CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of the skills in English language. It is important because the first impression when two or more people meet each other is through speaking. Muhsin, et al. (2019), state that speaking is the process of delivering message or speech to the listener in order to give information. It means that speaking become a tool to communicate with others. People need to communicate in doing daily activities and making interaction (Masrul & Suita, 2018). People express their ideas by utter words in order to make other people understand the messages that they are going to deliver.

One major skill that needs to be mastered by language learner is speaking skill (Muhsin, et al., 2019). The students must have speaking skill to be able to participate effectively in the workplace and the community so that they can interact and communicate with people from various countries in the world. However, speaking is difficult for some students. Marzuki, et al. (2018), state that speaking is considered as the most difficult skill among other skills, because it needs skills to develop correct sentences as well as skills to pronounce it correctly. Speaking skill has three components such as vocabulary, grammar and pronunciation which also must be mastered by the students. Consequently, the students assume that speaking is difficult to study.

The world is shocked by the outbreak of disease caused by a virus called corona or known as covid-19 (Corona Virus Disease 2019) that influence teaching and learning process, especially in MA Muallimin Muhammadiyyah Bangkinang. This school is force to dismiss or move the teaching and learning process from school to home. From face to face class to online class. Online class is a specifically defined course where at least 80% of the content is sent online without face to face meetings (Alsaaty, et al., 2016). The students and the teacher conduct it by using applications such as WhatsApp, Zoom, Google classroom and others.

Based on the result of interview with English teacher at MA Muallimin Muhammadiyyah Bangkinang, there are some problems in teaching and learning of English in online class, especially in speaking skill. The teacher teaches speaking skill by using voice recording as a media. It means the students must send the assignment in the form of voice recording directly in online class. As the result, the students not being brave to speak English so they avoided speaking in online class. In addition, the students' speaking skill is just stayed in the low level. Based on the data, there are many students have low level score between fair and poor (<55-64) in speaking skill. From the total number of 26 students, only seven students who achieved the standard value and the others are below the standard value.

English teacher at MA Muallimin Muhammadiyyah Bangkinang also says that the students have lack of vocabulary and poor pronunciation, so they tend to keep silent and become passive in speaking activity. The students feel embarrassed and afraid to answer the question from the teacher because fear of being laughed by other friends. Furthermore, the students have difficulty in learning process in online class because they do not have internet packages and poor internet connection. It makes the students feel bored and do not have motivation in learning English, especially in speaking skill.

A teacher has big challenge. The teacher must be able to create a comfortable situation for the students and able to develop an interesting methods and media, so that the students are interested, motivated and enjoyed in learning English. Media is a tool which can use for transferring the knowledge, so it can stimulate the students' attention in gaining the purpose of learning. Teaching and learning activity at MA Muallimin Muhammadiyah Bangkinang today, the teacher has not found a suitable and effective online class learning media for teaching English, especially in speaking skill.

To overcome this obstacle, many media have been applied and developed. Vlogging is one media to deal with the students' problems in speaking skill. Rahayu & Nurviani (2017), state that by using vlogging the students can practice speaking anywhere, the students can see the weakness or strength of their speaking skill by looking at their vlog, the

students can more concentrate when practice speaking, the teacher and the students can utilize technology in learning process. It means vlogging is very effectively used to solve the students' difficulties in speaking skill because it is something new and different from what the students get in face to face class.

Vlogging is a trendy version of video. The students love video because video presentation is interesting, challenging and stimulating to watch (Duffour et al., 2017). In this digital era, one of the activities that students like is document or records their activities by making video which are commonly known as vlogging. It is a simple video where someone record face to the camera and upload it to the public. Using vlogging in learning English allows the students to share their ideas and showing their knowledge.

