The importance of speaking in language classes are not just communication skills, but also as a means to facilitate the acquisition of target language and learning academic content.<sup>33</sup> In speaking, there are several aspects that must be was filled with students'. It can be used as measure whether their speech is good or not. It is eloquence, understanding, grammar, vocabulary, and pronunciation.<sup>34</sup>

#### **b. Aspect of Speaking Skill**

In this research, the researcher uses five aspect of speaking skill based (Brown).<sup>35</sup>

##### 1) Vocabulary

It is a linguistic factor in which a series of words are present with the role of combining them to form the spoken language. Vocabulary is absolutely essential but it is not the first thing to consider if you are speaking at a very early stage. Vocabulary is the total number of words that make up a language.

##### 2) Grammar

Grammar is the rule in spoken and written language. Students must follow grammar rules to get a good result, students can also find grammar rules in pronunciation, morphology and syntax. In speaking

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<sup>33</sup> Izzah, Maulidah, vlog : the Mean to improve Students' Speaking Ability, International Conference on English Language Teaching, vol.145,2017

<sup>34</sup> Mutmainna, M, Implementation blogs as a learning tool in Asian EFL, ESL learning context. BRAC University Journal, vol. XI, no. 1, 2016, p.27-35

<sup>35</sup> Brown, H. Douglas, Teaching by Principles : Language Assessment, New York : Pearson Education, 2004.p.172-173

skills, sometimes speakers and listeners don't care about grammar itself. But at this point the writer is not discussing grammar so far.

### 3) Fluency

It shows that people are able to communicate well because it consists of the state and speed of speech that flows. Someone who can communicate fluently, but may be unable to use language fluently. Someone can be said fluently if they can ask for certain criteria or categories, these students can pronounce words fluently with good pronunciation. Students have a large vocabulary so they can pronounce words fluently and know what to say next. They know the language in order (grammar). They can spell the word correctly in any situation, which makes their communication easier to understand even though they do not use grammatical language.

### 4) Comprehension

Must have a good understanding of the speaking activities of the speaker and a good listener so that the conversation definitely requires the subject to respond reciprocally in the conversation. But in this research, the researcher will call the comprehensibility.

### 5) Pronunciation

Pronunciation is a way to sound a language, there is stress and intonation to show the intended feeling and meaning. And from that it is also very important to improve in speaking. Students must have good and correct pronunciation to convey very clear words or utterances that are easily understood by listeners.

### c. Teaching and Learning Speaking

#### 1) Teaching Speaking

In learning to speak, it is about teaching students to produce English speech intonation and sound patterns, the use of word and sentence stress, intonation patterns and language rhythm. Must select words and sentences that suit the audience's social background, situation and appropriate subject matter. Organize their thoughts in a meaningful and logical order, use language as a means of expressing values and judgements. The language quickly and confidently with few unnatural pauses, which is called as fluency.<sup>36</sup>

#### 2) Principles for Designing Speaking Class

According to Rivers Burkats the basic principle in the teaching speaking process is the anility to create interaction between teacher with students' and between students' with students' in the classroom. For students' learn to speak in the foreign language by "interacting". The aims of this interaction are to get other new stores of target languages and to practice previous which have been acquired by the students'. This classroom interaction can be created from the collaborative exchange of thoughts, feelings, or ideas among the people who involve in the classroom. Some other principles are related to the speaking techniques, in which Brown Suggest some principles for designing speaking techniques as follows;<sup>37</sup>

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<sup>36</sup> Technology in Teaching speaking skill, Article in international Journal of Multidisciplinary Research Review. Acme International Journal of Multidisciplinary Research ISSN : 2320 – 236X, 2014.p.10

<sup>37</sup> Rahmawati, E, Getting RFL Learners to Speak. Obstacles and Solution: English Studies Journal, 2016.p.21-32

- a) Use techniques that address student needs. When a teacher gives a project to practice speaking to make speaking easier, make sure using language foundations that the project includes techniques to make it easier for students to understand.
- b) Intrinsically motivating techniques can be given to students. This means that teachers try to always meet students' main goals and interests, Knowledge and "becoming what they can" become their needs. In addition, it also implies teachers to help students in observing how activities for students will be beneficial.
- c) Support the use of authentic language in meaningful contexts. With the meaning of the word to continue to provide meaningful interactions in communication. The energy and creativity to design authentic contexts and meaningful interactions is necessary, but with the help of a teacher's arsenal of resource materials, this can be done.
- d) Provide appropriate feedback and improvements. In most EFL situations, students are completely dependent on the teacher for useful linguistic feedback. Therefore, providing corrective and appropriate feedback is very important for teachers.
- e) Unification of the natural relationship between speaking and listening. There are several interactive techniques that involve speaking as well as listening. These two skills can be mutually reinforcing, as the teacher focuses on the speaking goal, and the listening goal may naturally coincide.

- f) Give students opportunities to initiate oral communication. Very typical classroom interaction is characterized by language initiation by the teacher. In this case the teacher asks questions, gives instructions, and provides explanations.
- g) Supports improvement of speaking strategies. Strategic competence theory is one theory that only a few beginning language students know about. The classroom can be a place where students realize and experience changes in practicing speaking strategies, such as: asking for clarification, attracting someone's attention, etc.

Based on the explanation above, it can be determined that communication in the classroom is contained in activities that emphasize meaning. This means that in this case teachers are required to adapt their teaching wisely to students' needs and teach them how to listen to other people, how to talk to other people, and how to negotiate meaning in a shared background.

### 3) Obstacles in Learning Speaking

Brown states that linguistic aspects are difficulties that relates to language factors such as grammar, vocabulary, pronunciation, comprehension, and proficiency smooth. In addition, students tend to consider how to reduce their linguistic errors which are the impact of students having difficulty speaking English. For example, sometimes

they think about the correct sentences that should be used when students speak.<sup>38</sup>

#### **d. Activities to Promote Speaking Skills**

Students many activities to do in the speaking class. It is the authority of the teacher to decide which activities to perform. Some aspects that are commonly considered in choosing an activity is the students' language proficiency level, specific learning objectives, and resource availability.<sup>39</sup>

##### 1) Dialogue

Dialogue is a basic form of oral communication (Celce – Murcia). In the language learning, dialogue is used to practice language functions such as greetings, leave, thank, agree, ask for help, ask for attention, show attention, and request information. In practice in the classroom, students are given a text script. The students' then memorize them and then do them in pairs or groups

##### 2) Picture Description

A way to engage conversation is to have students describe a picture. According to Canning Wilson's (1999) explanation, the application of pictures in EFL classes is beneficial for several reasons. First, research suggests that learning facilitates elaboration. When an image is accompanied by text, it can encourage learning to work the brain more deeply about the language being studied. Second, visual images enable

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<sup>38</sup> Sri Fatmaning Hartatik, Indrawati Pusparini, Jasuli, Tities Hijaratur Rahma. Tantangan Pembelajaran Public Speaking era digital, "Peran Bahasa dan Sastra dalam penguatan karakter Bangsa" ISSN 2808-170

<sup>39</sup> The odorus sulon suban, Teaching Speaking Activities to Promote Speaking Skills in EFL Classroom, Article ISSN 2775-507X.2021

students to draw conclusions and explanations from various sources. Also, pictures can bring the outside world into the classroom. Students can perceive the outside world through pictures

### 3) Pictures Differences

Showing in the picture description is the difference picture. This effort is carried out together. The activity has to conclude the differences in each picture. First of all, each student is given a different picture. They then identify, compare, and contrast the two images. This activity “resulted in many purposeful question and answer exchanges. it is advisable to discuss and write these items in advance on the board, that the vocabulary required is specific and most likely predictable.

### 4) Story Completion

This method provides opportunities for students to develop their imagination and creative ideas in a relaxed way. According to Gravett, here students' voices are heard in class, students are also empowered to interpret and construct their point of view on a story.

### 5) Story Telling

Storytelling or telling stories is very useful for increasing students' vocabulary and pronunciation as well as providing increased understanding of students' thinking and insight. According to Atta-Alla, storytelling emphasizes improving integrated language skills as well as; listening, speaking, reading, writing, interactional, vocabulary, and literacy.



The authority students retell a story they traveled or heard in their own words. When explaining a topic, students first remember the story, then rebuild memories, thoughts, and then internalize it. After that, students tell the story. Sometimes to make the story more interesting body language expressions can be used. Speech and emphasis in terms of volume, dynamics, rhythm, intonation, and body language expressions to make the message more meaningful.

#### 6) Role Play

According to Larsen – Freeman & Anderson role playing is fundamental in the communicative approach, because it presents opportunities for students to practice communicating in different social contexts and social roles. At the same time, in less structured role plays, the teacher will explain to the students the characters they are playing, describe the setting and introduce the topics they will discuss, but it is up to the students to decide what they will talk about.

#### **e. Function of Speaking**

The function of speaking includes several aspects. Those aspects are cognitive aspects, affective aspects, and aspects of speech skills. Through your speaking activities to be more skilled at speaking especially for bring out the idea that is already your thoughts. Speaking experience and experience teaching skills, speaking is a functions of speaking viewed form a cognitive aspect.

Speaking also affects your attitude, if so far your attitude towards speaking skills has not been positive then through training activities. Speaking that

attitude is transformed into a positive attitude. Speaking activities will make more understanding, internalizing, enjoys, and loves speaking skills, and prefers carry out speaking activities and teaching speech. Attitudinal change from not being positive to being positive is a function of speaking from an aspects affective.<sup>40</sup>

#### **f. Speaking Types**

Before evaluating speaking, researchers need to understand the five basic types of speaking. Brown and Abey Wickrama recommends five classifications of speaking as described below:<sup>41</sup>

##### 1) Imitative

This form of speaking requires test takers to resemble words, phrases or sentences. Pronunciation is the main aspect of assessment although grammar also acts as an assessment criterion. What needs to be emphasized in imitative speaking is that the communicative competence of the language is not important. A number of explanations and then reproduce them verbally without having to add additional explanations that must be reached by students. what they hear is the information they get.

##### 2) Intensive

Unlike imitative, intensive speaking does not emphasize on pronunciation or phonological aspect. Understanding meaning is needed to respond certain tasks but the interaction with the counterpart is

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<sup>40</sup> Dr. Imam Agus Basuki, M.Pd, Hakikat Berbicara.pustaka,ut.ac.id.p.18-19

<sup>41</sup> Yenny Rahmawati & Ertin, Developing Assessment for Speaking. Syarif Hidayatullah State Islamic University of Jakarta. IJEE, vol.1.No.2,2014.0.201

minimal. The activity sample is reading aloud, sentence and dialogue completion.

### 3) Responsive

Authenticity is fundamental to interaction. Therefore, the speaker is obliged to speak immediately. In responding to a short conversation, one of the activities included in this type of speaking is making a conventional correcting request.

### 4) Interactive

Complicated content and sentences are the main differences between responsive and interactive speaking. Sometimes more than two people are needed in a conversation in communication is also important.

### 5) Extensive

Extensive speaking relates to the process of carrying out extensive speech. Apart from that, it is necessary to interact with the counter speaker which must also be done by the speaker, who can answer questions and make arguments. The ultimate speaking skill that requires a strong linguistic component can be said to be extensive speaking.

## **g. Assessing Speaking Skill**

Speaking is a complex skill requiring the simultaneous use of different ability which often develops at different roles. Speaking skill is generally recognized in analysis of speech process that are pronunciation, grammar, vocabulary, fluency, and comprehension.

The benefit is the possibility of increased authenticity when two test takers can actually communicate with each other. And the downside is equalizing

the playing field outcomes between two test takers, looking at unequal interaction effects understanding and production ability, and assessing two people simultaneously. Here the band achievement of oral proficiency scoring categories in speaking skill (Brown) it can be seen as follows.

