

VIDEO VLOG AS TEACHING MEDIA IN IMPROVING THE STUDENTS' SPEAKING ABILITY IN PROCEDURE TEXT

Anisa Juni Fidriani¹, Entika Fani Prastikawati², AB Prabowo Kusumo Adi³
Universitas PGRI Semarang

¹The author's E-mail : anisajf6@gmail.com

²Corresponding author's E-mail entikafani@upgris.ac.id

³The author's E-mail : abprabowo@upgris.ac.id

Abstract

Speaking is one important skill of English to present opinions, ideas, and convey our feeling to other people. Based on my observation teaching practicum in a vocational school, the students speaking ability have less confidence in practicing English speaking. Except for the students' problem in speaking teacher's media in the classroom also influence the process of teaching and learning. The use of conventional media is still found in the process of teaching speaking in class. The writers focused on her research in improving students speaking skills by using media is Vlog. The purposes of this study is to find out the student's speaking ability taught without using video vlogs in procedure text, to find out the student's speaking ability taught using vlogs in procedure text, and to find out the significant difference between students speaking ability taught using vlogs in procedure text and those taught without using vlogs in procedure text?. The design of this study was quasi-experimental. The data were gathered through quantitative data. The writer takes XI AKL 2 as a control class and XI AKL 1 as an experimental class. The research instrument is a test. There are two types of tests given, namely pre-test and post-test. After collecting data, there are significant differences between the classes taught using video vlogs and the classes taught without video vlog. The results of the study can be seen on the post-test after giving treatment. The mean score pre-test was 57.11 and classified as unsatisfactory and the mean score post-test was 70.67 and classified as good. The result of the sig 2 tailed was 0.00. If the value of sig (2 tailed) < 0.05 then there is a significant difference between the learning outcomes taught without using video vlog between taught using video vlog meanwhile, the value of sig (2 tailed) was 0.000 < 0.005. So it can be concluded that there was a significant difference between the students speaking skills taught using video vlog.

Keywords: Video vlog, speaking ability, procedure text.

INTRODUCTION

Speaking is one important skill of English to present opinions, ideas, and convey our feeling to other people, with speaking people can interact with each other. According to Liao (2009) states that speaking is one of the essential abilities that allows us to express information orally. It is the skill to communicate verbally with people by conveying one's views and thoughts from a variety of perspectives (Oradee, 2013). Specifically, the students have to master this skill because this is a skill that is necessary for foreign language learners to communicate in their life. Therefore, Tokoz and Goktepe (2014) state that in a general Learning environment, speech is an essential mode of communication. The learner can be said as a successful learner when they can speak in the language that they are being learned. Moreover, Akkakoson (2016) mentions that dealing with the learner's success in speaking can be seen when the learner can make conversation with others.

Speaking is also one of the four language skills, that becomes the main core in education in a field such as English language teaching. Therefore, Uzer (2017) states that without speaking we faced difficulties to express what we want and it makes people difficult to communicate with others. The primary aim of language learning is

to be able to communicate in it (Bashir et al. 2016). In addition, Darmadi et al. (2019) state that students need to practice daily communications in various settings. It seems fair to assume that speaking skill plays a large part in this overall competence.

In Indonesia, the students' speaking ability is still very low or lacking because of many reasons. According to Haidara, (2016), state they are insecure while speaking English. Most of their speaking problems are the afraid of making mistakes, their shy feeling, their hesitant feeling, their lack of confidence while speaking English in front of many people and friends. For some students, speaking a foreign language is difficult because they have not mastered the vocabulary. Further, they have to pay attention to their pronunciation. Another reason is also their lack of knowledge about the English language. In their daily, they are rarely using English communication at school (Aeni et al., 2017). These reasons make them lose their self-confidence to speak English more.