Based on the result finding by Hashim, et al., (2019), vlogging can be used as media in teaching English, especially in speaking skill. It can be fun and interesting teaching and learning material for the students to make use of whether in the form of notes, exercise or explanation. Vlog help to keep the students' interest and increase their motivation and confidence levels. It is very important for the students, especially the students with low proficiency levels to defuse their negative perception of learning English. It's line with the result finding by Murwantono (2019), the students were enhance their confidence to speak English in daily conversation and vlog made the students more active to speak English

because they have opportunity to speak English outside the classroom. The use of vlogging for teaching English makes a positive contribution to their speaking skill.

Based on the explanation above, this research is important to investigate the effect of Vlogging as a media towards the students' speaking skill in online class at Eleventh Grade of MA Muallimin Muhammadiyah Bangkinang.

B. Identification of the Problem

Based on the observation, there are some problems occurred in teaching and learning process. The problems will be mentioned in the following:

1. The students were not brave to speak up in English

2. The students' speaking skill is low level

3. The students have lack of vocabulary and poor pronunciation

4. The students feel embarrassed and afraid of being mocked by friends

5. The students find difficulties in learning process because of the condition caused by the Covid-19.

C. Limitation of the Problem

Based on the identification of the problem above, this research is limited on using vlogging in teaching speaking skill. Specially finding out the effect of vlogging as a media towards the students' speaking skill in online class at eleventh grade of MA Mualimin Muhammadiyah Bangkinang.

D. Formulation of the Research

Based on the limitation of the problems, the researcher formulates the research question as follows: What is the effect of vlogging as a media towards the students' speaking skill in online class at eleventh grade of MA Mualimin Muhammadiyah Bangkinang?.

E. Purposes of the Research

Based on formulation of the research, the purposes of the research is to see the effect of vlogging as a media towards students' speaking skill in online class at eleventh grade of MA Muallimin Muhammadiyah Bangkinang.

F. Significance of the Research

1. Teacher

For the teacher, it would be an opportunity to improve the quality of teaching speaking skill by using vlogging as a media at MA Muallimin Muhammadiyah Bangkinang.

2. Students

For the students, it would be an interesting technique to improve their speaking skill by using vlogging as a media.

G. Definition of Key Terms

1. Vlogging

Vlogging is the abbreviation of video blogging, another name is vlog. It is a media where people post information, tips and ideas on the video platform device such as social media. Vlogging is video making

activities created by someone with creative content. In general, vlogging is created to share the information that funny, unique, educative, interesting, etc.

2. Media

   Media is a tool for teaching and learning process, which is anything that can be used to stimulate the thoughts, feelings and attention of students so that it can encourage the learning process for students. The use of media aim to help the teachers convey information to the students easily so that the students achieve the learning goals. Media can be picture, video, action or people.

3. Speaking skill

   Skill is an activity that requires practice or can be translated as the implication of the activity. While speaking is an activity uses by someone to communication with other. From the explanation above, it can be concluded that speaking skill is a process of activities in building and sharing meaning to convey the ideas, messages and thought to the listener.

4. Online Class

   Online class is a model of computer based learning through the internet using device, for example online learning platforms through applications or software in mobile phones. Online class does not require face to face meeting like studying in class as usual because it is delivered through the internet.

CHAPTER II

REVIEW OF RELATED LITERATURE AND FINDINGS

A. Review of Related Literature

1. The Nature of Speaking Skill

Speaking is one of the four language skills besides listening, reading and writing which are taught in the teaching of English. Each of these skills has different way to master and express. Marleni, et al. (2018), state that speaking is one of the language skill that is important in communication, consequently many communities in many countries in this world use it in every aspect of human life, such as social, economics, education, science, and technology. It means that people should master speaking skill for having good communication.

Suryani (2015), states that speaking is a tool of communication to each other where the speaker can deliver his/her idea, opinion, feeling through verbal skill to the listener. It is inseparable to something we call communication. Speaking skill has become a part in daily life because people speak up every day. It cannot be denied that speaking can happen anywhere and anytime.

Hidayati (2015), states that speaking is the doing interaction to other people with conversation, speech and other body language, gesture, eye contact and another style to convey the message. When someone speaks, he or she interacts and uses the language to express the feeling and thoughts to other both verbally and non-verbally. It

means to convey the message not only by verbal (speaking words) but also in non-verbal (body language).