#### Oral Proficiency Achievement of Grammar

Achievement	Proficiency Description
1	Errors in grammar are frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak people language
2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar
3	Control of grammar is good, able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare
5	Equivalent to that of an educated native speaker

#### Oral Proficiency Achievement Category Vocabulary

Achievement	Proficiency Description
1	Speaking vocabulary inadequate to express anything but the most elementary needs
2	Has speaking vocabulary sufficient to express him simply with some circumlocutions
3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics,
4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary
5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural

	references.
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#### Category Comprehension

Achievement	Proficiency Description
1	Within the scope of this very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge)
3	Comprehension is quite complete at a normal rate of speech
4	Can understand any conversation within the range of his experience
5	Equivalent to that of an educated native speaker.

#### Category Fluency

Achievement	Proficiency Description
1	No specific fluency description refer to other four language areas for an implied level of fluency
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information
3	Can discuss the particular interest of competence with reasonable ease. Rarely has to grope for words
4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluently
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

#### Category Pronunciation

Achievement	Proficiency Description
1	Errors in pronunciation are frequent but can be understood by a native speakers used to dealing with foreigners

	attempting to speak his language
2	An accent in intelligible though often quite faulty
3	Errors never interfere with understanding and rarely disturb the native speakers, an accent may be obviously foreign
4	Errors in pronunciation are quite rare
5	Equivalent to and fully accepted by educated native speakers

### 3. Project Based Learning

Project-based learning is a classification of situated learning and is based on constructivist findings. Building their understanding by working and using thinking, students will achieve a deeper understanding of the material when they actively.<sup>42</sup> Project based learning as a learning model that focuses on the concept of participant involvement students in solving problems and giving students the opportunity to work autonomously.<sup>43</sup>

Project based learning is centered on process, relatively timed, problem focused, learning units meaningful by combining the concepts of a number of good components knowledge, discipline or field. In project based learning activities take collaboratively in groups heterogenous. Students will be encouraged in their learning, teachers act as mediators and facilitators.<sup>44</sup>

Steps in implementing Project Based Learning Process :

1) Stars with the essential question

Is that the question can give the assignment of students in carrying out an activity. Take a topic that corresponds to the reality of the real world and start with an in depth investigation

2) Design a plan for the project

Planning contains the rules of the game, the selection of appropriate activities can support in answering essential question, in a way integrate

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<sup>42</sup> Joseph s. Krajcik and Phyllis C. Blumenfeld. Project based learning. P.318

<sup>43</sup> Liu, M and Hasio, Y,P. a Project Based Learning approach. Journal of interactive Learning Research, Middle school students as multimedia Designers, 2002. P.311-337

<sup>44</sup> Ida Ayu Kade Sastrika, I Wayan Sadia, dan I Wayan Muderawan, "Pengaruh Model Pembelajaran Berbasis Proyek Terhadap Pemahaman Konsep Kimia dan Keterampilan Berpikir Kritis", e-journal program pascasarjana Universitas Pendidikan Ganesha.

a wide range of possible subjects, as well as know the tools and accessible materials to assist project completion

3) Create a schedule activities at this stage include:

Create a process for solving projects, create a time limit for solving projects, plan new ways of focusing students, guide students when making methods that are not related to the project, and ask students to make explanations (reasons) regarding the choice of method.

4) Monitor the students and the progress of the project

The teacher is responsible for monitoring the activity students while completing the project. Monitoring is carried out by : facilitate students in each process

5) Assess the outcome assessment

Is carried out to assist teacher in measuring achievement of standards, play a role in evaluating the progress of each learners

6) Evaluate the experience

Teachers and students develop deep discussion order to improve performance during the learning process, so that in the end found a new finding (new inquiry) to answer the problem submitted at the first stage of learning.<sup>45</sup>

## **B. Previous of the Related Findings**

There are several previous research about Think Pair Vlog / Mini vlog the first on the research is conducted by :

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<sup>45</sup> Erwan Herwadi, "Model Pembelajaran Berbasis Proyek / Project Based Learning Kurikulum 2013", Blog Erwan Herwand.  
[Http://erwanherwady.blogspot.com/2013/09/vbehaviorurdefaultvmlo.htm](http://erwanherwady.blogspot.com/2013/09/vbehaviorurdefaultvmlo.htm) (23 januari 2024)



Based on researcher in Indonesia be untitled “the use of vlogging to improve the students speaking skill” by Ayu Rahmawati, Bambang Harmanto, and Niken Reti Indriastuti with method Classroom action research at 11<sup>th</sup> grade IPA 3 of SMA Muhammadiyah Ponorogo in the academic year of (2016/2017). Vlogging improves the quality of students’ speaking skill. It can be seen from test result.

Based on Berlinda Mandasari and Dyah Minatun be untitled “improving students’ speaking performance through vlog”, the participants of this research were 40 students majoring English education study program of Indonesian Technocratic University. They learn transactional conversation on the second semester, significant increase toward the students’ performance after using vlog in learning English especially in speaking skill. Thus, it is suggested that vlog can be one of an alternative tool to support English language teaching and learning.

Based researcher from Agyztia Premana, Ubaedillah and Damar Isti Pratiwi (2021) with the title “The role of video blogs as a learning medium in improving English learning” outcomes by using content analysis techniques implementation of learning using vlog media can be utilized for students in understanding the material learning reading, listening and speaking, so that it can produce improvements in understand English. Video blog learning media (vlog) become one of the solutions in learning activities.

Based on researcher be untiled “ enhancing students speaking skill and motivation through Instagram vlog” by Trisilia Devana and Nurul Afifah (2020), using quasi experimental design method, the objective of research was

to investigate effectiveness of treatment in teaching speaking classes using Instagram vlog in enhancing students' Speaking skills and their motivation to speak English. The result of study first teaching speaking by using instaram vlog can enhance the students' speaking skill in speaking English, all treatment students' get improvement in speaking skill.

Based on Pramita Sari (2017), be untitled "Using vlog in the You Tube channel as means to improve students motivation and confidence to speak English in intermediate 1 level of LB-LIA Jambi", by using classroom data collection techniques observation, questioner and interview. It was clear that students now were more motivated and confident to speak in the class using English. This applied not only for the speaking activities given by the teacher but also for the classroom language.

The similarity with previous research is using vlog media as learning medium that do tested in English classes, there is one study that uses the same theory in the research procedure to be carried out.

What distinguishes this study from previous research, previous research mostly used shutter post to You Tube social media while this study used Instagram and Tik Tok Media while this study used Instagram and Tik Tok Media. Previous research focused on English Learning and learning motivation, while this research focused on speaking skill.

## CHAPTER III

### METHODOLOGY OF RESEARCH

#### A. Research Method

##### 1. Kind of Research

In this research, the research method that will be used is quasi-experimental research. Based on Cohen's explanation, he said that the quasi-experimental design where two groups differ in the theory of post-test scores completely independently of the influence of  $x$ .<sup>46</sup> According to Sugiyono's explanation, the research used to determine the influence that makes certain things is experimental research, which is a methodology for different conditions that occur.<sup>47</sup> In this study, researchers applied two classes, namely the experimental class and the control class. The treatment in the experimental class was applied by the researcher, while the control class received no treatment. The experimental class and control class will carry out a pre-test of the research.

This research possesses two variable, the first variable is called as independent variable and the second variable is as dependent variable. According to Arikunto, a variable is the object of the investigation or the subject of the research.<sup>48</sup> According to Sugiyono, research variables are basically something in the form of anything that is set by the researcher to be studied so that information is obtained about it, then the conclusion is drawn.<sup>49</sup>

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<sup>46</sup> Louis Cohen in Siti Marfuah, *Research Method in Education*, (Francis: Taylor and Francis e-Library, 2005),p.217

<sup>47</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif, and R&D*. Bandung: Alfabeta,2015

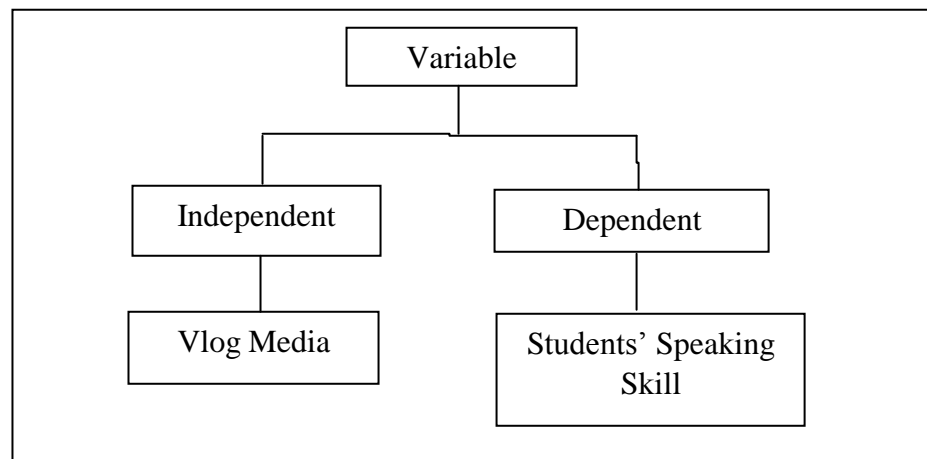
<sup>48</sup> Syukarman Syarnubi, *Methodology Penelitian Kuantitatif dan Kualitatif*. (Curup: LP2 STAIN Curup, 2011), p.93

<sup>49</sup> Sugiyono. *Metode Penelitian Kuantitaif, Kualitatif, dan R&D* (Bandung : Alfabeta, 2017), p.38

Kelinger states that a variable is a construct (construct) or properties to be studied, so that they are concrete representations of concepts abstract.

The independent variable is the vlog media which is applied in this research. Meanwhile, the dependent variable is a variable whose size is influenced by the independent variable. In this study the dependent variable is students' speaking ability. The image below clearly states the variables of this research:<sup>50</sup>

**Diagram 1**  
Variable of the research



## 2. Research Design

Because this research compared two courses with a non-equivalent comparison group design, a quasi-experimental design was applied. In this research, there are two groups to choose from: experimental and control groups. The experimental group recommends that classes be treated with the mini vlog method, which is the method used to create a control group, on the other hand, it refers to classes that have been subjected to traditional teaching techniques that teachers usually apply. After therapy, the experimental group

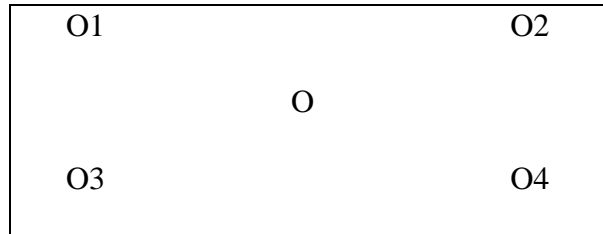
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<sup>50</sup> Sugiyono, Metode Penelitian Kuantitatif Kualitatif dan R&D, Bandung; Alfabeta, 2012

was given a pre-test and post-test, the same as the control group. Then the post test scores are compared with the pre test scores at the data analysis stage to obtain complete research results

**Table 3**

**Experimental Design**



The pre-test and post-test could be represented based on Sugiyonos theory as follows:

O: Pre-Test of experimental group

O3: Pre-Test of control group

O2: Post-Test of experimental group

O4: Post-Test of control group

X : Treatment

**B. Population and Sample**

**1. Population**

According to Frankell, a population is a group to which the research 61 researcher must apply.<sup>51</sup> Research took the population at SMP N 10 Rejang Lebong because of an easy access, and researcher had taught at the school where problems in learning at the school were the reason for making this research. The population in this research is all the students in first and the

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<sup>51</sup> Jack R. Frankell Mormale Wallen, How Design and Evaluate Research in Education Mc,grow Hill. International,p.78

second year of SMP N 10 Curup in 2023/2024 academic year the number of population is 123 the number of the population can be seen on the table below:

**Table 4**

**The number of population**

No	Class	Male	Female	Total
1	VIII A	13	10	23
2	VIII B	10	10	20
3	VIII C	11	12	23

*Source : SMP N 10 Rejang Lebong 2023/2024 Academic year*

**2. Sample**

A portion of the population number selected for that data source is called a sample or snippet.<sup>52</sup> The sample in this research referred to probability sample. Probability sample means that the members of population are given the same opportunity to be the sample.<sup>53</sup> In determining the sample, researcher use the homogeneity test first, to determine the control class and treatment class.