Based on my observation teaching practicum in a vocational school, the students speaking ability have less confidence in practicing English speaking. Moreover, their lack of vocabulary also influences their low speaking ability. It means that vocabulary plays a crucial role in supporting the students speaking ability. This fact is in line with Ahmadi et al.(2012)mention that vocabulary is an essential component of learning language since kids who lack vocabulary will be unable to participate in academic courses. For that reason, vocabulary should be also integrated into teaching speaking (Uzer, 2017).

Except for the students' problem in speaking teacher's media in the classroom also influence the process of teaching and learning. The use of conventional media or traditional media is still found in the process of teaching speaking in the class. Moreover, Sukardi et al., (2017) stated that the learning process in the participant school is still carried out conventionally, where the learning process is still focused on the teacher, this causes the students to be less motivated to find new things that can be used as experience in the learning process. This results in less attractive and less optimal learning (Arianti et al., 2018). Thus the learning process becomes obstructed and affects the value of student learning outcomes.

Based on Bajracharya (2016), states that traditional media have been used in teaching and learning like printed materials newsletters, bulletin boards, radio, and television. Among them, printed materials and radio are considered easy to use and cost-effective tools. Electronic media in educational settings such as TV is also very popular. Therefore, English teachers need to improve their media in teaching speaking. However, to improve student speaking skills, the teachers have to get student interest, and the teacher can give motivation to the students to practice speaking English more than usual (Rohaniyah & Rijal, 2020). The writer will focus on her research in improving students speaking skills by using media is Vlog.

Vlog is one of the media which can help teachers to improve their use of media in teaching speaking. Maulidah (2018) mentions that vlog is a visual system that provides a sequence of online broadcasts that enables everyone to upload and share

the content, and it is regarded as video collections that perform as both an audiovisual life documentary and a communication channel. Therefore, the vlog is one of the media that is effective for teaching speaking, Rakhmanina & Kusumaningrum (2017) stated that video blogging is encouraged in public speaking seminars. This method aids the student's communication, discipline, social interaction, learning awareness, and motivation. It means that the video blogging strategy is well and suitable used for highly motivated students. It makes English teaching fun because the student can observe, know and practice after they see how to make something or do something from that video (Harefa, 2020). As a result, vlogs can be recommended as a tool for teaching speaking in the classroom.

One of the texts that the students learn in vocational school is procedure text. In procedure text, they should produce or make something by describing how to make it, start with the goal, ingredients, or material needed and the last is the step explaining how it is to be done in sequence. Procedure text is one kind of text that studies the procedure of making something or doing something. Another definition of procedure text in Jupri (2018) states procedure is a text that instructs readers on how to perform, utilize, or create something in its entirety. As a result, the technique assists us in completing a task or creating something. They can be a collection of instructions or directions, such as a step-by-step technique for seed germination. This is why the teacher should present interactive and creative media to support the process of teaching procedure text. Whereas Sukardi et al. (2017) The importance of media that helps to learn has begun to be felt by teachers and students.

Considering the need for creative and interactive media in teaching speaking, it is crucial to investigate how that creative and interactive media helps the improvement of students speaking skills. Meanwhile, language teaching media are critical in assisting students in acquiring new skills and language abilities. In addition, Arianti et al. (2018) state that the use of media is a vital part of learning English. Media may be utilized to assist simplify and perfecting the language acquisition process. Therefore, in this study, the writers are trying to investigate the effect of video vlog in improving the students speaking ability especially those who are in tenth grade. In this case, the writers will investigate the use of video vlog in teaching speaking at SMK N 01 PATI because the last observation revealed the students have low speaking ability.

METHODOLOGY

According to Cresswell (2009) states that specific procedures involved in the research process: data collection, data analysis, and report speaking is referred to as research design. Based on the objectivities of the study, there are two kinds of research design. They are quantitative and qualitative research. The writers used a quantitative research design. The type of quantitative method that was used in this research was a quasi-experimental design that applies pre-test and post-test. This method is used to measure and to compare the significant differences of students' ability in speaking procedure text before and after being taught using vlog as media.