From the explanation above, it can be concluded that speaking skill is an activity in building and sharing meaning to convey the ideas, thought, feeling and messages both verbal and non-verbal to the listener. Everyone needs this skill, whatever their profession in order to take an active part in communication process and also develop their knowledge.

2. **Teaching Speaking Skill**

Teaching is guiding and facilitating the learning process, enabling the learner to learn and also setting the condition for learning (Terrell & Brown, 2006). It means teaching is activity of helping the students in learning process to get the knowledge or skill that they want. While speaking is one of the important skills that can we called as a key of communication.

Teaching speaking skill is a process to teach the learners to produce the English speech sounds and sound patterns and use language as a means of expressing the values (Kuning, 2019). It means teaching speaking is not an easy job, but it must be done to see the student's progress and development in learning. The success of teaching speaking skill determine by many factors such as the teacher, the media, and the method or strategy applied by the teacher.

Therefore, the teachers must face up to big challenge to enable their students to master English well, especially in speaking skill.

In teaching speaking skill, how the students speak in the classroom become the goals in teaching speaking itself that must be aware for the teachers. There are many ways to teaching speaking skill. The teacher must support and giving the students a chance to speak. The learners should be able to make themselves understand so that they can express themselves and also can use their speaking skill to compete in the world wide for their future.

3. **Assessing Speaking Skill**

The success of learning program is commonly determined by the result of assessment (Fulcher & Davidson, 2007). The teachers need such assessment for speaking skill to find out what the students learn and what exactly what they need. Luoma in Rahmawati & Ertin (2014), states that assessment on speaking skill can be a very judgmental issue, in which people tend to relate on native / nonnative speakers on the basis of pronunciation. Therefore, assessing speaking skill is not an easy thing to do because there are some factors that teachers must consider in giving a score.

The score of speaking may be different from one teacher to others. For example, score ranging from 1 to 5 is not something simple to do. To overcome this problem, the teacher needs to set some scores for each response. Each score represent one of several aspects like

pronunciation, grammar, vocabulary, fluency and comprehension. It can be concluded, assessment is a process of measuring the students' performance in speaking skill. The teacher may choose different types of assessment as it addressed at different function.

The scoring rubric by David P. Harris in Helmanda & Nisa (2019). The students' speaking performances are assessed by using the indicators of speaking skill. The indicators consist of pronunciation, grammar, vocabulary, fluency, and comprehension. The good pronunciation has few traces of foreign accent. The good grammar is characterized by few noticeable errors of grammar and word order. Then, the good vocabulary is characterized by the use vocabulary and idioms similar to native speaker. The good fluency, the students speech as fluent and efforts less as that of native speaker. Finally, the good comprehension makes the good conversation and appears to understand everything without difficulty.

4. **Vlogging (Video Blogging)**

a. **The Definition of Vlogging**

Vlogging is a shortened of words video and blogging. Video is technology for capturing, recording, processing, transmitting and rearrange moving image (S. W. Pratiwi & Trihatmini, 2018). While blogging is a personal online record that shared on website or social media to be reads by general public. From the words above, it can be concluded that vlogging is

personal notes in the form of video that update and shared to own site.

Maulidah (2018), states that vlogging defines as the video component that provides a series of online broadcast which is allowing everyone to create and post content and considerers it as video collection that serve both as audiovisual life documentary and as a vehicle for communication. Most people who have vlogging usually describe various topics, for example: hobbies, tips, travel, food and so forth. This is one reason a vlog usually is considered as online diaries.

Vlogging or vlog is the new trend in blogging or blog. Brokamp in Rahmawati, et al., (2018), states that vlogging is extremely similar to blogging, which is where people post information or ideas to the own site. The main difference being that the medium is video instead of text. Anggraeni & Wulanjani (2017), state that there are many function of using vlog, for example, people use it to share their personal experience, to give comments or opinion about certain topics, even to be a media in supporting the teaching and learning process.