**Table 5**

**The number of sample:**

No	Class	Male	Female	Total
1	VIII A	13	10	23
2	VIII B	10	10	20
Total sample				43

<sup>52</sup> Sukardi, Metode Penelitian Pendidikan Kompetensi dan Praktiknya, Yogyakarta,2003,p.54

<sup>53</sup> Sugiyono, Metode Penelitian Pendidikan (Bandung: Alfabeta,2015),P.120

### 3. Homogeneity

Homogeneous sampling is defined as selecting participants who are relatively similar in terms of training, perspective, or views. This results in a limited and homogeneous sample, making data collection and analysis easier. What the researchers determined was the effect of each learning test in a divided manner and combined sample analysis using averages. This instrument is used to measure students' homogeneity abilities. These grades are taken from the results of report cards in the previous semester, in English subjects. From the homogeneity test, the researchers obtained the results that two classes had homogeneous values, namely VIII A with an average value of 62.10 and VIII B with an average value of 64.33. The average value can be seen in the table below:

No	Class	Mean Score
1	VIII A	<b>62,10</b>
2	VIII B	<b>62,33</b>
3	VIII C	60,25

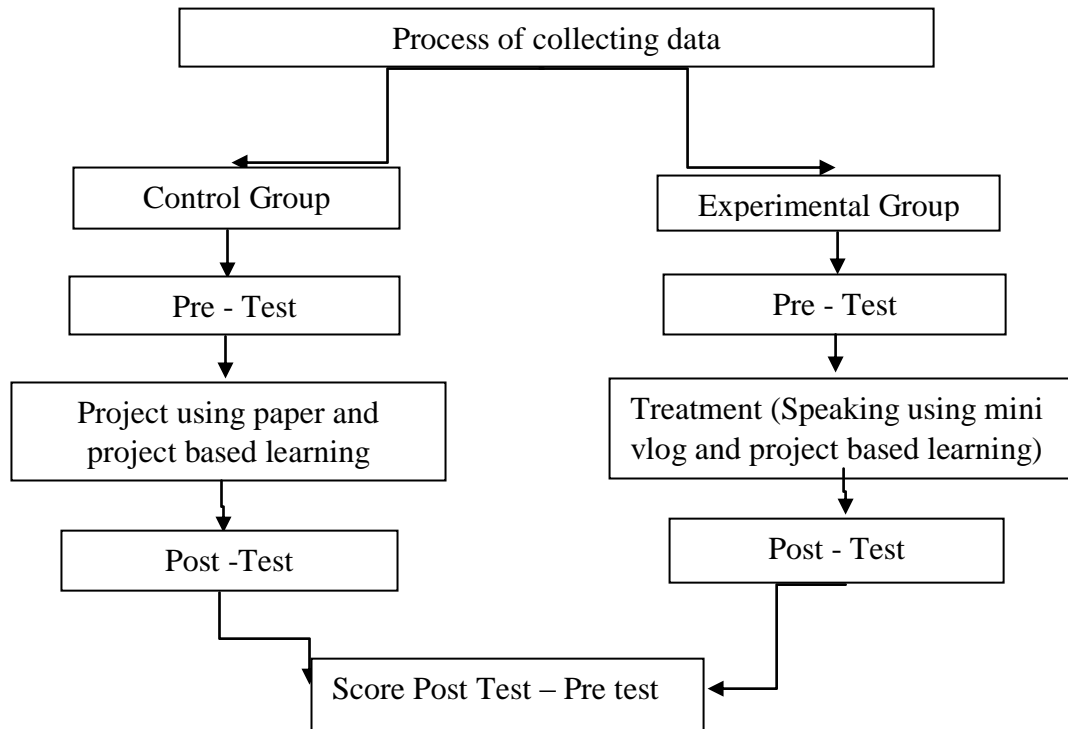
Based on the mean scores of class above, the researcher took two mean scores which were in the nearest amount in which, based on the table above, they are the mean scores possessed by VIII A and VIII B. The table indicates that VIII A and VIII B are the most appropriate classes which can be classified into the level homogenous speaking skill.

### C. Procedure of The Research

On the framework below, you can see how the research was conducted in both the experimental and control groups:

*Diagram 2*

#### Procedure of collecting the data



The diagram above shows how this research was carried out, including the procedures taken by the researcher to arrive at the final result. The processes in this research procedures, which included steps for both the experimental and control group can be seen below:

#### 1. Procedures in control group

In control group, the researcher used the conventional technique without treatment. The processes were as follow for are material:



a. Pre-teaching activities

- 1) The teacher expresses her greetings to the students
- 2) The teacher check students' attendance list
- 3) The material is chosen by teacher

b. While activities

- 1) Teacher shows students' examples of vlog content
- 2) The teacher introduced the material of lesson in the class based of theme on lesson planning
- 3) The teacher gave opportunities to the students' to asking the material if there something they are not understood

c. Post teaching activities

- 1) The teacher evaluate the material by asking some students' to remind again about perspective in vlog videos it understanding
- 2) The teacher gave exercise to review the material by using their own language
- 3) The teacher and students' try to making the conclusion about the material and about perspectives in vlog videos

2. Procedure in experimental group

The learning approach model applied in accordance with the curriculum applied in school is a project based learning. Gijbles states that project based learning is used to refer many contextualized approaches to instruction that

anchor much of learning and teaching concrete. This focus on concrete problems initiating the learning process.<sup>54</sup>

Procedures of giving activities the approach used in this study to collect data in experimental group class can be seen follows:

a. Pre-activities

- 1) The teacher says greeting to the students
- 2) Teacher checks students' attendance list
- 3) The teacher chooses the material

b. While activities

- 1) Researcher teach speaking according to the curriculum in school and important aspects of speaking (grammar, vocabulary, fluency, pronunciation)
- 2) Students are given exercises for group and individual speaking
- 3) For project, teacher show students examples of English vlog content, the teacher explained some important points in a vlog along with the steps.
- 4) The teacher writes one topic or object in the whiteboard then gives explanation the vlog videos in speaking skill
- 5) Students write scrips as a reference for what they will discuss in the vlog video
- 6) Students practice before recording individual vlog to projects.

c. Post activities

- 1) Students record vlog content for project

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<sup>54</sup> Gijbles, D, Dochy, F and Van de bossche, F. Effects to the problem used learning. A meta-analysis from the angle measurement. Journal review of educational research. Vol 75.p.27-49

- 2) The teacher evaluate the material by asking some students to remind again about perspectives in vlog videos its understanding
- 3) The teacher gave exercise to review the material by using their own language
- 4) The teacher and students try to making the conclusion about the material and about perspective in vlog videos.

**Table 7**

**The schedule of treatment for experimental group**

No	Experimental group	
	Date	Topic
1	4 January 2024	Pre- Test
2	9 January 2024	Describe of the Picture
3	11 January 2024	I'm Proud of Indonesia
4	16 January 2024	Tell me about your daily activity
5	18 January 2024	Ask your friend about their daily activity
6	23 January 2024	Describe about it (people, animals, things)
7	25 January 2024	Dialog with your friend
8	6 January 2024	Post test

**D. Techniques of Collecting Data**

Researcher used early trials and final trials as their methods to collect data for these investigations. Action (procedure) the following are taken in connection with data collection:

1. Observation “is to get data on everything that will happen in the classroom”.  
For example the observation is to find out the students’ attention to the teacher explanation. That note is written to know what happens in the teaching and learning process
2. The researcher will give the test to previous experimental classes and classes teaching
3. Test in the form of oral questions to determine the abilities of previous students taught using the vlog method pre-test will be carried out with oral test
4. Post test do given to students who have been given treatment or who have not has been given treatment by researcher in the classroom to get the final result.
5. In this case the researcher uses the Mini vlog method to improve students’ speaking skills

#### **E. Researcher Instrument**

The researcher takes measurements, then there must be a good measuring instrument, in research it is usually called a research instrument. A research instrument is a tool used to measure a phenomenon specifically called a research variable.<sup>55</sup> The instrument of this research was spoken test. In this research, the test consists of pre-test, post-test and researcher gave the test to the students in the simple of the research in spoken test.

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<sup>55</sup> Sugiyono, Metode Penelitian Pendidikan, Bandung 2015,p.148

### 1. Pre – test

Pre-test is a type of test used in this study to determine students' ability to speak before being given treatment using the Mini vlog method or with conventional techniques in English language learning. Pre-test are given to students of both the experimental group and the students of the control group. A pre test is a speaking test expressed by its students individually. The researcher organizes the test, and the student must perform speaking.

### 2. Post-test

Post-test given to find out the results of the study whether there is a difference between before and after treatment. Post test will be given upon completion of treatment for experimental and control classes. This is done to find out the influence of the mini vlog method and to find out the improvement of students' ability to speak English after the treatment. Post test also students should do their speaking in expression using expression making.

### 3. Treatment

Treatment is different condition under which experimental and control group are put as usually. "According to the principle of replication, the experimental research should be repeated more than one."<sup>56</sup>

#### Blueprint Speaking Pre-test and Post-test

<b>Test Objective</b>	<b>Course Description</b>	<b>Indicator of the Data Items</b>	<b>Number Question</b>
	Students' can compile oral	1. Write simple oral and written texts to express,	1 item

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<sup>56</sup> Khatari, Research Methodology Method and Teaching Technique: India New Age International.2004.p.35

<p>Measuring students' speaking skill by describe giving and asking for information</p>	<p>written short and simple describe abilities and desires related to learning material in class VIII by paying attention to social function, text structure, and linguistic elements correctly and presenting them in front of the class</p>	<p>give and ask for information related to ability and willingness, carry out an action</p> <ol style="list-style-type: none"> <li>2. Students' can compose the dialog text at least 4 lines of sentence</li> <li>3. By considering indicator below: <ol style="list-style-type: none"> <li>a. Identify the social function and linguistic elements of giving and asking for information related to ability and willingness</li> <li>b. Speech, stress, intonation, spelling, punctuation, and hand writing</li> </ol> </li> <li>4. In pre-test, the theme of giving and asking for information dialog text is <b>“to state and ask if one will do something”</b></li> <li>5. In post -test, the theme of giving and asking for information dialog text is <b>“to state and ask if one can do something”</b></li> </ol>	
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## F. Validity and Reliability

### 1. Validity of test

To determine whether the test utilized (homogeneity test, pre-test, and post-test) are valid. The validity of a test is used by the researcher because a test is said to be valid if it accurately measures what it is designed to measure.<sup>57</sup> In order to determine the test validity, the researcher used the person formula, which is as follows:

$$r_{xy} = \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

Where:

R : Validity of instrument

X : Result in the experiment

Y : Result in the control group<sup>58</sup>

The result of validity of test below:

$$r_{xy} = \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

$$r_{xy} = \frac{103801}{\sqrt{(97292)(115045)}}$$

$$r_{xy} = \frac{103801}{\sqrt{11192958140}}$$

$$r_{xy} = \frac{103801}{105796}$$

$$r_{xy} = 0,98 \text{ (Highest)}$$

## 2. Reliability of test

The test reliability must be measured when gathering data. The reliability test is used to evaluate the homogeneity test, pre-test and post-test. A good data collection instrument will be dependable if it can deliver consistent

