

Improving Students' Speaking Ability Using Vlog On Tik-Tok For The Eleventh Grade Of SMA Negeri 13 Maluku Barat Daya

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ABSTRACT

The objective of this study was to improve students speaking abilities of the eleventh Grade students at SMA NEGERI 13 MBD, which amounted to 24 students. This research used Classroom Action Research. The steps were preliminary study, planning, implementation, evaluation and reflection. The data were collected through pre-test and post test, teacher observation and the students' feedback through questionnaire. This study occurred over two cycles and took over of nine meetings. The data showed that the first cycle was not successful because it only achieved 13,9 % therefore it continued to second cycle and there was increasing to 87,1 %. Based on the outcomes of the using vlog had a significant positive impact on students' speaking proficiency especially in four main aspects, performance, pronunciation, grammar and vocabulary. Through vlog the students were able to deliver their way to make a video in an innovative and imaginative way, giving them the courage to express themselves.

Keywords: Speaking ability, vlog.

INTRODUCTION

Speaking is the ability to share one's ideas, and feelings through word. usually, everyone can speaks, but not every speaker can explain intelligible to the listener. Speaking requires skill until the listener can understand the meaning of the conversation and there is no misunderstanding. The aim of speaking is to communicate with each other so that we can exchange the ideas. By talking, people can improve knowledge through interaction and messaging. in daily activities.

The learning system has changed since the pandemic covid-19. Technology has an important role in this nowadays, there are many kinds of technology that can be used to improve speaking ability. TikTok is the most used application in the world. Tik-Tok established itself as the most downloaded application with 45.8 million times. With such a large number, it beats other popular applications such as Instagram and Whatsapp (Fatimah KartiniBohang,2018).

In the context of language education, vlogging can provide students with an opportunity to practice their speaking skills in an informal setting. Students can use TikTok to create short

engaging that showcase their speaking abilities, and to receive feedback from their peers and teachers. The use of vlogging as a teaching tool has been shown to have positive effects on students' speaking abilities, it allows them to develop digital literacy, creativity, and learner autonomy.

Studies have been published in the Journal of Educational Technology Development and Exchange in 2018, examined the use of vlogs for teaching and learning English as a second language (ESL) and found that vlogging can improve students' pronunciation, fluency, and accuracy in spoken English. It is clear that vlogging has a positive impact on students' speaking abilities, it can be an effective tool for language teachers and students to use, providing an informal and fun way to practice oral communication skills, with the added bonus of digital literacy and creativity.

Another important aspect of vlogging is that it provides opportunities for student engagement. Because it's a form of social media, students are more likely to be interested in creating videos and sharing them with their peers, which can increase their motivation and engagement in the learning process. although vlogging is primarily used for speaking practice, it can also provide opportunities for listening and comprehension practice as well. For example, students can listen to their own vlogs to identify and correct errors in pronunciation or intonation, or they can watch other vlogs to improve their listening comprehension.

Based on a preliminary study by the researcher Most of the students use Tik-Tok to fill their free time with funny content, watching anime and also Teacher is more dominant. teacher uses written text packages and asking students to do homework and then submitting it to Google classroom, so teachers not often use other application or software to train English which includes Zoom conferences, Google Meet, Google paperwork, and so on. While teacher explain to the students, the Teacher of SMA Negeri 13 Maluku Barat Daya used English, and the student do not respond when the teacher ask or try to make communication, some students are also afraid to deliver their idea. many students experience difficulties in speaking the target language, which can affect their performance in language proficiency tests, their communication with native speakers, and also their academic and career development.

Therefore, this research is focus on finding effective ways to improve students' speaking ability is important for both the students and society.

Furthermore, this title is also important in terms of the practical implications for language teachers and educators. If the research found that using vlog on Tik-Tok is an effective tool for improving speaking ability, it can be integrated into the classroom and used as a teaching tool to enhance language instruction.

RESEARCH METHOD

This research use Classroom Action Research According to Mills (2011) action research is a systematic procedure carried out by teacher or lecturer to improve the quality of education in terms of teaching strategies, and what students do in the teaching and learning process. This classroom action research is done by collaboration between the research and the teacher. The problems that arise in classroom action research come from problems that exist in the class.

The purpose of this study is to find out How vlog on TikTok can improve students' speaking skills. In this research, the writer used Classroom Action Research. Activities for Classroom Action Research (CAR) involved repeated cycles. Planning, acting, evaluating, and reflecting makes up each cycle. Utilizing the Kemmis and McTaggart technique, the result of one cycle is utilized to assess the requirement for the subsequent cycle (1988, in Hafid: 2016).