Based on explanation above, it can be concluded that vlogging is video making activities where people post the information, tips, and ideas about something on the video platform device such as social media. The person who carried out the

vlogging activity is called as vlogger. In general vlog is created to share the information that funny, unique, educative, interesting, etc. Vlog duration made for about 5-10 minutes so that the students who watch the vlog is not too bored and saturated.

b. Categories of Vlogging

Lee (2017) says the categories of video blogging as follows:

1) Solo Vlog

Solo vlog is one of the vlogging features that emphasize the vlogger expressing ideas in front of the camera. Usually, the content is delivered in the form of comments. Anyway, the main point of solo vlog is to put to be an object of visual.

2) Collaborative Vlog

Collaborative vlog means the main vlogger (account owner) invites some participant to be involved in video. Commonly, the vlogger are making the conversation dealing to certain topic.

3) Gaming Video

Gaming video appears since game reaches the large costumers. The vlogger will comment on playing the game and arranging the recording to show their reaction to it.

4) Live Video

Live video has the same with the live on TV. The vlogger set the video to be accessed online by audience usually,

what the vlogger say depends on the question or request from the audience.

c. Advantages and Disadvantages of Vlogging

Rahmawati, et al. (2018) says the advantages of teaching speaking skill through vlogging which include:

1) Vlog enable the students to repay, rewind, stop, fast-forward the video until they understand the content well.

2) It helps the students understand the topic when they are able to see their teacher or someone else demonstrate the topic through the vlog.

3) It helps the students and the teacher to understanding the technology through vlog.

4) Vlog gives new enjoyment experience for both the teachers and the students.

While the disadvantages of the use vlogging is as follows:

1) To create a vlog, the students must have the technology for example, hand phone and some type of editing software.

2) The students must set aside time to photograph vlogs, edit vlog, post the vlog, create description and share it to the social media.

d. The Stages of Vlogging

Mandasari & Aminatun (2019) says that there are some stages in vlogging as follows:

Table 2.1
The Stages of Vlogging

Vlogging Activities	Vlogging Stages	Activities
Before vlogging	Conceptualizing	✓ Students find out the topic that will be describe ✓ Students watching to other vlogs for ideas
	Brainstorming	✓ Students determine main and supporting ideas ✓ Students writing down a script
During vlogging	Articulation	✓ Students do rehearsal before recording ✓ Students record vlogging activities
	Monitoring	✓ Students listening and monitoring the vlog content, organization, and language usage
	Evaluating	✓ Students evaluating the vlog content, organization, and language usage
After vlogging	Reporting	✓ Students report the result of vlogging activities to the teacher
	Uploading	✓ Students upload the vlog on the social media.

e. Vlogging as a Media in Teaching and Learning English

Media is derived from Latin *medius* which means medium or agent of intermediary. Azhar in Amir (2019), states that media is accessories that can send and transmits learning message. The teachers are able to share the knowledge to their students through media. One of the ways to make the students feel easier, the teacher can help them by using vlogging as a media in teaching and learning English. There are some procedures which can be used to teach English, especially in speaking skill as follows:

1) First, the students have to create a plan for vlog by find a topic. Then, the students can access the examples of vlogging in the YouTube. The role of teacher here is directing the students to look for the proper vlogging that is relevant to the learning purpose.

2) Second, the topic of vlogging used based on the students' material given by the teacher. The students have to determine main and supporting ideas and write down a script before recording their vlog.

3) Third, the students rehearsing before recording. After that they record a vlog with their creative ideas.

4) Fourth, the students listening to their recorded vlog to monitoring the content, organization and language usage.

5) The last, the students report the result of their vlog to the teacher. After that, the students upload their vlog to a social media like Instagram. By looking at their vlogging, the students can try to make their speaking skill is more be better.

The teacher must be good in choosing appropriate media to support and facilitated the learning. The researcher chooses vlogging as a media in teaching and learning English because vlog is interesting and enjoyable, so it can motivate the students to learn English.