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<sup>57</sup> Arthur Hunges Op.cit.p.22

<sup>58</sup> Sumarna, Suparta. Analisis Validitas, Realibilitas dan Interpretasi hasil tes. Rosda Bandung. 2004,p.6

result to the test or if the researcher employs the reliability formula. The reliability test is being performed twice. The following are the procedures for the test:

- Giving the test
- Scoring the test
- Giving retest in the similar condition with the first test
- Scoring the retest
- Comparing the test by using the formula, the researcher uses the formula of reliability that is spearmen Brown as follows:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\}\{N(\sum Y^2) - (\sum Y)^2\}}}$$

Where:

r : Instrument validity

X : Score in experiment group

Y : Score in control group

N : Number of student in a group<sup>59</sup>

The result of reliability test

$$r = \frac{N \sum xy - (\sum X)(\sum Y)}{\sqrt{(N (\sum X^2) - (\sum X)^2) \{N (\sum Y^2) - (\sum Y)^2\}}}$$

$$r = \frac{21 (103801) - (1410)(1551)}{(21 (97292) - (1410)^2)(21(115045) - 1551)^2)}$$

$$r = \frac{2179821 - 2186910}{(55032) x 10344}$$

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<sup>59</sup> Anas, Sudjiono. Pengantar Evaluasi Pendidikan. Rajawali press, Jakarta:1998,p.219



$$r = \frac{-7089}{23858}$$

$$r = 0,297 \text{ (Low)}$$

After doing reliability of the test, the item of the test can use in pre-test and post-test because have been measured in tested before

**Table 9**

**Correlation of Reliability test**

<b>Correlation Mark</b>	<b>Meaning</b>
0,800 – 1,000	Highest
0,600 – 0,800	High
0,400 – 0,600	Enough
0,200 – 0,400	Low
0,000 – 0,200	Lowest

**G. Assessment**

Speaking assessment it usually reported as an overall mark on bands scales or score points, in order to provide valid, reliable and consistent result of assessment, that show the learners speaking achievement/level (Council of Europe). Assessment scales for speaking skills generally maybe distinguished between holistic and analytic. Rubrics are very important from very beginning of learning process till the very end. They reflect the purposes and the destination of a program; show what students have learn as well as the quality of knowledge they have and determine the future plans for further

improvement. That is why designing the rubric for assessment teacher must take into considering every single detail to make their rubrics meaningful and objective.<sup>60</sup>

**Table 10**

**Rubric of scoring speaking in performance assessment<sup>61</sup>**

Aspect	Score	Description
Pronunciation	91 – 100	Pronunciation is excellent L1 accent does not affect intelligibility
	81 – 90	A few pronunciation errors and L1 accent cause minimal strain for the listener
	71 – 80	Some pronunciation errors and L1 accent cause strain for the listener
	61 – 70	Multiple errors with pronunciation and L1 accent cause serious strain for the listener
	50 – 60	Frequent errors with pronunciation and L1 accent cause severe strain for the listener
Vocabulary	91 – 100	Perfect use vocabulary
	81 – 90	Rich and various use of vocabulary
	71 – 80	Vocabulary conveys appropriate meaning some of the time; appropriate for the level
	61 – 70	Vocabulary does not convey meaning some of the time
	50 – 60	Vocabulary does nor convey meaning most of the time
Grammar	91 – 100	Grammar and spelling accurate
	81 – 90	Grammar and spelling accurate

<sup>60</sup> Venera Ulker, *The Design and Use of Speaking Assessment Rubrics*, Journal of Education and Practice www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.8, No.32, 2017,p.136

<sup>61</sup> Titik Ismalia, *Performance Assessment Using Rubric to Improve Students' Speaking Skill*, JALL (journal of applied linguistic and literacy), ISSN 2598-8530, September,vol.5 no.2 2021,p.72-73

	71 – 80	Grammar and spelling mainly accurate
	61 – 70	Grammar or spelling contain errors
	50 – 60	Grammar or spelling contain frequent errors
Fluency	91 – 100	Smooth and fluid speech, few to no hesitations, slight search for words
	81 – 90	Smooth and fluid speech, few hesitations, a slight search for words
	71 – 80	Speech is relatively smooth, some hesitation and unevenness caused by rephrasing and searching for words
	61 – 70	Speech is frequently hesitant with some uncompleted sentences
	50 – 60	Speech is low, hesitant & strained expect for short memorize phrases, difficult to perceive continuity in speech
Task	91 – 100	Communication almost always effective: task performed very competently
	81 – 90	Communication generally effective: task performed competently
	71 – 80	Communication somewhat effective: task performed somewhat competently
	61 – 70	Communication generally not effective: task generally performed poorly
	50 – 60	No effective communication: no evidence of ability to perform tasks

## H. Technique of Data Analysis

Researchers also analyzed data analysis techniques with observed test data results, pre-test and post-test data were analyzed to find out whether the test results were the same or different. Then the pre-test and post-test data were analyzed using the following formula:

## 1. Mean score

The researcher applied the average score formula recommended by Sudjana below to calculate the average score of the pre-test and post-test results in the control group.<sup>62</sup>

$$M = \frac{\sum y}{N}$$

Where:

M: Mean score of control group

$\sum y$ : The sum of students scores in control group

N: The total number of students in control group

In addition, the researcher used the formula from Sudjana to calculate the mean score of the before and post test result in the experimental group.<sup>63</sup>

$$M = \frac{\sum x}{N}$$

Where:

M: Mean score of experimental group

$\sum x$ : The sum of students scores in experimental group

N: The total number of students in the experimental group

## 2. Standard Deviation

The researcher used the formula from Sudjana to calculate the standard deviation of scores when conducting the study at the control group.<sup>64</sup>

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<sup>62</sup> Sudjana in Fajar Bagus Tiadi, Pengaruh Pendekatan Bermain Dalam Meningkatkan Teknik Passing Pendek, (Universitas Pendidikan Indonesia, 2013),p.39

<sup>63</sup> *Ibid*,p.39

<sup>64</sup> *Ibid*,p.39

$$SD_Y = \sqrt{\frac{(Y - y)^2}{N - 1}}$$

Where:

SD<sub>Y</sub>: Standard deviation control group

Y: Score of control group

y: Mean score of control group

N: Total number of students in control group

In addition, to acquire the standard deviation of scores in conducting the study at experimental group, the researcher used the formula from Sudjana below:<sup>65</sup>

$$SD_x = \sqrt{\frac{(X - x)^2}{N - 1}}$$

Where:

SD<sub>x</sub> : Standard deviation of experimental group

X: Score of experimental group

x: Mean score of experimental group

N: The total number of students in the control group

### 3. Hypothesis Testing

The researcher used a statistical formula, such as Sudjana below to test the hypothesis devised previously.<sup>66</sup>

$$t = \frac{Mx - My}{\sqrt{\frac{Sx^2}{Nx} + \frac{Sy^2}{Nx}}}$$

Where:

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<sup>65</sup> Ibid,p.39

<sup>66</sup> Ibid,p.42

t: t-test

M<sub>x</sub>: Post-test mean score in the experimental group

M<sub>y</sub>: Post-test mean score in the control group

S<sub>x</sub>: Standard deviation of the experimental group post test

S<sub>y</sub>: Standard deviation of the control group post-test result

N<sub>x</sub>: The total number of students in the experimental group

N<sub>y</sub>: The total number of students in the control group

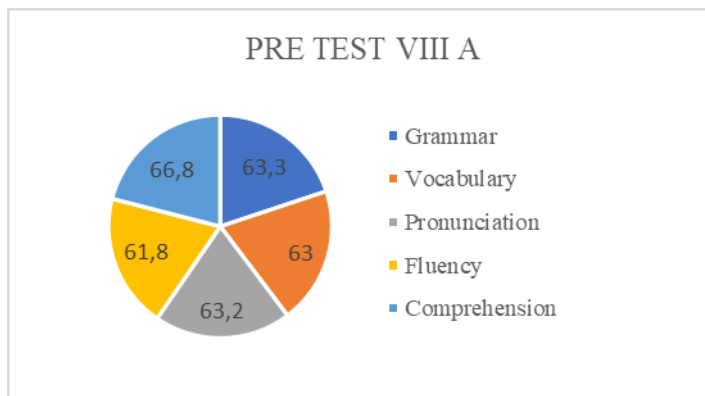
## CHAPTER IV FINDING AND DISCUSSION

### A. Finding

#### 1. Students Speaking Skill Before Using Mini Vlog Videos

##### a. Pre-Test Result in Control Group

In this research, conventional technique was applied in the control group referring to the class VIII A. in acquiring the first before the data treatment was undertaken, the researcher gave the students the pre-test to know the standard deviation, researcher must look for quadrate of score. To make it easier, researcher made the diagram:



From the diagram above, conducting the pre test result in control class are the scores grammar is 63,3 the score vocabulary is 63, the score pronunciation is 63,2 fluency is 61,8 and comprehension is 66,8.

##### 1) Mean Score

$$M = \frac{\sum y}{N}$$

$$M = \frac{1461}{23}$$

$$M1 = 63,52$$

## 2) Standard Deviation

$$SD_Y = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N-1}}$$

$$N = 23$$

$$\sum Y = 1461$$

$$\sum Y^2 = 92955$$

$$M_1 = 63,52$$

$$S_1 = \dots?$$

$$SD_Y = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N-1}}$$

$$SD_Y = \sqrt{\frac{92955 - \frac{(1461)^2}{23}}{23-1}}$$

$$SD_Y = \sqrt{\frac{92955 - \frac{2.134.521}{23}}{23-1}}$$

$$SD_Y = \sqrt{\frac{92955 - \frac{(2.134.521)}{23}}{22}}$$

$$SD_Y = \sqrt{\frac{92955 - 92.805}{22}}$$

$$SD_Y = \sqrt{\frac{150}{22}}$$

$$SD_Y = \sqrt{4,687}$$

$$SD_Y = 2,16$$

The Result of pre-test is used to get the highest score, the lowest score, total score and mean score from control class. The researcher presented the calculating in following table:



*Table 11*

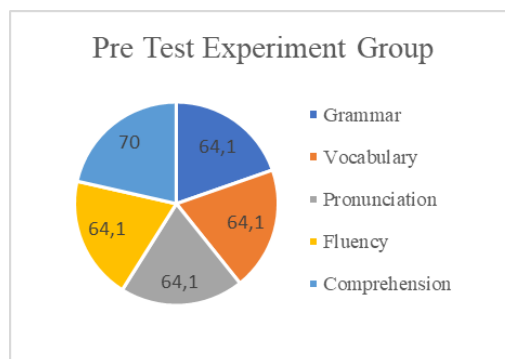
**Pre -test Result Control Group**

Group	Highest Score	Lower Score	Total Score	Mean Score	Standard Deviation
Control	68	60	1461	63,25	2,16

From the pre-test result, the highest score in control group is 68 gained by one student and lowest score is 60 gained by 6 students. From the calculating, the researcher found that the mean score of control group is 63,25 and its standard deviation is 2,16. This result of pre-test in control group.

**b. Pre – test in experimental group**

In this research, teaching English by using Mini Vlog videos media is applied in the experimental group referring to the class VIII B with 20 students. However, only 6 students followed the procedure by collecting video vlog assignments as treatment, so the researcher will only calculate the scores of these 6 students as the experimental group. Based on the results of the pre-test scores, the researcher summarizes them in the following table



From the diagram about conducting pre test in the experimental class the score grammar is 64,1 vocabulary is 64,1 pronunciation is 64,1 fluency is 64,1 and the comprehension score is 70.

