

THE EFFECTIVENESS USING MINI VLOG AS A LEARNING MEDIA IN ENGLISH SPEAKING ABILITY AT SMK SWASTA DHARMA PATRA FOR THE ACADEMIC YEAR 2023\2024

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ABSTRACT

The aim of this research is to explore and evaluate the effectiveness of using mini vlog as a medium to improve English speaking ability in students. By leveraging the visual, audio, and contextual advantages of mini vlog, it is expected to provide a more engaging and effective learning experience. Finding out whether mini-vlog significantly improves students' speaking abilities is the main goal of this research. The nature of this study is exploratory. Fifteen students make up the study group. Class of Dharma Patra P. Berandan at the Vocational School as a population, a total of 140 pupils from 5 classes makes up the basic population. Classes XI TKJ and Multimedia (XI) were selected as examples for this study, along with an experimental group and a control group. Data was analyzed using the speaking exam. Prior to receiving therapy, students in both groups took a pretest, and following treatment, they took a posttest. Compared to the pre-test average of 59.50, the post-test average was 77.25. The end consequence was a 1.3% increase rather than a rise. Several reasons make this more difficult, such as mistakes made by researchers and students and students not following the therapy methods as planned. The results show that students' speaking abilities are improved by using tiny vlog videos in the classroom, and there is no discernible difference between the two groups.

Keywords: English Speaking Ability, Mini Vlog

I. INTRODUCTION

The structures of spoken language are quite different from written language, as individuals have time to plan, edit, and correct what they produce (Meinawati et al., 2020). One definition of speaking is the capacity to use language to express oneself verbally. One of the English language talents, it's one of a kind to master due to the specialized care it demands (Indari, 2020). Furthermore, everybody can talk, but not everyone can explain things in a way that their audience can grasp. To avoid miscommunication, it's important to be able to articulate one's thoughts clearly when speaking.

Furthermore, speaking English poses challenges for students as it is a foreign language in Indonesia (Mandasari & Aminatun, 2020). As a result, they lack the courage to speak in English, leading to a decline in speaking performance. Additionally, they often make grammar mistakes and mispronounce words.

Most of the difficulties arise from students' lack of understanding on how to use words and their limited practice in speaking English in

their daily lives. Students in Indonesia struggle with speaking due to their limited vocabulary, incorrect grammar usage, and often feel afraid when speaking due to fear of making mistakes (Yuannita, 2023). Based on the researcher's explanation, the challenges in teaching and learning speaking ability are caused by a lack of motivation and strategies employed by teachers, resulting in difficulties for students to acquire good speaking ability. Therefore, new strategies are needed to help students become more competent speakers. In the school environment, the reality is that a student's English-speaking ability is influenced by various elements, including the teaching methods used, the learning context, and the extent to which students engage in verbal activities. All these factors interact to shape students' speaking ability, with the use of technology, opportunities to speak in public, and feedback from educators also significantly contributing to enriching their English communication skills.

Furthermore, education is only one area that has been impacted by the broad expansion of

digital media. A popular kind of digital media for delivering information in an engaging and inventive manner, mini-vlog, also known as short video blogs, are now all the rage. The mini-vlog style of trip filmmaking has been popularized by two applications, Instagram and TikTok (Siwiningtyas et al., 2023). In this context, students can share their activities. In the language learning context, mini vlog can be considered an interesting alternative to enhance English speaking ability in students.

In teaching speaking ability, teachers need to employ strategies and media that can engage students' interest in learning, such as creating video blogs or mini vlog. Video blogging (vlogging) is one of the popular technologies or social media platforms that can be used to cater to students' interests in learning to speak and is currently widely utilized by teachers to enhance students' achievements (Yuannita, 2023). The advantage of using vlog as a learning tool is that videos can showcase phenomena that are difficult to be seen by many people, and the implementation of vlog as a learning strategy can receive positive responses from students.

The aim of this research is to explore and evaluate the effectiveness of using mini vlog as a medium to improve English speaking ability in students. By leveraging the visual, audio, and contextual advantages of mini vlog, it is expected to provide a more engaging and effective learning experience.