B. Review of Related Findings

The first research carried out by Rahmawati, et al. (2018) with the title "The use of vlogging to improve the students' speaking skill". This research is classroom action research (CAR) method that carried out at SMA Muhammadiyyah 1 Ponorogo. The subject of the research is 11th grade IPA 3 in the academic year 2016/2017 which consists of 28 students. The researcher uses three instruments, namely observation sheet, questionnaire and speaking test. The result shows that the students become more interesting, confident and enjoy practice speaking by using vlogging. The students' score percentage in cycle I is 53.57% and 100% in cycle II. It means the implementation of vlogging to improve students' speaking skill at 11th grade of SMA Muhammadiyah 1 Ponorogo is successfully.

The second research carried out by Valimbo & Hartati (2019) with the title "Vlog to improve students speaking skill". This research is classroom action research (CAR) method that carried out at the seventh grade students of Middle School, Yogyakarta. The subject of the research is consisted of 32 students in class VII D. This research involves two type of data namely, qualitative and quantitative data. The qualitative are obtained by observation and interview, while quantitative are obtained by speaking test and questionnaire. The average score of students speaking in the first cycle is not been improved. In cycle two the students already achieve the KKM score. Based on those findings, that vlog is an efficient and effective way to improve the students' speaking skill.

Based on the explanation above, it shows that the differences between the previous research and the present research is that both of the previous researches aims to know the improvement of students' speaking skill by using vlogging. Besides, both of the previous researches are classroom action research (CAR) while this research is quasi experimental research.

Furthermore, in this research, the researcher aims to know the effect of vlogging as media to develop the students' speaking skill in certain topic. The research is conducted it in online class. Based on the research findings of both previous researches, it indicates that using vlogging is successful and could be applied to increase the students speaking skill.

C. Conceptual Framework

Conceptual framework is a structure which the researcher believes can best explain the natural progression of the phenomenon to be studied (Camp in Adom & Hussein (2018). It is linked with the concepts of how the research problem would be explored. The conceptual framework of this research can be seen as follow:
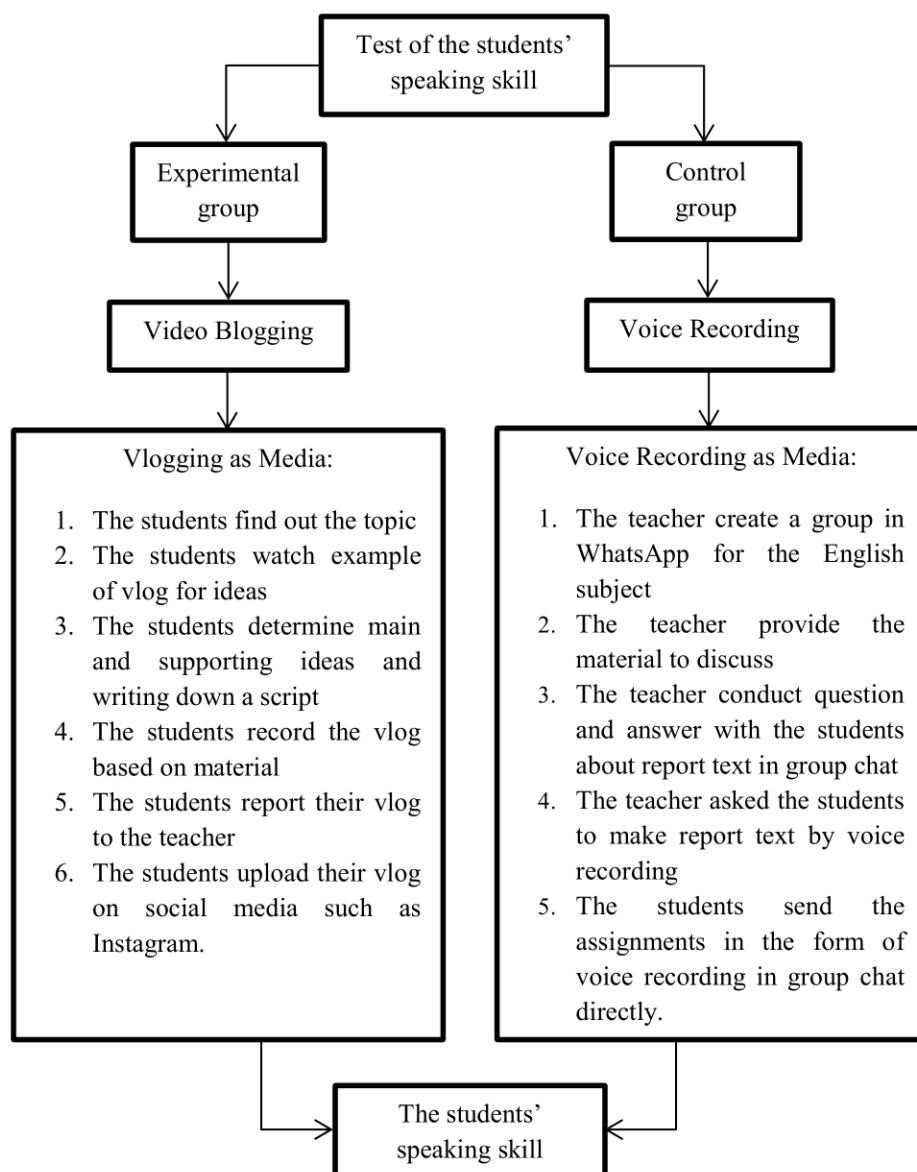
Figure 2.1:
The Diagram of Conceptual Framework of the Research