1) Mean Score

$$M = \frac{\sum X}{N}$$

$$M2 = \frac{392}{6}$$

$$M2 = 65,3$$

2) Standard Deviation

$$SD_x = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$N = 6$$

$$\sum X = 392$$

$$\sum X^2 = 25624$$

$$M2 = 65,3$$

$$S2 = \dots?$$

$$SD_x = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD_x = \sqrt{\frac{25624 - \frac{392^2}{6}}{6 - 1}}$$

$$SD_x = \sqrt{\frac{25624 - \frac{153664}{6}}{5}}$$

$$SD_x = \sqrt{\frac{25624 - 25610}{5}}$$

$$SD_x = \sqrt{2,8}$$

$$SD_x = 1,6$$

The result of pre test is used to get the highest score, the lowest score, total score and the mean score from experimental class. The researcher presents the calculating table:

**Table 12**

**Pre – test result Experiment Group**

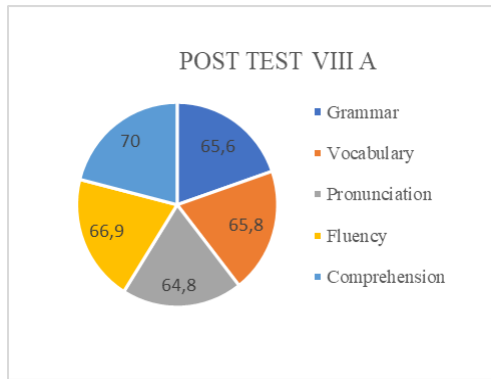
Group	Highest Score	Lower Score	Total Score	Mean Score	Standard Deviation
Experimental	68	62	1318	65,5	1,6

From the pre test result, the highest score in experimental group is 66 is gained 5 students and the lowest score is 62 gained by one student. From the calculating, the researcher found that the mean score of experimental group is 65,5 and its standard deviation is 1,6

**2. Students Speaking Skill After Using Mini Vlog Videos**

**a. Post Test Result Control Group**

After the researcher took the treatment, the researcher gave the students post-test to measure how they understand the material of treatment by using conventional technique.



From the diagram about, conducting the score in the post test in the control group are the score grammar is 63,8, vocabulary is 66, pronunciation is 63,5, fluency is 63,6 and comprehension is 70.

1) Mean Score

$$M_2 = \frac{\sum Y}{N}$$

$$M_2 = \frac{1498}{23}$$

$$M_2 = 65,13$$

2) Standard Deviation

$$SD_Y = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N - 1}}$$

$$N_2 = 23$$

$$\sum Y = 1498$$

$$\sum Y^2 = 97630$$

$$M_2 = 65,13$$

$$S_2 = \dots?$$

$$SD_Y = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N - 1}}$$

$$SD_Y = \sqrt{\frac{97630 - \frac{1.498^2}{23}}{23 - 1}}$$

$$SD_Y = \sqrt{\frac{97630 - \frac{2.444.004}{23}}{22}}$$

$$SD_Y = \sqrt{\frac{97630 - 97,565}{22}}$$

$$SD_Y = \sqrt{\frac{65}{22}}$$

$$SD_Y = 2,95$$

The result of post test is also to get highest score, lowest score, total, score and mean score. It shown that students score increase from the pre test result. It can be seen in the table below:

*Table*

**Post test result Control Group**

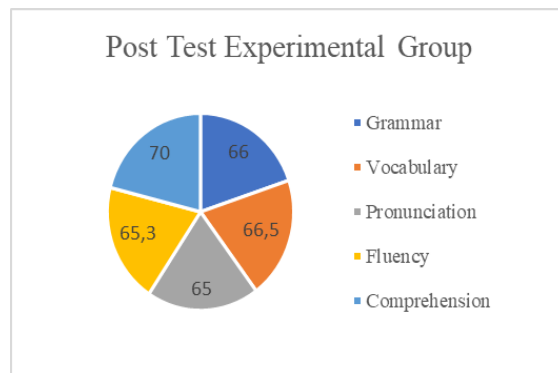
Group	Highest Score	Lower Score	Total Score	Mean Score	Standard Deviation
Control	69	63	1498	65,13	2,95

From the post test result, it can be seen that in control group the highest scores is 69 gained by one student and the lowest score is 63 gained by 6 students. The mean score of control group is 65,13 and is standard deviation is 2,95.

**b. The Score of Students Post Test in Experimental Group**

Based on the treatment activities and mini vlog video assignments given to students, only a few students took part and submitted these assignments, so in the post test this time the researcher only summarized the scores of students who took part in the treatment in the sense of collecting several assignments

given. There were six students who took part in the treatment out of twenty students in the class.



Based on the group that followed the treatment procedure in the sense of collecting assignments given by the researcher, totaling 6 students. The score grammar is 66 the score vocabulary is 66,5 the score pronunciation is 65 the score fluency is 65,3 and the score comprehension is 70.

Based on the two diagrams, the post test results only have a slight comparison between those who did the mini vlog video assignment and students who did not take part in the treatment. Therefore, researchers used the results from the group that took part in the treatment to calculate and add them to the mean score and standard deviation.

1) Mean Score

$$M_2 = \frac{\sum X}{N}$$

$$M_2 = \frac{401}{6}$$

$$M_2 = 66,8$$

2) Standard Deviation

$$SD_x = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$N = 6$$

$$\sum X = 401$$

$$\sum X^2 = 26938$$

$$M_2 = 66,6$$

$$S_2 = \dots?$$

$$SD_x = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD_x = \sqrt{\frac{26938 - \frac{(401)^2}{6}}{6 - 1}}$$

$$SD_x = \sqrt{\frac{26938 - \frac{160801}{6}}{5}}$$

$$SD_x = \sqrt{\frac{26938 - 26800}{5}}$$

$$SD_x = \sqrt{\frac{138}{5}}$$

$$SD_x = \sqrt{27,7}$$

$$SD_x = 5,25$$

The result of post test is also to get the highest score, the lowest score, total score and mean score. It showed that the students' score increased from the pre test result. It can be seen in the table below:

**Table 14**

**Post Test Result Experiment Group**

Group	Highest Score	Lower Score	Total Score	Mean Score	Standard Deviation
Experimental	68	66	401	66,8	5,25

From the post test result, it can be seen that in experimental group the highest score is 68 gained 2 students and the lowest score is 66 gained by 2 student. The mean score of experimental group is 66,8 and its standard deviation is 5,25.

**3. The Analysis Of Pre-Test And Post Test Result From Control Group And Experimental Group**

The analyzing pre test and post test result, the score of both groups were compared to see whether the treatment gave effect or not. The following table may help clarification and contain of comparative result from experimental and control group.

**Table 15**

**The Comparative Result Between Control Group and Experiment Group**

Group	Mean Score		Standard Deviation		Students Who Gained the Score > 65		Students Who Gained the Score < 65	
	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test



Control	63,25	65,13	2,16	2,95	10	9	13	14
Experimental	65,5	66,8	1,6	5,25	5	6	1	0

From the table above, the mean score of control group in the pre test is 63,25 and in the post test is 65,13. Furthermore, in the pre test there are 10 students got the score  $> 65$  and 13 students got the score  $< 65$ , in the post test there are 9  $> 65$ , and 14 students got the score  $< 65$ . Meanwhile, the mean score of experimental group in the pre test is 65,5 and in the post test is 66,8. Furthermore, in the pre test there are 5 students got score  $> 65$ , and 1 students got the score  $< 65$ . While the post test there are 6 students got score  $> 65$ , and 0 students got the score  $< 65$ .

Based on the data above, the increasing of the score in control group is not higher than experimental group is not same. In control group, the mean score of pre test 63,25 and the mean score of post test is 65,13. It increased only 2 points. Meanwhile, in the experimental group the mean score 65,5 and the mean score for post test 66,8. It increased 1,3 points. In the end treatment, both groups were proven post test with not the same word. It can be said that the treatment was not successful. So, it can be concluded that there is not a significant effect of the treatment for experimental group, which can be seem from the range of the post test result between experimental group and control group. For further information about the result of the post test can be seen in the following table and figurate:

*Table 16*

**The Score of Pre Test and Post Test**

No Subject	Control Group		Experiment Group	
	Pre Test	Post Test	Pre Test	Post Test
1	64	64	66	68
2	65	65	66	68
3	65	66	62	66
4	64	65	66	66
5	65	66	66	66
6	60	64	66	66
7	66	66	-	-
8	68	69	-	-
9	60	63	-	-
10	67	68	-	-
11	66	66	-	-
12	61	64	-	-
13	65	66	-	-
14	64	66	-	-
15	60	63	-	-
16	60	63	-	-
17	60	63	-	-
18	60	63	-	-
19	65	66	-	-
20	65	66	-	-
21	65	66	-	-
22	61	63	-	-
23	65	67	-	-
Total	1461	1498	392	401

Mean	63,25	65,13	65,5	66,8
Standard Deviation	2,16	2,95	1,6	5,25

Based on the data above, it can be seen that the different significant between the post test in control and experimental class. The mean score in experimental class obtained higher score, that is 66,8 with standard deviation 5,25. Meanwhile the control class only obtained 65,13 with standard deviation 2,95. It is concluded that the using of Mini Vlog Videos in Project Based Learning is not successful in students speaking skill.

#### **4. Hypothesis Testing**

In testing to the hypothesis of this research, the formula, which is used in this research, is t-test. The t-test was used to find whether the obtained indicates a significant difference between the mean score groups, the experimental group and the control group. The researcher concluded that there is a significant difference between the mean score of experimental group and control group. In other word, there is a significant effect of Mini Vlog Videos. So, it can be said that alternative hypothesis was accepted and the null hypothesis was rejected. For further information about the test calculating can be seen the following table below:

*Table 17*

**All of The Post Test Result**

No Subject	Control Group		Experiment Group	
	Y	Y <sup>2</sup>	X	X <sup>2</sup>
1	64	4096	68	4624
2	65	4225	68	4624
3	66	4356	66	4356
4	65	4225	66	4356
5	66	4356	66	4356
6	64	4096	66	4356
7	66	4356	-	-
8	69	4761	-	-
9	63	3969	-	-
10	68	4624	-	-
11	66	4356	-	-
12	64	4096	-	-
13	66	4356	-	-
14	66	4356	-	-
15	63	3969	-	-
16	63	3969	-	-
17	63	3969	-	-
18	63	3969	-	-
19	66	4356	-	-
20	66	4356	-	-
21	66	4356	-	-
22	63	3969	-	-
23	67	4489	-	-
Total	1498	97630	401	26938