In this study, the writers used one group pre-test and post-test, it was eleventh-grade students of SMK N 01 PATI as the subject of the research. The research gave a test to get the data before being taught using the media. Thus, the researcher gave a treatment using 'Vlog' as the media in teaching speaking procedure text. Finally, the last step was the post-test.

To realize the quasi-experimental research design, a sample is needed. The sample is a subset of the target population that the researcher was investigated to generalize the target population (Cresswell, 2009; Kothari C.R, 2004). In this study, the subjects were 72 students in which they were divided into two classes; control class and experimental class. Each class consisted of 36 students.

To obtain the data, the writers carried out an instrument. In this case, the instrument is an oral speaking test in which it was given as pre-test and post-test. According to Brown (2004) states that a test is a means of assessing a person's skill, knowledge, or performance in a certain topic. Meanwhile, Kuznetsov et al. (2008) state that a test can be used to assess a student's strengths, shortcomings, and challenges, to assess achievement, aptitude, and potential, and to determine program readiness. In this study, a pre-test was the first activity before starting the treatment. It was used to know the students' ability in speaking procedure text before the writers gives a treatment. The pre-test was in oral form. The writers gave pre-test by giving them a sheet of paper to write about their favorite food freely based on their ideas and then every student has to speak up for 2-3 minutes in front of class and called them one by one. Further, after the treatment was completed, a post-test was carried out as the last step in collecting data. The result of post-test was compared with the result of the pre-test in purpose to find out is there any significant result or not.

After the data was collected, the writers analyzed the data using SPSS 23 in the form of Mean (M) and Standardized Deviation (SD) of the control and experimental group. Moreover, a t-test was also calculated to measure the significant difference between the two classes.

RESULT

This study focuses on investigating the effectiveness of video vlogs as the teaching media to improve the students' speaking ability. For that reason, the writers compared the students' speaking ability of those taught using video vlogs and those taught without video vlog as the teaching media.

1. The Students' Speaking Skills in Procedure Text Taught without Using Video Vlog.

In this part, it discusses the result of the test both pre-test and post-test. The writers conducted the observation in the control group. It was held in AKL 2 of SMK N 01 Pati. The writers do not use those methods in the control class. In conducting this research, the pre-test and post-test were given to the students have some criteria.

There are five aspects in this scoring; Pronunciation (P), Grammar (G), Vocabulary (V), Fluency (F). This result can be seen in table 1.

According to table 1, it can be seen that the students in the control class had unsatisfactory criteria for their speaking ability (average score: 55.22). This means that the control class has not reached an adequate level of speaking ability.

Table 1 Pre-test Score of Control Class

Students Code	Speaking Elements					Total Score	Criteria
	P	G	V	F	C		
Accumulated score (C1-C36)	78	89	102	83	85	437	-
Total scorex100 Max. Score	1988						-
Average	55.22						Unsatisfactory

*P=pronunciation; G=grammar; V=vocabulary; F=Fluency;
C=comprehension

Meanwhile, after the pre-test was given, the writers started teaching the students using the regular media used in the class. In this case, the writers taught speaking using Powerpoint presentation (PPT). At the end of the treatment, the writers conducted a post-test to see the students' speaking ability after being taught using PPT. The result of the post-test is presented in table 2.

Table 2. Post-test Score of Control Class

Students Code	Speaking Elements					Total Score	Criteria
	P	G	V	F	C		
Accumulated score (C1-C36)	126	123	123	122	126	620	
Total scorex100 Max. Score	2180						
Average	60.58						Adequate

According to table 2, the post-test score of the control group shows an improvement from the pre-test score. In this case, the students in the control group reached an adequate level of speaking ability. There is an improvement of 5.34 points on students' speaking ability in the control class between the pre-test score and the post-test score.