Based on the figure above, the researcher takes two classes as the sample of this research. One class as experimental group that is applied Vlogging to get the effect on students' speaking skill. While one class as control group the researcher not applied vlogging. In control class the researcher uses Voice recording to get the effect on students' speaking skill. It can be shows the researcher to do this method to get the different effect between two classes with use vlogging in experimental group and voice recording in control group towards the students' speaking skill.

Vlogging is one of media that can be applied in teaching speaking because it is activity that gives the students opportunities to practice speaking anywhere and anytime. By using vlogging in teaching speaking skill to the eleventh grade students of MA Muallimin Muhammadiyah Bangkinang, it can be interesting media and build the students motivation to learning English, especially in speaking skill.

D. **Hypothesis**

Ho : There is no effect by using vlogging as media in online class on students speaking skill at the eleventh grade of MA Muallimin Muhammadiyah Bangkinang.

Ha : There is an effect by using vlogging as media in online class on students speaking skill at the eleventh grade of MA Muallimin Muhammadiyah Bangkinang.

CHAPTER III

METHOD OF THE RESEARCH

A. Time and Location of the Research

The research was carried out at eleventh grade students of MA Mualimin Muhammadiyah Bangkinang. It is located on Prof M. Yamin No. 53 streets, Kampar, Riau. This research was conducted based on the schedule below:

Table 3.1
Time Allocation of the Research

NO	Activities	Mei-20				Jun-20				Jul-20				Aug-20				Sep-20				Nov-20			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Filling Title of the Research	■																							
2	Proposal Writing		■	■	■	■	■	■	■																
3	Seminar Proposal									■															
4	Implementation of the Research													■	■	■	■								
5	Data Processing and Preparation of Thesis																	■	■	■	■				
6	Thesis Defence																								■

B. Design of the Research

The type of this research is quasi experimental research. Rogers & Revesz (2019), states that quasi experimental research is research design to examine whether there is a causal relationship between the independent and the dependent variables. Simply defined, independent variable is the influencing variable, while dependent variable is the affected variable. In other words, the independent variable is expected to bring some variation or change in the dependent variable. It means that quasi experimental research is a research that is purposed to investigate cause and effect of the research.