The following steps are taken:

a. Planning

The planning process for this cycle will involve the following stages:

- 1) Inform to the students use vlogs on tik-tok
- 2) Creating lesson plans and using them to teach using tik-tok
- 3) Learning how tik-tok as media can improve speaking ability
- 4) Providing steps to make video vlog on tik tok
- 5) To identify the vlog, the researcher creates a chart, which students can easily understand.
- 6) Researchers design evaluations or assessments that will be used in observations after students make video vlog through tik-tok in order to improve students' speaking skills.

b. Acting

After describing the class conditions, paying attention to students' speaking abilities, and learning facilities, the researcher will carry out action in how to make daily in my live that will be carried out using miny vlog on tik-tok. The activities carried out at this stage are aimed at pitting the planned learning scenarios into action. At this stage, the following activities are carried out:

- 1) Researcher will conduct classroom action research by introducing procedural vlog on tik-tok.
- 2) Researcher will explain and provide examples of how to make video vlog on tik-tok.
- 3) Researchers will allow Students are expected to speak in front of the class.
- 4) The researcher will explain and motivate students to learn vlog on tik-tok.

c. Evaluating

During learning process, the result of observations, accomplishments, and shortcoming s will be discussed. This evaluation will be carried out by researchers and teachers, and the findings of the reflection will be used to inform the next cycle of learning. The evaluation of the activity's results then seeks to identify the difficulties in using this research medium. Researchers and teachers will work together to analyze evaluation results, the reflect and draw temporary conclusions about implementation and learning improvement. The researcher will then develop a new design to update the actions that will be carried out throughout the cycle.

d. Reflection

Reflection implies that correction and all data collected will be used for viewing, analyzing and deciding whether the cycle should be continued. The evaluation of the action will be done through reflection. The data about process, and problem difficulties that were discovered in the previous step will be continued in this step by reflection on the effect of action.

The researcher used two ways to analyze the data. The both ways were qualitative (observation checklist and Questionnaire) and Quantitative (Test).

1. Observation checklist

The result of this kind of observation was explained briefly by analyzing all the data.

2. Test

The scoring rubric that was used to analyzed the oral test which was written under:

Formula: $RS = \frac{TS}{100}$

Where:

RS: real score of individual student

TS = Total score of aspects of speaking

ASPECT	DESCRIPTION	PERCENTAGE	SCORE
Performance	visualitation, limited, expression, gesture.	0- 40 %	
Pronunciation	The clear pronunciation and Fluent in the vlog	0 -25 %	
Grammar	Students are able to use formal and informal language and know the use of tenses in procedural-text.	0 – 15 %	
Vocabulary	Using appropriate vocabulary and easy to understand.	0 – 15 %	
Time	Max 5 – 10 minutes	0 – 5 %	

Adapt: Douglas Brown(2018)

3. Questionnaire.

The researcher uses Arikunto's (2008) formula as follows:

$$F \frac{f}{n} \times 100$$

Where: F = answer frequently

N = amount of despondences

100 % = constant number

RESULT AND DISSCUSION

The Result

The successfulness of the using vlog on Tik-Tok to improve students' speaking ability for the Eleventh grade of SMA NEGERI 13 MBD was demonstrated by their performance on the speaking test. The research was conducted in two cycles, each consisting of nine meetings. The first cycle, from March 2nd to March 10th, included a pre-test and a post-test, but the students did not meet the improvement target. Consequently, the researcher proceeded to the second cycle, which took place from March 20th to March 28th. By assessing the students' performance and using the researcher's scoring rubric, it was apparent that the students' speaking abilities had improved

Table of cycle 1

No	Name of students	ASPECTS						
		Perfor mance	Pronun ciation	Gram mar	Voca bulary	time	Score	Category
1	A.E.W	25	16	10	12	5	68	QUITE GOOD
2	A.D.K	25	14	10	14	5	68	QUITE GOOD
3	A.D.U	26	13	10	16	5	71	GOOD
4	C.M.R	23	15	10	12	5	65	QUITE GOOD
5	D.E.T	23	17	10	12	5	67	QUITE GOOD
6	D.K.P	20	10	10	10	5	55	POOR
7	D.M.P	20	10	10	15	5	60	POOR
8	D.H.H	22	10	10	10	5	57	POOR
9	F.S.N	20	15	10	11	5	61	QUITE GOOD
10	F M	21	10	10	10	5	56	POOR
11	G.J.M	20	10	10	10	5	55	POOR
12	G.L.J	20	10	10	12	5	57	POOR
13	H.R.L	20	10	10	11	5	56	POOR
14	J.A.A	20	12	12	12	5	61	QUITE GOOD
15	J.M.W	25	10	10	14	5	64	QUITE GOOD
16	J.D.M	25	15	15	10	5	70	QUITE GOOD
17	J.D	30	15	15	10	5	75	GOOD
18	J.A.L	30	15	14	10	5	74	GOOD
19	J.H.B	25	15	14	14	5	73	GOOD

20	K.M	30	14	14	13	5	76	GOOD
21	M.L	23	10	11	11	5	60	POOR
22	M.T	22	15	10	10	5	62	QUITE
23	M.H.T	30	15	14	10	5	74	GOOD
24	M.A.A.P.S	25	15	14	14	5	73	GOOD

In teaching and testing students' speaking during implementing the using vlog on tik-tok. The results of the speaking performance criterion were evaluated by both the researcher and the English teacher. They discovered that the students in this cycle had not yet fulfilled the criteria. This indicates that the technique's development was unsuccessful and caused a number of issues during its implementation in the first cycle.