2. The Students' Speaking Ability in Procedure Text Taught Using Video Vlog

The implementation of video blog as the teaching media in experimental class was conducted to XI AKL 1 of SMK N 01 PATI. For the first period, the writers gave treatment for the students. It used a video vlog for testing students spoken in procedure text, with the steps are as the followings :

- a. The writers asked students to watch a video vlog on how to make snow cream and they have to pay attention and understand it, and then the writer asked students what the goal, and ingredients or equipment that needed in the video. Also, the writer asked what the language features contained in the video. The students who answer is supposed to add their own word and description
- b. After that, the students tried to make a video vlog related to treatment that has been done with their own words and their own idea can be make something or how to operate something and submit it on Microsoft teams.

Similar to the control class, the experimental class was given a pre-test before the treatment was given. The result of the pre-test in the experimental class is presented in Table 3

Table 3 Pre-test Score of Experimental class

Students Code	Speaking Elements					Total Score	Criteria
	P	G	V	F	C		
Accumulated score (E1-E36)	93	103	109	114	101	520	-
Total scorex100 Max. Score	2056						-
Average	57.11						Unsatisfactory

Based on table 3, the result of pre-test score in the experimental class was in unsatisfactory level in which it has 57.11 as the average score This shows that the experimental class has a similar level to the control class. After the pre-test was conducted, the experimental was given the treatment. In this case, the students in the experimental class were taught using video vlogs as the teaching media in English class. After the treatment was done, they were given a post-test. Table 4 presents the post-test score of the experimental class after the students were taught using video vlogs as the teaching media.

Table 4 Post-test Score of Experimental class

Students name	Speaking Elements					Total Score	Criteria
	P	G	V	F	C		
Accumulated score (E1-E36)	126	123	123	122	126	620	-
Total scorex100 Max. Score	2544						-
Average	70.67						Good

According to table 4, the students in the experimental class reached the level of good in their speaking ability. In this case, they reached 70.67 as the average score in their post-test score. They had points 13.56 as their improvement points between pre-test score and post-test score.

3. The Significant Difference of Students' Speaking Ability in Procedure Text Taught Without Using Video Vlog and Taught by Using Video Vlog.

After the score of pre-test and post-test in the control class and experiment class, the statistical compilation was employed in order to find the significant difference between the pre-test and post-test. It used SPSS 23 as the mean of analysis. Descriptive statistical analysis is presented as the prior result before the t-test measurement.

Table 5 Descriptive Statistics of Control Class and Experimental Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiemen	36	48	72	57.11	5.024
Post-Test Experiemen	36	64	82	70.67	4.303
Pre-Test Control	36	44	64	55.22	6.053
Post-Test Control	36	48	78	60.56	7.292
Valid (listwise)	N 36				

Based on table 5, it can be seen that mean of the students' score in the pre-test experiment was 57.11 it is categorized into unsatisfactory criteria 50-59. And the mean score of the post-test experiment was 70.67 so it is categorized into good criteria 70-79. While the mean of students' score in the pre-test control class was 55.22 it is categorized into unsatisfactory criteria 50-59. And the mean score of the post-test control class was 60.56 so it is categorized into adequate criteria 60-69.

After the result of descriptive statistics was got, the writers measured the significant difference between the two classes using paired sample t-test. Table 6 shows the result of the Independent Sample t-test between the control group and the experimental group.

Table 6 Independent Sample t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	95% Confidence Interval of the Difference	
									Lower	Upper
Students learning outcomes	Equal variances assumed	8.093	.006	7.165	70	.000	10.111	1.411	7.297	12.925
	Equal variances not assumed			7.165	56.739	.000	10.111	1.411	7.285	12.937

From the computation above of the formula, it was found the score of sig 2 tailed. The result of the sig 2 tailed was 0.00. If the value of sig (2 tailed) < 0.05 then there is a significant difference between the learning outcomes taught without using video vlog between taught using video vlog. Meanwhile, the value of sig (2 tailed) was 0.000 < 0.005. So it can be concluded that there is a difference in the average student learning outcomes between the experimental group and the control group. And the positive hypothesis (Ha) could be accepted. It means that there was a significant difference between the students speaking skills taught using video vlogs.