In this experimental research involves two groups, experimental class and control class. Experimental class means the students use vlogging as a media in learning English, especially in speaking skill and control class teach by voice recording. The procedure of quasi experimental design includes pretest, treatment and posttest. Firstly, both of the groups are given the pretest. Then the different treatments is applied to the two groups, the experimental class receives a new treatment by using vlogging as a media, while the control class teach by using voice recording. After that, both the groups are given the posttest to know is there the difference or not from the students' speaking skill.

This is a model of quasi experimental research, exactly Pretest-Posttest Control Group design:

$$\frac{E \; O_1 \; X \; O_2}{C \; O_3 - O_4}$$

Adapted from Sugiyono in Amir (2019).

Explanation:

E   : Experimental class

C   : Control class

O_1 : Pretest in experimental class

O_2 : Pretest in control class

X   : Treatment

O_3 : Posttest in experimental class

O_4 : Posttest in control class

C. Population and Sample of the Research

1. Population

The population of this research is all of the Second grade students of MA Muallimin Muhammadiyah Bangkinang. The classes are divided into five classes; XI IPA Putri with 23 students, XI IPA Putra with 23 students, XI IPS with 25 students, XI Agama Putri with 26 students, and XI Agama Putra with 26 students. The numbers of the population in this research that is 123 Eleventh grade students of MA Mualimin Muhammadiyah Bangkinang.

2. Sample

This research uses Cluster sampling to determine the sample. Wilson in Taherdoost (2018a), states that cluster sampling is where the whole population is divided into clusters or groups. Subsequently, a random sample is taken from these clusters, all of which are used in the final sample. While to determine experiment and control classes, the researcher uses a lottery for all classes of the population. Based on the statement, the researcher take two selected classes as the sample, they are XI Agama Putri as experimental class and XI Agama Putra as control class. Where, each of class consisted of 26 students. The sample of this research is 52 students.

D. Instruments of the Research

1. Speaking Test

Test is one of ways to measure the students' ability especially in mastering speaking skill (Amir, 2019). Speaking test is conducted in both of groups; experimental class and control class. The test gives is twice, the first test is used to see the pretest score before the treatment and the second is used to see the posttest score after the treatment. The researcher conducted the oral test in certain media for both groups; the experimental class and the control class.

Speaking test assessed based on speaking skill sheet. The speaking assessment sheet can showed in the table below:

Table 3.2
Speaking Assessment Sheet

No	Name	Assessment Aspects					Sco re	Ma rk
		Pronun ciation (1-5)	Gramm ar (1-5)	Vocabu lary (1-5)	Fluency (1-5)	Compre hension (1-5)		

Maximum score   : 5 x 5 = 25

Final score   : $\frac{Total\ score}{Maximum\ score} x100$

E. Technique of Collecting Data

1. Pretest

Pretest is given to both of groups; experimental class and control class. The purpose of this test is to know the students' speaking skill before giving the treatments. It means pretest is used to examine the students' recent condition. The type of pretest uses in this research is in the form of questions. The question is based on certain topic that should be answer by the students.

2. Posttest

Unlike pretest, posttest is used after the students have gotten some treatment by using media. In posttest, the students will have some activities to do oral production by using vlogging proposed in this research. The researcher conducted the test as data supporting to know the students' speaking skill in English after implementing

vlogging as a media in online class. The scores are gained through with speaking rubric. At the end, the scores will accumulate and show the result whether the vlogging can give the effect towards the students' speaking skill in online class or not.

F. **Validity and Reliability of the Test**

1. **Validity of the Test**

Validity is defined as the extent to which a concept is accurately measured in quantitative study (Heale & Twycross, 2015). Gay, et al. (2012), states that validity refers to degree to which a test measures what it is supposed to measure, and consequently, permits appropriate interpretation of scores. It means a test can be considered valid if the test measures the object that suitable with the criteria. To get the validity of the research, Taherdoost (2018b) states that there are four types of validity: content validity, face validity, construct validity, and criterion validity. All of them have different usage and function. In this research, the researcher use content validity and construct validity to know the validity of the test.