Table of cycle 2

No	Name of students	ASPECTS						Category
		Perfor mance	Pronun ciation	Gram mar	Voca bulary	time	Sc ore	
1	A.E.W	31	15	11	15	5	77	GOOD
2	A.D.K	31	15	12	14	5	77	GOOD
3	A.D.U	32	16	13	14	5	80	GOOD
4	C.M.R	32	15	11	12	5	75	GOOD
5	D.E.T	32	16	11	12	5	76	GOOD
6	D.K.P	26	12	10	12	5	65	QUITE GOOD
7	D.M.P	30	14	11	12	5	72	GOOD
8	D.H.H	30	20	15	15	5	85	VERY GOOD
9	F.S.N	35	15	15	15	5	85	VERY GOOD
10	FM	35	19	16	15	5	90	VERY GOOD
11	G.J.M	31	11	12	11	5	70	QUITE GOOD
12	G.L.J	32	13	11	12	5	73	GOOD
13	H.R.L	30	14	11	11	5	71	GOOD
14	J.A.A	30	16	11	12	5	74	GOOD
15	J.M.W	35	12	11	12	5	75	GOOD
16	J.D.M	36	15	12	12	5	80	VERY GOOD
17	J.D	35	20	15	15	5	90	VERY GOOD
18	J.A.L	30	20	15	15	5	85	VERY GOOD
19	J.H.B	35	15	15	15	5	85	VERY GOOD
20	K.M	35	19	16	15	5	90	VERY GOOD
21	M.L	35	19	16	15	5	90	VERY GOOD
22	M.T	33	12	12	11	5	73	GOOD
23	M.H.T	26	12	10	12	5	65	QUITE GOOD
24	M.A.A.P.S	31	11	12	11	5	70	QUITE GOOD

The result of first and second cycle

The first and the second students got score 65 in the first cycle and score 75 in the second cycle. It meant that their speaking was increased with added 10 points. The speaking competency of the third student was increased with the score were 73 and 80 with added 7 points. 10 points who reached by the fourth student with the score were 67 and 77. 68 and 77 point that got by the fifth student with added score 9 points. 10 points ten were gotten by sixth student who increased from 57 to 67. Score 63 to 75 who got by the seventh student with added 11 points. The next student got score 56 to 71. It increased 15 points. 13 points were gained by the next student with the score 63 to 77. The tenth student increased by points 15 with scores 59 to 74. The point was the same as the student who was in the eleventh with scores 55 to 70. The next student had scores 57 to 73 with added 16 points. Score 56 to 71 who gained by the thirteenth student with added 15 points. The next student had 61 to 74 with added 13 points. The fifteenth student got score 64 to 75 with 11 points added. The next student was gained score 70 to 80 with added 10 points. The seventeenth student increased from 75 to 90 with added 15 points. It was increased enormously. The next student got 74 to 85 with points 11. continued to the nineteenth student who had 12 points with score 73 to 85. The next student got 76 to 90 scores with added 14 points. Next student with added 10 points got scores 60 to 70. The last student got 62 to 73 scores with added 11 points.

DISCUSSION

This study was to examine the enhancement of students' speaking skills through the utilization of vlogs on TikTok. Data collection was successfully conducted through tests, observation checklists, and questionnaires. The primary research inquiry investigated the efficacy of employing Vlog on Tik-tok techniques in speaking classes. According to Diana (2017), the use of vlogs not only stimulates children's imagination and comprehension of the world but also fosters their language skills and appreciation of literature. The researcher implemented various strategies to improve students' speaking ability using vlogs. The test results from each cycle demonstrated noticeable improvements in students' speaking proficiency. The secondary research question focused on the students' responses to the Vlog on Tik-tok technique. Upon analyzing the questionnaires, the researchers discovered that a majority of the students exhibited enthusiasm for learning to speak by utilizing vlogs on TikTok.

CONCLUSION

Based on result above can be conducted that the impact of using vlog on tik-tok to improve students' speaking ability in this approach proved effective in enhancing students' speaking abilities. As students advanced from the first to the second cycle, they demonstrated improvement in their speaking skills based on the results of the test. The teaching and learning processes can active student participation, facilitating their progress. The positive response of students towards this technique was evident through their feedback on the questionnaire.

Utilizing vlogs provided students with a creative and imaginative platform to present their videos, instilling confidence in expressing themselves through this medium. Despite encountering

a few drawbacks, such as occasional internet connectivity issues and limited learning time, the application of this technique remained captivating and enjoyable throughout the learning process.

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