A. Speaking Ability

Learning to speak English is the last step in mastering the language since it improves your proficiency in all four of the other abilities. Students need encouragement to share their thoughts, feelings, and observations on a variety of topics (Indari, 2020).

There is a high demand for individuals with excellent English language skills in many different fields due to the globalization of the care industry and the importance of their work. There is some evidence that taking a second or foreign language lesson can improve your speaking abilities in certain ways. According to Derakhshan et al. (2016), students of English as a foreign language can improve their public

speaking ability by making use of tools including role plays, videos, flashcards, and graphs. Students learning English as a foreign language will benefit from this strategy since it encourages them to interact with one another in the target language. Authentic exercises, relevant assignments, and real-life conversation should all be part of an EFL teacher's classroom atmosphere to help students improve their spoken language skills.

The relevance of their job and the increasing internationalization of the care business have created a strong demand for professionals with good English language abilities in many different disciplines. There is some proof that learning a second or foreign language can help you become a better public speaker. Derakhshan et al. (2016) states that graphic organizers, films, flashcards, and role plays can help EFL students hone their public speaking abilities. This method is useful for ESL students since it promotes conversation in the target language within the class. If an EFL instructor wants their students to become better communicators, they need to create a classroom environment that includes authentic activities, relevant homework, and real-life interaction.

B. Mini Vlog

Today, technology has provided a global infrastructure with various potential channels for students to use English, which may enhance their motivation and confidence in speaking (Sari, 2018). These channels include search engines like Google and Yahoo, as well as social media platforms such as Facebook, Twitter, and Instagram, along with video-sharing sites like YouTube and TikTok. It is important for teachers to be willing to harness this potential as a learning tool.

Social media platforms like TikTok and Instagram have been proven to have a significant impact on user behaviour, including among students. Instagram and TikTok, both applications, have spread the mini-vlog trend of travel videography (Siwiningtyas et al., 2023). Since the emergence of the mini vlog trend, the habit of creating short videos has spread across various sectors such as

education, entertainment, and tourism, both for personal and professional purposes. In the realm of education, many teachers and educators use these social media platforms to share knowledge, including by creating mini vlog. This demonstrates how quickly social media influences various aspects of life. As time passes and new trends emerge on social media, such as the mini vlog trend, its impact continues to evolve.

According to Sari (2018) vlog is a blog post in video form. With the passage of time and the development of the present era, Mini vlog have emerged. Mini Vlog, or known as short vlog, is a type of short video like conventional vlog, but with a shorter duration. A mini vlog or video blog is a form of information media in the form of videos containing opinions or stories of daily events that are uploaded on social media which can be replayed, rewind, and accelerated the video so that the audience can easily understand (Yuannita, 2023).

Typically, mini vlog focus on specific topics or events and are presented within a limited timeframe, often less than a few minutes. Teachers can also use mini vlog as a learning media to improve students' English language

a. Get ready with me: Showcase your morning routine, from skincare and makeup to choosing your outfit.

skills. Teachers can also provide examples of mini vlog to motivate students to be more confident in using English. with supporting text, images, and other metadata as another variation of video. Mini Vlog can also help students improve their English-speaking abilities. So that students can also be more comfortable in expressing their opinions, storytelling, and more.

1. Characteristic of Mini Vlog

Vlog have several characteristics that can improve speakingskills, firstly, the video has its style so that the audience can distinguish each vlog, the second vlog usually has a certain time to be posted on social media so that the audience can easily follow it, and the third vlog is also a conversation so that the vlogger seems to be talking to the audience, the fourth vlog has its type of audience so that it can be followed every episode. A person who does vlogging is called a vlogger (Yuannita, 2023).

2. Types of Mini Vlog

As reported on the blog (Shree, n.d.), here are several types of mini vlog:



Figure 1. Example (<https://vt.tiktok.com/ZSYJCaYPg/>)

b. What I eat in a day: Provide a peek into your typical meals and snacks throughout the day.