a. **Content validity**

Content validity assesses the degree to which a test measures an intended content area. It is determined by expert judgment (Gay, et al., 2012). In addition, there is no formula or way to express it quantitatively. In the content validity, the material that is given must be suitable with the curriculum (Setiyadi in

Pratiwi (2016). It means the developed test refers to the 2013 English curriculum and the syllabus of the eleventh grade high schools' students.

b. **Construct validity**

Gay, et al. (2012), states that construct validity reflects the degree to which a test measures an intended hypothetical construct. It is needed for the test instrument which has some indicators in measuring one aspect or construct (Setiyadi in Pratiwi (2016). If the test instrument has some aspects and every aspect is measured by some indicators, the indicators must have positive association to one another. Speaking has five aspects. Therefore, if the test has already measured the five aspects, the test has been covered the aspects of construct validity. In measuring construct validity of the test, the second rater was involved in scoring the students' work based on the indicators.

To determining the validity, the researcher uses Product Moment formula for counting the validity of the students' speaking score. The Product Moment formula is as follow:

$$R_{XY} \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\}\{n \sum Y^2 - (\sum Y)^2\}}}$$

Detail:

R_{XY} = The correlation coefficient between X and Y variables that are correlated $x = X - \bar{X}$ and $y = Y - \bar{Y}$

$\sum XY$ = Number of multiplications of x with y

X^2 = Quadrant from x

Y^2 = Quadrant from y

n = Number of respondents

2. **Reliability of the Test**

Gay, et al. (2012), states that reliability is the degree to which a test consistently measures whatever it measures. Reliability is expressed numerically. The measure is considered reliable if a person's score on the same test given twice is similar (Campbel & cook, 2011). It means if the test has a consistent result in the second chances or more, the test is reliable. It is clear that reliability is used to measure the quality of the test score and consistency of the test.

In this research, the researcher uses interjudge (inter-rater) reliability. Interjudge reliability refers to the reliability of two or more independent scorers (Gay, et al., 2012). It means the score of the test is evaluated by more than one person. In this research, the students' speaking score is evaluated by two raters.

To determining the reliability, the researcher uses Cronbach Alpha formula for counting the reliability of the students' speaking score. The Cronbach Alpha formula is as follow:

$$R_{11} = \left(\frac{k}{k-1}\right) \cdot \left(1 - \frac{\sum S_i}{S_t}\right)$$

R_{11} = Reliability test

$\sum S_i$ = The amount of variance score

S_t = Total variance

k = Number of items

Reliability has several criteria. For more detail can be seen in table below (Sundayana in Yulianti, et al., (2015).

Table 3.3
The Criteria of Reliability

Criteria	Detail
$0,00 \leq r^{<} 0,20$	Very low
$0,20 \leq r^{<} 0,40$	Low
$0,40 \leq r^{<} 0,60$	Enough
$0,60 \leq r^{<} 0,80$	High
$0,80 \leq r^{\leq} 1,00$	Very high

G. Data Analysis Technique

In this research, the data are analyzed by using statistical method. First, the data is analyzed from the classroom' observation, the researcher uses the category standard as follows:

Table 3.4
The Classification of Students' Score

No	Categories	Score
1	Excellent	86-100
2	Very Good	76-85
3	Good	65-75
4	Fair	55-64
5	Poor	<55

Second, the researcher uses students' posttest score of the both groups; experimental class and control class as the data of the research. The researcher will analyzed the data by using T-test to know whether the result of the research. In this research, the researcher used quantitative data analysis technique to know the students achievement before and after being taught by vlogging as a media and the data is analyzed by using statistical method. The T-test formula is as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}} \quad \text{With} \qquad S^2 = \frac{(n_1-1)s_1^2+(n_2-1)s_2^2}{n_1+n_2-2}$$

Where:

t : The value of t-obtained

$\bar{x}_1$: Mean score of experiment class

$\bar{x}_2$: Mean of score of control class

n_1 : Number of experiment class

n_2 : Number of control class

s_1^2 : Standard deviation of experimental class

s_2^2 : Standard deviation of control class