1) The analysis of Post Test Result

a. Experiment Group

$$SD_x = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$N = 6$$

$$\sum X = 401$$

$$\sum X^2 = 87887$$

$$M_2 = 66,8$$

$$S_2 = \dots?$$

$$SD_x = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD_x = \sqrt{\frac{26938 - \frac{(401)^2}{6}}{6 - 1}}$$

$$SD_x = \sqrt{\frac{26938 - \frac{160801}{6}}{5}}$$

$$SD_x = \sqrt{\frac{26938 - 26800}{5}}$$

$$SD_x = \sqrt{\frac{138}{5}}$$

$$SD_x = \sqrt{27,7}$$

$$SD_x = 5,25$$

b. Control Group

$$SD_y = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N - 1}}$$

$$N_2 = 23$$

$$\sum Y = 1498$$

$$\sum Y^2 = 97630$$

$$M_2 = 65,13$$

$$S_2 = \dots?$$

$$SD_Y = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N-1}}$$

$$SD_Y = \sqrt{\frac{97630 - \frac{1.498^2}{23}}{23-1}}$$

$$SD_Y = \sqrt{\frac{97630 - \frac{2.444.004}{23}}{22}}$$

$$SD_Y = \sqrt{\frac{97630 - 97,565}{22}}$$

$$SD_Y = \sqrt{\frac{65}{22}}$$

$$SD_Y = 2,95$$

c. The "t" Calculating

$$t = \frac{M_1 - m_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2}}}$$

T = t Test

$$M_1 = 66,25$$

$$M_2 = 66,8$$

$$S_1 = 2,36$$

$$S_2 = 5,25$$

$$N_1 = 6$$

$$N_2 = 23$$

$$t = \frac{M1 - m2}{\sqrt{\frac{S1^2}{N1} + \frac{S2^2}{N2}}}$$

$$t = \frac{66,25 - 66,8}{\sqrt{\frac{2,36^2}{20} + \frac{5,25^2}{6}}}$$

$$t = \frac{0,55}{\sqrt{\frac{2,36^2}{20} + \frac{5,25^2}{6}}}$$

$$t = \frac{0,55}{\sqrt{\frac{5,56}{20} + \frac{27,5}{6}}}$$

$$t = \frac{0,55}{\sqrt{0,27 + 4,58}}$$

$$t = \frac{0,55}{\sqrt{4,85}}$$

$$t = \frac{0,55}{2,20}$$

$$t = 0,25$$

Based on calculating the data above, the analysis post test result in the experiment group with standard deviation is 5,25 and the control group is 2,95, it concluded standard deviation value for the control class is greater than experiment class. In analysis hypothesis testing for control and experiment group are 0,25

## **B. Discussion**

This research is experimental research to investigate the use of Mini Vlog Videos in project based learning on improving students speaking skill which is conducted of 8<sup>th</sup> grade students SMP N 10 Rejang Lebong as population of this research. Based on the result the calculating score of both groups above, it is found that there is not a significant effect of Mini Vlog Videos Media to improve students speaking skill. In the result calculating, the experimental group showed that they have higher score than control group with  $H_1$  is Accepted and  $H_0$  is Rejected.

Before conducting the treatment, the mean score for the control group is 63,25 after conducting the treatment, the mean score of control group is 65,13 It means, it increased 2 points or it can be said there is and increasing of the range from score in conventional group. Based on the data above, the students speaking skill is good because there is an increasing score after they have learned with conventional media although just 2 points.

Meanwhile, the mean score for experimental group before conducting the treatment was 65,9 After conducting the treatment by using Mini Vlog Videos, the mean score of experimental group was 66,25 So, it increased 0,5 point. From the data, it can be concluded that there are not significant effect of Mini Vlog to improving students speaking skill. After seeing result experimental group, it can be concluded that there are not significant effect of Mini Vlog Videos there is not increasing score which is lower than control group after they have learned with different strategy in improving speaking skill.



To figure out the Speaking skill of students SMP 10 Rejang Lebong, researcher distributed speaking skill to all students for the pre-test and post-test. The researcher used speaking skill to assess the students' speaking skill. The assess contains 1 instruction and 5 indicators: pronunciation, vocabulary, grammar, fluency, and comprehension

**a. Speaking Skill Under the Teaching by Using Mini Vlog Video in Experimental Class**

In this research, VIII B class is an experimental class that used the Mini Vlog Video media as a treatment. From the research result obtained by the researcher through the data analysis, it shows that this mini vlog media has an enhances on students speaking skill.

Besides that, there was an increase from the pre-test to the post-test score in the experimental class after being given treatment. This is proven through the result of the data from the assessment by rater

**b. Speaking Skill Under the Teaching by Using Paper in Control Class**

In this research, VIII A class is a control class that using Paper media. This class is not given treatment by using Mini vlog video. The result of post-test shows that 66,8 its means that Mean score of control class is lower than 65,13 Mean score of experimental class.

Although both classes post-test averages improved, the experimental class outperformed the control class. Furthermore, after the pre-test, the researcher used mini vlog video media to increase the students' speaking skill. The researcher used a level significant of 0,25 in this research  $T_{value} > T_{table}$  to is higher than  $T_t$  which the null hypothesis

(ha) was accepted. Which mean there is the significant effect of using Mini Vlog Video media on students speaking skill.

From the result, the researcher can prove that the use Mini vlog video media is effective in increasing students' speaking skill. It can be concluded with the statement bellow:

### **1) Using Paper (Control class)**

In the control class the teacher though using picture with the same material taught in the experimental class. Using picture can give a significance effect toward students speaking skill <sup>67</sup> Based on findings in the research, where in the control class using picture can improve students speaking skill. But the result of experiment (using mini vlog) higher than control class and it can be seen in previous discussion where the post test of the mean score in control class 63,25 is lower than the class experiment 65,5

### **2) Mini Vlog Video Media (Experimental class)**

In the experimental class the researcher using mini vlog video media. Vlog or video blog are video collection s that are serving both as an audiovisual life documentary, and as a vehicle for communication and interaction on the internet. Vlogging can improve students, talk time, confidence and speaking motivation. More oral communication practice can help students improve mastery of new vocabulary and grammar, and develop fluency and vlogging also can encourage self-monitored

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<sup>67</sup> Rendi Feriyadi, *“The Effectiveness of Using Paper Puppet Performance on Students Speaking Skill*, Banten:Universitas Sultan Maulana Hasanudin Banten. 2015, 47

speaking.<sup>68</sup> from the research result obtained by the researcher through the data analysis, it show that this mini vlog video media has an enhances on students speaking skill. It can be proved by the result of post test 65,13 Mean score of experiment class higher than 66,8 Mean score of control class.

Some relevant research also shows that great result of using mini vlog in speaking English. The first previous related by Pramita sari who using vlog in the youtube channel as a means to Improve students' motivation and confidence to speak English.<sup>69</sup> Another relevant research is Berlinda mandasari and Dyah aminatun which the title Improving students speaking performance through vlog. That show there is significant increase toward the students' performance after using vlog in learning English. It was proven that value og sig (p-value) is  $0.000 < 0.05$  which is there is significant differences between the mean of pretest and post-test.<sup>70</sup> Meanwhile, in this research the researcher conducted an experimental - research to see the effect of mini vlog video media on students speaking skills.

Based on the researcher finding and previous research finding. The development of speaking skills in the experimental class only increased by 1,3 points, lower than the control class which increased by 2 points. This is due to differences in motivation and interest in learning in experimental class

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<sup>68</sup> Trisilia Devana, Nurul Afifah "Enhancing Students Speaking Skill and Motivation Through Instagram Vlog" *Atlantis Press*, Vol.513, 2020, p.358

<sup>69</sup> Pramita Sari, "Using Vlog in the Youtube as a means to Improve Students Motivation and Confidence to Speak English" *International Journal of English Language and Teaching*, Vol, Sep 2017. P.39

<sup>70</sup> Berlianda Mandasari&Dyah Aminatun, "Improving students speaking performance through vlog" *Journal of English Teaching and Research*, Vol.5 No2 oct2020,p.137

students which are very lacking, one of which is due to poor study habits.

There are several other things that cause this research to not be significant:

- 1) Lack of interest in learning and students' motivation towards learning English, the first thing that must be improved here is students' learning motivation. because they want to do any treatment if their learning motivation is still low then the treatment will have no effect
- 2) Psychological aspects such as students' activeness they are more confident when speaking using text and doing it in their respective seats, but when recording on camera for the test they are nervous, plus the less conducive classroom conditions make their self-confidence when their English speaking declines.
- 3) Their lack of training repeatedly when class learning is finished, causes them to be able to speak English fluently today, but not fluently the next day
- 4) It is also very likely that the researcher's mistake was that the class presentation was less exciting and did not attract students' interest. During learning, students are more enthusiastic if learning is completed quickly, and just want to play games.

## **BAB V**

### **CONCLUSION AND SUGESSTION**

#### **A. Conclusion**

From the discussion and findings in this research, the score obtained by the experimental class was lower than the control class. The control class got an increase of 2 points while the experimental class only got 1,3 points. It can be concluded that this research was less successful, and the use of Mini Vlog media was not significant. because students' demand for learning and motivation is still low and has not been improved, it is possible that Mini Vlog will have a significant effect if students' interest in learning is good.

#### **B. Suggestion**

This research would not have been possible without the help of students and teachers at the school. The researcher would like to thank them very much for participating in this research. Like the theory that has been explained, research does not have to be successful and research does not matter if it is less significant. Some of the suggestions that researchers summarize include:

##### 1. For Teacher

- a. Develop more learning methods and technology currently used to attract students' interest in learning
- b. Make the class more exciting and effective, and focus on students' interests, at least one English skill they have mastered
- c. Increase student motivation and comfort in the classroom.

## 2. For Students

- a. Practice English again, by studying at home, you don't have to deal with books, you can learn from listening to songs, watching films and playing games that use English
- b. Get in your mind that English is fun and not difficult. And increase your motivation to study, because English is quite important and useful for you in the future.

## 3. For Researcher

- a. If you want to do research, you should analyze it in more depth before determining the sample, because not all treatments are suitable, especially since students' interest in learning is already low
- b. Consider again whether the problem of skills or the problem of higher learning motivation, because if the motivation to learn is lacking then the treatment will definitely not be effective
- c. Create a more exciting class to attract student learning, and approach students in a more intimate way.

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**PEMERINTAH KABUPATEN REJANG LEBONG**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SMP NEGERI 10 REJANG LEBONG**

Alamat : Jln. Pembangunan Kelurahan Tempel Rejo Kecamatan Curup Selatan 39124  
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**SURAT KETERANGAN SELESAI PENELITIAN**

Nomor : 421.3/226 / KP / SMPN 10/RL/2024

Berdasarkan surat Kepala Dinas Penanaman Modal dan PTSP Kabupaten Rejang Lebong, Nomor: 503/481/IP/DPMPPTSP/XI/2023 tanggal 27 November 2023 Perihal Permohonan Izin Penelitian, berkenaan dengan hal tersebut bersama ini kami menerangkan bahwa :

Nama : Popi Pedri Yanti  
TTI : Lawang Agung, 20 Februari 2001  
NIM : 19551044  
Jurusan/Prodi : Tarbiyah/Tadris Bahasa Inggris

Telah selesai melaksanakan penelitian di SMP 10 Rejang Lebong Kecamatan Curup Selatan terhitung dari tanggal 27 November 2023 s/d 09 Februari 2024, dengan judul proposal penelitian "The Use Of Mini Vlog Videos On Improving In The Project Based Learning Method Of Improving Students Speaking Skill".

Demikian surat keterangan ini kami buat dengan sebenar-benarnya, dan untuk dipergunakan sebagaimana mestinya .