DISCUSSION

The writer employed the quasi-experimental design that used two groups as the subject of the research, XI AKL 1 as an experimental class and XI AKL 2 as a control class. There were thirty-six students in each class. They were given pre-test and post-test. After getting the result of data calculation and doing the fields research, the writer discussed the implication of research. The student skill who were taught without using video vlogs is lower than those who taught using video vlogs, based on

the result in this research the mean of the experimental class was higher than the mean of the control class. For that reason, the teacher used interesting methods to teach speaking in class.

In the control group, the mean score of the students was poor because in the learning process, the student not active they just listened to the explanation from the teacher and watched ppt on their screen so, which makes the result of the study less satisfying. The writer did not use video vlog as media to teach in control class but the writer used conventional method or using ppt to teach in the control class. In experimental class, the writer used video vlog as media to teach in class. In the beginning, the writer started to ask the students to watch the video vlog on the share screen. After that, the students tried to make their own vlog about how to make something or operate something. From the activity of post-test, the writer found that there were significant differences between students taught using video vlog and taught without video vlog in procedure text. From the post-test the writer got data to be analyzed.

In the experimental group, those are opening activity, main activity, and closing activity. First, the writer greeted the students. Second, the writer asked about the students' conditions. Third, the writer checked the students' attendance, there was no student absent in the class and started the lesson. The opening activity giving scaffolding talks to the students. The writer did it by asking the student some questions related to the material or the topic being discussed, the topic was about procedure text by using video, the writer would ask the student some questions. This activity was done to introduce the new topic to the students. And next the writer explained the material of procedure text and the writer showed an example of procedure text by using video. Then the writer discussed with the student to describe an example of their favorite food or beverage such as the ingredients and the tools and step on how to make it. Then she asked the to students repeat it. This session made the students be confident enough to speak English, although they sometimes made mistakes in their pronunciation. After that, the writer asked to make a procedure text. Then the teacher asked some students to tell their text orally in front of the class. And last, the writer explains the material again and gives the assignment as a post-test for the students to make a procedure text by using video. After the writer closed the lesson, the writer gave an interview test to the students.

From the research findings, it can be seen that the writer used video as a media for teaching speaking was made the students feel happy when the writer played the video. They felt the lesson was not monotonous and bored, they said that is a new experience during the process of the study, did not like the teacher used the same process of the study as usual. Then, the student also could be imagined in their own word, they also feel comfortable and relaxed by using the video in teaching-learning. The students did not feel bored soon because the teacher did not use the same process of the study. They argue that with a video they could play again and again until they understood. They also wanted the teacher to use variation in the video. Such as 3D videos,

cartoons, and others. From the explanation above it can be concluded that video vlogs can improve students speaking skills. A study conducted by (Shifa, 2020:38) states that blogging helped 82% of students improve their professional public speaking skills, such as enunciation, articulation, expressions, posture, and gestures.

There was a significant difference between the experimental class and the control class. The experimental class was better than the control class, *t-test* 7.525 *t-table* 2.0301. Because the t-test was higher than the t-table, so there was a significant difference between the experimental class and the control class. Thus, using video vlog to enhance the spoken in procedure text skill of the students. The difference showed that after getting the treatment, the experimental class got a better score than the control class.

From the statement above, there were two kinds of treatment results. First, in the control class, the process of teaching spoken in the class was enough, but the activity in the class is passive and the student is still confused about the spoken procedure in front of the class. Then, in the experimental class, some of the students did not pay attention at the first but after the writer explained using video vlog, it was effective to the lesson. Second, in the control class, the teaching process was not good and they were not active. The student felt uninterested when asked to tell an how to make their favorite food.

By this method, the writer wants the student to be active in speaking class. The students also can free speaking activity, because the writer starts to tell an about the favorite food and how to make it starts preparing the ingredients until the food ready to serve.

Finally, in this way, students got the improvements. They got a different way of learning and more be active in the class. The result showed that the students' skill in procedure text is significantly improved. It means that the method as treatment work successfully.

CONCLUSION

From the discussion, some points concluded as follows: The speaking in procedure text of eleventh-grade students of SMK Negeri 01 Pati in the academic year 2021/2022 taught without using video vlog was unsatisfactory criteria, from the mean pre-test was 55.2 while, mean of a post-test score of the students was 60.56. It was in the range of 60-69 which was the criteria of Adequate. By comparing the result between the mean score of pre-test and post-test, there was an improvement by the score achieved. While the speaking in procedure text of eleventh-grade students of SMK Negeri 01 Pati in the academic year 2021/2022 taught with using video vlog is adequate criteria, from the mean pre-test was 57.11 while, mean score of post-test was 70.67. It is in the range of 70-79 which is the criteria of Good. By comparing the result between the mean score of the pre-test and the post-test, there was an improvement in the score achieved. Also, the score category was improved from the unsatisfactory category to the good category. And there is a significant difference in

the speaking skill between the students taught without using video vlogs and those taught using video vlogs, from the mean post-test of experimental class and the mean post-test of control class. The mean post-test of the experimental class was 70.6 and the mean post-test of the control group was 60.56. The result of the t-test was 7.165 where the t-table was 2.030. so the result of t-table computation was significant. It means that teaching speaking using a video vlog was more effective than teaching speaking without using a video vlog.

REFERENCES

- Aeni, N., Jabu, B., Rahman, M. A., & Strid, J. E. (2017). English Oral Communication Apprehension in Students of Indonesian Maritime. *International Journal of English Linguistics*, 7(4), 158. <https://doi.org/10.5539/ijel.v7n4p158>
- Ahmadi, M. R., Ismail, H. N., & Abdullah, M. K. K. (2012). Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy. *International Journal of Learning and Development*, 2(6), 186. <https://doi.org/10.5296/ijld.v2i6.2882>
- Akkakoson, S. (2016). Speaking anxiety in english conversation classrooms among Thai students. *Malaysian Journal of Learning and Instruction*, 13(1), 63–82. <https://doi.org/10.32890/mjli2016.13.1.4>
- Ameliah, M., Syam, U. K., Anugrawati, N., Sangkala, I., & Abdul, N. B. (2019). Using Picture Media To Enhance Writing Ability in Procedure Text. *Exposure Journal 48 English Education Department*, 8(1), 48–59. <https://doi.org/10.26618/exposure.v8i1.2072>
- Arianti, A., Nurnaningsih, M., & Pratiwi, V. (2018). *A Media For Teaching Speaking Using Youtube Video*. 175(Icase), 71–73. <https://doi.org/10.2991/icase-18.2018.19>
- Bajracharya, J. R. (2016). Strength of Traditional and Social Media in Education: A Review of the Literature. *IOSR Journal of Research & Method in Education*, 6(6), 13–21. <https://doi.org/10.9790/7388-0606061321>
- Brown, H. D. (2004). *Language Testing Book: Principles and Classroom Practice*. Book, 314.
- Cohen, L., Manion, L., & Morrison, K. (2008). Research method in education. In *JETP Letters* (five, Vol. 86, Issue 10). Taylor & Francis or Routledge's collection. <https://doi.org/10.1134/S0021364007220055>
- Cresswell, J. W. (2009). *Qualitative, quantitative, and mixed methods approaches* (third). SAGE publications.
- Darmadi, H., Sudarsono, S., & Regina, R. (2019). Using Operation Technique To Teach Speaking of Procedure Text. *Jurnal Pendidikan Bahasa*, 8(2), 210. <https://doi.org/10.31571/bahasa.v8i2.1334>