Rejang Lebong, 12 Februari 2024  
Kepala Sekolah



**NETI SRAWATI, S.Pd.MM**  
Pembina Tk.1 IV/b  
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PEMERINTAH KABUPATEN REJANG LEBONG  
DINAS PENANAMAN MODAL  
DAN PELAYANAN TERPADU SATU PINTU  
Jalan S.Sukowati No.60 ■ Telp. (0732) 24622 Curup

**SURAT IZIN**

Nomor : 503/481 /IP/DPMPTSP/XI/2023

**TENTANG PENELITIAN  
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG**

- Dasar :
- Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
  - Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : 2528/In.34/FT/PP.00.9/11/2023 tanggal 09 November 2023 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL : Popi Pedri Yanti/ Lawang Agung, 20 Februari 2001  
NIM : 19551044  
Pekerjaan : Mahasiswa  
Program Studi/Fakultas : Tadris Bahasa Inggris / Tarbiyah  
Judul Proposal Penelitian : The Use of Mini Vlog Videos on Improving in the Project Based Learning Method on Improving Students Speaking Skill  
Lokasi Penelitian : SMPN 10 Rejang Lebong  
Waktu Penelitian : 27 November 2023 s/d 09 Februari 2024  
Penanggung Jawab : Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :

- Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup

Pada Tanggal : 27 November 2023

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
Kabupaten Rejang Lebong



**Tembusan :**

- Kepala Badan Kesbangpol Kab. RL
- Wakil Dekan I Fakultas Tarbiyah IAIN Curup
- Kepala SMPN 10 Rejang Lebong
- Yang Bersangkutan
- Arsips



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP  
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010  
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id)

Nomor : 2023 Tahun 2023

Tentang  
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI  
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;  
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;  
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;  
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;  
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;  
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.  
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup  
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor :B-137/FT.5 /PP.00.9/05/2023  
2. Berita Acara Seminar Proposal Pada Hari Senin, 17 April 2023

MEMUTUSKAN :

- Menetapkan**  
**Pertama** : 1. **Dr. Paidi Gusmuliana, M.Pd** 19840917 201501 1 004  
2. **Dr. Prihantoro, SS., M.Pd** 19750820 200801 1 004

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :  
N A M A : **Popi Pedri Yanti**  
N I M : **19551044**  
JUDUL SKRIPSI : **The Use of Mini Vlog on Students' Speaking Skill**

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,  
pada tanggal 29 Mei 2023  
Dekan,  
  
Hamengkubuwono

- Tembusan :
1. Rektor
  2. Bendahara IAIN Curup;
  3. Kabag Akademik kemahasiswaan dan kerja sama;
  4. Mahasiswa yang bersangkutan;

**Surat Pernyataan  
(Informed Content)  
Sebagai Interrater Penelitian**

Yang bertanda tangan dibawah ini, saya:

Nama : **Dr. Prihantoro, M.Pd.**  
Umur : **49**  
Pekerjaan : **Dosen**

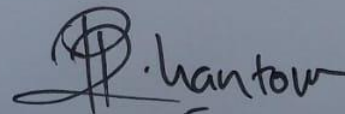

Setelah mendapat penjelasan dari peneliti tentang penelitian dengan judul “**The Use of Minivlog videos in Project Based Learning on Improving Students’ Speaking Skill**” serta telah mendapat petunjuk tentang pelaksanaan penelitian, maka dengan ini saya menyatakan bahwa saya telah memberikan penilaian yang sungguh- sungguh dan bertanggung jawab atas performa speaking dari siswa/i kelas VIII SMP N 10 Rejang Lebong.

Demikian surat pernyataan ini saya buat dengan sungguh-sungguh tanpa ada paksaan dari pihak manapun. Kiranya dapat digunakan dengan baik-baiknya sebagai pegangan bagi peneliti dan pihak lain yang berkepentingan dalam penelitian ini.

Rejang Lebong ,                      2024

**Peneliti**

**Interrater Realibility**



**( POPI PEDRI YANTI )**  
NIM 19551044

**(Dr. Prihantoro, SS.M.Pd)**  
NIP 197508202008011004

**BLUEPRINT OF THE TEST**

Test Objective	Course Description	Indicators of The Data Items	Number Question
Measuring student's speaking skill by describe giving and asking for information	Students' can compile oral written short and simple describe abilities and desires related to learning material in class viii by paying attention to social function, text structure, and linguistic elements correctly and presenting them in front of the class	<p>1. Write simple oral and written texts to express, give and ask for information related to ability and willingness, carry out an action.</p> <p>2. Students' can compose the dialog text at least 4 lines of sentence</p> <p>3. By considering indicator below :</p> <p>a. Identify the social function and linguistic elements of giving and asking for information related to ability and willingness</p> <p>b. Speech, stress, intonation, spelling, punctuation, and handwriting</p> <p>4. In pre-test, the theme of giving and asking for information dialog text is "to state and ask if one will do something"</p> <p>5. In pre-test, the theme of giving and asking for information dialog text is "to state and ask if one can do something"</p>	1 Items

Validator

(Mrs. Maryenti S.Pd)


NIP. 19700321 1998012 002

**EXPERT VALIDATION FORM**

For each question. Please give your response by thinking in column provided below :

No	Statement	Yes	No	Notes (If Any)
1	Is the test suitable in terms related on syllabus?	✓		
2	Is the test suitable in terms of the length?	✓		
3	Is the test suitable in terms of difficulty?	✓		
4	Is the number of item enough?	✓		
5	Is the test question understandable?	✓		
6	Is the time allotment enough?	✓		

Validator



(Mrs. Marventi.S.Pd)

NIP. 19700321 1998012 002



Blueprint Speaking Pre-test and Post-test

Test Objective	Course Description	Indicator of the Data Items	Number Question
<p>Measuring students' speaking skill by describe giving and asking for information</p>	<p>Students' can compile oral written short and simple describe abilities and desires related to learning material in class VIII by paying attention to social function, text structure, and linguistic elements correctly and presenting them in front of the class</p>	<ol style="list-style-type: none"> <li>1. Write simple oral and written texts to express, give and ask for information related to ability and willingness, carry out an action</li> <li>2. Students' can compose the dialog text at least 4 lines of sentence</li> <li>3. By considering indicator below:               <ol style="list-style-type: none"> <li>a. Identify the social function and linguistic elements of giving and asking for information related to ability and willingness</li> <li>b. Speech, stress, intonation, spelling, punctuation, and hand writing</li> </ol> </li> <li>4. In pre-test, the theme of giving and asking for information dialog text is <b>“to state and ask if one will do something”</b></li> <li>5. In post -test, the theme of giving and asking for information dialog text is <b>“to state and ask if one can do something”</b></li> </ol>	<p>1 item</p>

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Sekolah : SMP N 10 Rejang Lebong  
 Mata Pelajaran : Bahasa Inggris  
 Kelas / Semester : VIII / 2  
 Materi Pokok : Asking and giving information  
 Alokasi Waktu : 4 x 45 Menit  
 Language Skill : Speaking

**A. Kompetensi Inti**

- KI-1: Menghayati ajaran agama yang dianutnya
- KI-2: Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI-3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI-4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

Kompetensi Dasar	Indikator
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya 4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana	3.1.1. Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan meminta perhatian 3.1.2. Menyebutkan ungkapan meminta perhatian 3.1.3. Merespon ungkapan meminta perhatian 3.1.4. Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan mengecek pemahaman 3.1.5. Menyebutkan ungkapan mengecek pemahaman 3.1.6. Merespon ungkapan mengecek pemahaman 3.1.7. Mengidentifikasi fungsi social dan unsurkebahasaan dari ungkapan menghargai kinerja yang baik 3.1.8. Menyebutkan ungkapan menghargai kinerja

<p>yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>yang baik</p> <p>3.1.9. Merespon ungkapan menghargai kinerja yang baik</p> <p>3.1.10. Mengidentifikasi fungsi social dan unsur kebahasaan dari meminta dan mengungkapkan pendapat</p> <p>3.1.11. Menyebutkan ungkapan meminta dan mengungkapkan pendapat</p> <p>3.1.12. Merespon ungkapan meminta dan mengungkapkan pendapat</p> <p>4.1.1 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian.</p> <p>4.1.2 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan mengecek pemahaman</p> <p>4.1.3 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan menghargai kinerja yang baik.</p> <p>4.1.4 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta dan mengungkapkan pendapat</p>
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan can, will)</p> <p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>3.2.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari memberi dan meminta informasi terkait kemampuan dan kemauan.</p> <p>3.2.2 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait kemampuan</p> <p>3.2.3 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait kemauan</p> <p>4.2.1. Menulis teks lisan dan tulis sederhana untuk mengucapkan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan.</p>

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### **C. TUJUAN PEMBELAJARAN**

Setelah mengikuti kegiatan pembelajaran Problem Based Learning, dengan metode literasi, eksperimen, praktikum, dan presentasi dengan menumbuhkan sikap menyadari kebesaran Tuhan, sikap gotong royong, jujur, dan berani mengemukakan pendapat, siswa dapat :

- Peserta didik dapat mengungkapkan informasi yang tepat dengan personal
- Peserta didik dapat memahami materi yang berkaitan dengan greeting card dengan tepat
- Peserta didik dapat memahami materi yang berkaitan dengan preposition of place and here is and there dengan tepat
- Peserta didik dapat mengetahui dan memahami materi yang berkaitan dengan simple present tense dengan tepat.
- Peserta didik dapat speaking dan reading greeting card dengan tepat.

### **D. MODEL PEMBELAJARAN**

Project Based Learning

### **E. LANGKAH-LANGKAH (KEGIATAN) PEMBELAJARAN**

#### **a. Pendahuluan**

- 1) Guru menyampaikan salam, dan menyapa peserta didik
- 2) Salah satu peserta didik memimpin doa, dengan Bahasa Inggris
- 3) Brainstorming, guru mengajak peserta didik untuk ice breaking dengan tema clap, bim preety
- 4) Guru menyampaikan tujuan pembelajaran pada hari ini.

#### **b. Kegiatan Inti**

- 1) Peserta didik membentuk kelompok, dengan jumlah anggota dua orang.
- 2) Peserta didik diberikan kebebasan untuk beropini pengetahuan mereka tentang vlog videos
- 3) Guru menjelaskan tentang apa itu vlog, cara menggunakan, dan cara record video dsb.
- 4) Guru menjelaskan point – point penting dalam membuat vlog
- 5) Peserta didik mengamati dan menganalisa dengan topik speaking pada hari ini, dan dibuat dalam bentuk teks monolog maupun dialog bersama temannya

- 6) Setelah mengamati, peserta didik diperbolehkan untuk bertanya kepada guru, tentang kata kata baru yg mereka kurang pahami
- 7) Secara berkelompok peserta didik latihan berdialog sebelum mereka mempraktekkan membuat video vlog sebagai project ketika pulang sekolah.

**c. Penutup**

- 1) Peserta didik Bersama guru menyimpulkan kegiatan pada hari ini
- 2) Guru mengingatkan untuk tetap menggunakan Bahasa Inggris dalam pembuatan project video vlog berlangsung
- 3) Guru menyampaikan materi dan topik untuk pertemuan berikutnya
- 4) Salah satu peserta didik, memimpin doa dalam menggunakan Bahasa inggris
- 5) Guru menutup dengan salam, dan mengucapkan ungkapan berpisah dalam Bahasa Inggris.

**F. PENILAIAN**

**a. Keterampilan**

- 1) Teknik Penilaian (Tes Praktik)
- 2) Bentuk instrument (Cheklist)
- 3) Kisi – kisi

No	Indikator	Butir Instrumen
1	Membuat Persentasi atau Percakapan dalam Video vlog menggunakan Bahasa Inggris	Tes Praktik

**Mengetahui,  
Guru Bahasa Inggris**

**Mengetahui,  
Mahasiswa Peneliti**

**MARYENTI, S.Pd  
NIP. 19700321 1998012 002**

**POPI PEDRI YANTI  
NIM : 19551044**

**The Scores of Students' Pre-test in Control Group**

<b>No</b>	<b>Name</b>	<b>Score (Y)</b>	<b>Y2</b>
1	Student 1	64	4096
2	Student 2	65	4225
3	Student 3	65	4225
4	Student 4	64	4096
5	Student 5	65	4225
6	Student 6	60	3600
7	Student 7	66	4356
8	Student 8	68	4624
9	Student 9	60	3600
10	Student 10	67	4489
11	Student 11	66	4356
12	Student 12	61	3721
13	Student 13	65	4225
14	Student 14	64	4096
15	Student 15	60	3600
16	Student 16	60	3600
17	Student 17	60	3600
18	Student 18	60	3600
19	Student 19	65	4225
20	Student 20	65	4225
21	Student 21	65	4225
22	Student 22	61	3721
23	Student 23	65	4225
<b>SUM</b>		<b>1.461</b>	<b>92955</b>

**The Score of Students Pre test in Experimental Group**

<b>No</b>	<b>Name</b>	<b>Score (X)</b>	<b>X<sup>2</sup></b>
1	Student 1	68	4624
2	Student 2	66	4356
3	Student 3	63	3969
4	Student 4	68	4624
5	Student 5	68	4624
6	Student 6	68	4624
7	Student 7	63	3969
8	Student 8	68	4624
9	Student 9	63	3969
10	Student 10	66	4356
11	Student 11	66	4356
12	Student 12	66	4356
13	Student 13	68	4624
14	Student 14	62	3844
15	Student 15	66	4356
16	Student 16	66	4356
17	Student 17	68	4624
18	Student 18	66	4356
19	Student 19	66	4356
20	Student 20	63	3969
<b>SUM</b>		<b>1318</b>	<b>86936</b>

### Pre Test in Experiment Group

No	Nama	Gram mar	Vocab ulary	Pronun ciation	Flue ncy	Comp rehen sion	Y	Y2
1	Student 2	65	65	65	65	70	66	4356
2	Student 12	65	65	65	65	70	66	4356
3	Student 14	60	60	60	60	70	62	3844
4	Student 16	65	65	65	65	70	66	4356
5	Student 18	65	65	65	65	70	66	4356
6	Student 19	65	65	65	65	70	66	4356
TOTAL		64,1	64,1	64,1	64,1	70	392	25624



**The Scores of Students' Post-test in Control Group**

<b>No</b>	<b>Name</b>	<b>Score (Y)</b>	<b>Y2</b>
1	Student 1	64	4096
2	Student 2	65	4225
3	Student 3	66	4356
4	Student 4	65	4225
5	Student 5	66	4356
6	Student 6	64	4096
7	Student 7	66	4356
8	Student 8	69	4761
9	Student 9	63	3969
10	Student 10	68	4624
11	Student 11	66	4356
12	Student 12	64	4096
13	Student 13	66	4356
14	Student 14	66	4356
15	Student 15	63	3969
16	Student 16	63	3969
17	Student 17	63	3969
18	Student 18	63	3969
19	Student 19	66	4356
20	Student 20	66	4356
21	Student 21	66	4356
22	Student 22	63	3969
23	Student 23	67	4489
<b>SUM</b>		<b>1498</b>	<b>97630</b>

### The Score of Post Test in Experimental Group

<b>No</b>	<b>Nama</b>	<b>X</b>	<b>X<sup>2</sup></b>
1	Student 2	68	4624
2	Student 12	68	4624
3	Student 14	66	4356
4	Student 16	66	4356
5	Student 18	66	4489
6	Student 19	66	4489
SUM		401	26938

### The Score of Pre Test and Post Test

No Subject	Control Group		Experiment Group	
	Pre Test	Post Test	Pre Test	Post Test
1	64	64	66	68
2	65	65	66	68
3	65	66	62	66
4	64	65	66	66
5	65	66	66	66
6	60	64	66	66
7	66	66	-	-
8	68	69	-	-
9	60	63	-	-
10	67	68	-	-
11	66	66	-	-
12	61	64	-	-
13	65	66	-	-
14	64	66	-	-
15	60	63	-	-
16	60	63	-	-
17	60	63	-	-
18	60	63	-	-
19	65	66	-	-
20	65	66	-	-
21	65	66	-	-
22	61	63	-	-
23	65	67	-	-
Total	1461	1498	392	401
Mean	63,25	65,13	65,5	66,8
Standard Deviation	2,16	2,95	1,6	5,25

**NILAI EVALUASI TUGAS VIDEO VLOG SISWA**  
*Menggunakan rubric penilaian speaking*

**Tugas 1**

No	Nama	Grammar	Vocabulary	Pronunciation	Fluency	Comprehension
1	A. Alfino	65	65	65	65	70
2	M. Rapi	65	65	65	65	70
3	Panji D	60	60	60	60	70
4	Rafi F	66	66	66	65	70
5	Safira	65	65	65	65	70
6	Sultan D	65	65	65	65	70

**Tugas 2**

No	Nama	Grammar	Vocabulary	Pronunciation	Fluency	Comprehension
1	A. Alfino	-	-	-	-	-
2	M. Rapi	65	66	66	66	70
3	Panji D	63	65	65	65	70
4	Rafi F	65	68	68	68	70
5	Safira	66	65	65	66	70
6	Sultan D	-	-	-	-	-

**Tugas 3**

No	Nama	Grammar	Vocabulary	Pronunciation	Fluency	Comprehension
1	A. Alfino	68	66	66	66	70
2	M. Rapi	66	67	67	66	70
3	Panji D	60	61	61	61	70
4	Rafi F	65	66	65	65	70
5	Safira	63	65	65	65	70
6	Sultan D	63	64	64	65	70

**Tugas 4**

No	Nama	Grammar	Vocabulary	Pronunciation	Fluency	Comprehension
1	Student 2	69	68	68	68	70
2	Student 12	68	68	68	68	70
3	Student 14	66	65	64	64	70
4	Student 16	67	66	65	65	70
5	Student 18	66	66	66	66	70
6	Student 19	67	66	66	66	70

**DAFTAR ABSENSI KEHADIRAN**  
**SISWA / SISWI SMP N 10 REJANG LEBONG**  
**TAHUN AJARAN 2023 / 2024**  
**KELAS VIII A**

NO	NAMA	Meet 1	Meet 2	Meet 3	Meet 4	Meet 5	Meet 6	Meet 7	Meet 8	KET. A/I/S
1	AGUSTIAN DWI R	✓	✓	✓	✓	✓	✓	✓	✓	-
2	ALDINO RISKI	✓	✓	✓	✓	✓	✓	✓	✓	-
3	AMOS SONY	✓	✓	✓	✓	✓	✓	✓	✓	i = 1
4	AURA GHEA RAINIAH	✓	✓	✓	✓	✓	✓	✓	✓	-
5	BUNGA APRILIA	✓	✓	✓	✓	✓	✓	✓	✓	-
6	DEDE ADIPIO	✓	✓	✓	✓	✓	✓	✓	✓	-
7	DZAFIRA ANDHEA S	✓	✓	✓	✓	✓	✓	✓	✓	-
8	ERNI OKTAVIA	✓	✓	✓	✓	✓	✓	✓	✓	S = 1
9	FAREL OKTA MAULANA	✓	✓	✓	✓	✓	✓	✓	✓	-
10	FUTRI	✓	✓	✓	✓	✓	✓	✓	✓	-
11	GRAZELLA MAHARANI	✓	✓	✓	✓	✓	✓	✓	✓	-
12	ILHAM JELIAN ADEVEO	✓	✓	✓	✓	✓	✓	✓	✓	-
13	INDRA KURNIAWAN	✓	✓	✓	✓	✓	✓	✓	✓	-
14	JEFRI ANUGRAH	✓	✓	✓	✓	✓	✓	✓	✓	-
15	JOKY	✓	✓	✓	✓	✓	✓	✓	✓	-
16	MARSYA KIRANA	✓	✓	✓	✓	✓	✓	✓	✓	-
17	MUHAMMAD RISKI	✓	✓	✓	✓	✓	✓	✓	✓	-
18	M. BIMBIM PRATAMA	✓	✓	✓	✓	✓	✓	✓	✓	-
19	NABILA SAPUTRI	✓	✓	✓	✓	✓	✓	✓	✓	-
20	NOLIYAN AGUSTIAN	✓	✓	✓	✓	✓	✓	✓	✓	-
21	REVO PRADITIA	✓	✓	✓	✓	✓	✓	✓	✓	-
23	SEPTI PUTRI RAMADANI	✓	✓	✓	✓	✓	✓	✓	✓	-

**DAFTAR ABSENSI KEHADIRAN**  
**SISWA / SISWI SMP N 10 REJANG LEBONG**  
**TAHUN AJARAN 2023 / 2024**  
**KELAS VIII B**

NO	NAMA	Meet 1	Meet 2	Meet 3	Meet 4	Meet 5	Meet 6	Meet 7	Meet 8	KET. A/I/S
1	AFINA ZUYYIN	✓	✓	✓	✓	✓	✓	✓	✓	-
2	AHMAD ALFINO	✓	✓	A	✓	✓	✓	✓	✓	A : C
3	ALPIN BAROKAH	✓	✓	✓	✓	✓	✓	✓	✓	-
4	ASTRI PUTRI PAMUDRA	✓	✓	✓	✓	✓	✓	✓	✓	-
5	FITRA BUNGA IFANA	✓	✓	✓	✓	✓	✓	✓	✓	-
6	FREZA DEYFANDO	✓	✓	✓	✓	✓	✓	✓	✓	-
7	GALANG MAULANA Y	✓	✓	✓	✓	✓	✓	✓	✓	-
8	HARLINA ROHMA A	✓	✓	✓	✓	S	S	✓	✓	S = 2
9	M.ALIF FIRMANSYA	✓	✓	✓	✓	✓	✓	✓	✓	-
10	MARIO RISKI PRATAMA	✓	✓	✓	S	✓	✓	✓	✓	S : 1
11	MARTALIA PRATAMA	✓	✓	✓	✓	✓	✓	✓	✓	-
12	M. RAFI ARDIANSYAH	✓	✓	✓	✓	✓	✓	✓	✓	-
13	NUR AINI MERY ARIANTI	✓	✓	✓	✓	✓	✓	✓	✓	-
14	PANJI DWI UTOMO	✓	✓	✓	✓	✓	✓	✓	✓	-
15	QUINSYAH CINTA DP	✓	✓	✓	✓	✓	✓	✓	✓	-
16	RAFI FEBRIANSYAH	✓	i	A	✓	✓	✓	✓	✓	i = 1 A : 1
17	REVI PUSPITA SARI	✓	✓	✓	✓	✓	✓	✓	✓	-
18	SAFIRA RAMADANTI	✓	✓	✓	✓	✓	✓	✓	✓	-
19	SULTAN DON WIJAYA	✓	✓	✓	✓	✓	✓	✓	✓	-
20	MELA PUTRI	✓	✓	✓	✓	✓	✓	✓	✓	-



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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### **SURAT KETERANGAN CEK SIMILARITY**

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul : **The Use of Mini Vlog in Project Based Learning  
Method in Improving Students' Speaking Skill**

Penulis : **Popi Pedri Yanti**

NIM : **19551044**

Dengan tingkat kesamaan sebesar 29%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 04 Juli 2024

Pemeriksa,  
Admin Turnitin Prodi Tadris Bahasa Inggris



**Deli Susanti, S.Pd.I**  
NIP. 198612082023212048

## DOCUMENTATIONS







## BIOGRAPHY

**Popi Pedri Yanti**, Her family and friends call her Popi. The researcher was born in Lawang Agung Village, February 20, 2001. She is the first child of 2 siblings. The little brother name is Muhamad Riduan. The researcher is a daughter of couple Mr Ermi and Mrs Sulaini. The researcher start the education at elementary school 55 Rejang Lebong, and then she registers herself in SMPN 36 Rejang Lebong. Next she continued to SMA N 7 Rejang Lebong. After Graduated from her senior high school, the researcher continued education at English Department of Institut Agama Islam Negeri (IAIN) Curup. During the lecture the researcher was active in the nature lovers organization MAPASTA, and the researcher also gained experience to become an English tutor in the pre-beginner class at Bimbel ESCO. The researcher has been writing the thesis with the tittle “*The Use Of Mini Vlog Videos in Project Based Learning Method in Improving Students’ Speaking Skill*”