- Haidara, Y. (2016). Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia. *Universal Journal of Educational Research*, 4(7), 1501–1505. <https://doi.org/10.13189/ujer.2016.040701>
- Harahap, N. Y. (2018). The Effect of Picture Sequences Strategy on Students' Writing Procedure Text Ability (A Study at the Eleventh Grade Students of MAN Sipagimbar). *Jurnal Linear (Language Intelligence and Educational Research)*, 1(2), 126–145. <https://scholar.google.co.id>
- Harefa, H. S. (2020). Using Video in Teaching Speaking. *Intelektium*, 1(2), 115–120. <https://doi.org/10.37010/int.v1i2.170>
- Harmer, J. (2007). *The Practice of English Language Teaching* (p. 386).
- Jupri. (2018). Using Video Recipe To Improve the Junior High School. *Journal of Language and Language Teaching*, 6(2).
- Kothari C.R. (2004). *Research methodology methods and technique* (SECOND). NEW AGE INTERNATIONAL (P) LIMITED, PUBLISHERS.
- Liao, G. (2009). Improvement of Speaking Ability through Interrelated Skills. *English Language Teaching*, 2(3), 11–14. <https://doi.org/10.5539/elt.v2n3p11>
- Marriam Bashir; Muhammad Azeem; Ashiq Hussain Dogar. (2016). Factor Effecting Students ' English Speaking Skills. *British Journal of Arts and Social Sciences*, 2(January 2011), 35–50.
- Mart, C. T. (2012). Developing Speaking Skills through Reading. *International Journal of English Linguistics*, 2(6), 91–96. <https://doi.org/10.5539/ijel.v2n6p91>
- Maulidah, I. (2018). *Vlog: the Mean to Improve Students' Speaking Ability*. 145(Iconelt 2017), 12–15. <https://doi.org/10.2991/iconelt-17.2018.3>
- Oradee, T. (2013). Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and Role-Playing). *International Journal of Social Science and Humanity*, 2(6), 533–535. <https://doi.org/10.7763/ijssh.2012.v2.164>
- Rakhmanina, L., & Kusumaningrum, D. (2017). the Effectiveness of Video Blogging in Teaching Speaking Viewed From Students' Learning Motivation. *Proceedings of ISELT FBS Universitas Negeri Padang*, 5(0), 2017. <http://ejournal.unp.ac.id/index.php/selt/article/view/7980>
- Rashid, R. A., Mohamed, S. B., Rahman, M. F. A., & Shamsuddin, S. N. W. (2017). Developing speaking skills using virtual speaking buddy. *International Journal of Emerging Technologies in Learning*, 12(5), 195–201. <https://doi.org/10.3991/ijet.v12i05.6955>
- Richards, J. C. (2002). Language teaching. In *Language Teaching* (Vol. 35, Issue 4). <https://doi.org/10.1017/S0261444802211829>

- Rohaniyah, J., & Rijal, S. (2020). *Utilizing Faceapp Application as Media in Teaching Speaking (Practical Ideas and Implementation Guidelines for Speaking Class)*. 8(2), 57–67. <https://doi.org/10.25273/etj.v8i6.7543>
- SHIFA, D. A. (2020). *THE EFFECTIVENESS OF USING VIDEO BLOG (VLOG) ON STUDENTS' SPEAKING SKILL OF DESCRIPTIVE TEXT OF THE 8th GRADE AT MTsN 4 TULUNGAGUNG*. 148, 148–162.
- Sukardi, S., Puyada, D., Wulansari, R. E., & Yanto, D. T. P. (2017). The Validity of interactive Instructional Media on Electrical Circuits at Vocational High School and Technology. *The 2nd INCOTEPD, 2017*(October), 21–22.
- Tokoz-Goktepe, F. (2014). Speaking Problems of 9 th Grade High School Turkish Learners of L2 English and Possible Reasons for those Problems: Exploring the Teachers and Students' Perspectives. *Procedia - Social and Behavioral Sciences*, 116, 1875–1879. <https://doi.org/10.1016/j.sbspro.2014.01.487>
- Uzer, V. Y. (2017). The Correlation Between Vocabulary Mastery and English Speaking Ability of the Tenth Grade Students of Senior High School 12 Palembang. *ANGLO-SAXON (Jurnal Ilmiah Prodi Pendidikan Bahasa Inggris)*, 8(2), 251–258. <https://www.journal.unrika.ac.id/index.php/jurnalanglo-saxon/article/view/1225>