Figure 2. Example (<https://vt.tiktok.com/ZSYJCsHkD/>)

- c. **Day in the life:** Take your viewers through your daily activities, including work or school, hobbies and errands.



Figure 3. Example (<https://vt.tiktok.com/ZSYJcmF9j/>)

- d. **Unboxing:** Share your excitement over new purchases by unboxing them on camera.



Figure 4. Example (<https://vt.tiktok.com/ZSYJC9rtf/>)

- e. **What's in my bag:** Display the contents of your purse or backpack for your audience.



Figure 5. Example (<https://vt.tiktok.com/ZSYJCxS7t/>)

- f. **Cleaning with me:** Inspire viewers to tidy up with a calming cleaning vlog.



Figure 6. Example (<https://vt.tiktok.com/ZSYJXKMmN/>)

- g. **Cooking tutorial:** Share a favorite recipe with a simple and delicious cooking tutorial.



Figure 7. Example (<https://vt.tiktok.com/ZSYJCK3gB/>)

- h. **Travelling:** Capture the highlights of your vacation or weekend getaway.



Figure 8. Example (<https://vt.tiktok.com/ZSYJCXhJp/>)

3. Steps to Create a Mini Vlog

According to Vlog is a shortened of words video and blog. Video is technology for capturing, recording, processing, transmitting and rearrange moving image. In learning using

Mini Vlog media, the researcher applies the following learning steps:

- a. Selecting topics and videos to be used in the research. In this step, the researcher applies vlog media in Speaking learning with the topic: "Morning daily activity".



Figure 9. Example (<https://vt.tiktok.com/ZS22YnU66/>)

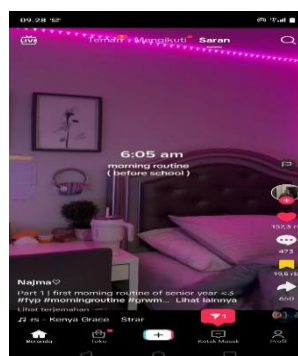


Figure 10. Example (<https://vt.tiktok.com/ZS2228MY8/>)

- b. Downloading videos as references.
- c. The learning process begins with the introduction and providing information about Mini Vlog and the topic to be discussed.
- d. Next, the process of screening the Mini Vlog video where students are involved in paying close attention.
- e. Then, after watching the mini vlog, students will be given the task of creating a mini vlog according to the predetermined topic.
- f. Subsequently, the researcher will explain the content of the topic from the predetermined mini vlog.
- g. Finally, the researcher will assign students to create their own mini vlog with the predetermined theme.

II. METHOD

A. Location of the Research

The research was conducted at SMK SWASTA DHARMA PATRA P. BERANDAN, Komplek PERTAMINA, Desa Puraka II, Jl. Balongan, Puraka - I, Kec. Sei Lengan, Kabupaten Langkat, North Sumatra 20857.

B. Design of The Study

Table 1 Population of Students

No	Class	Total
1	XI-TKR 1	30
2	XI-TKR 2	28
3	XI-TKJ 1	30
4	XI-TKJ 2	22
5	XI-MULTIMEDIA	30
The Total Number of The Students		140

2. Sample

According to Creswell (2018) “in simple random sampling, the researcher selects participants such as school for being the sample”. In light of this, the odds of selection are equal for everybody. To facilitate comparison, the researcher will select two classes—the experimental group and the control group—with comparable average scores to use as samples.

Consequently, there is an experimental group and a control group that make up the

Table 2 Sample of Students

The researchers used an experimental design in this investigation. The study falls within the category of quantitative research. An independent variable and a dependent variable are both used in this context. According to the educational research techniques book (Davison & Smith, 2018), experimental research is defined as a type of study in which the variables that affect the events of interest are controlled and manipulated, interventions are introduced, and the changes that arise are measured.

C. Population and Sample

1. Population

According to “Amir L. Iif (2019) population represents a group of individuals within all members of a certain group; the population in this study consists of eleventh-grade students of SMK DHARMA PATRA P. BERANDAN in the academic year 2023/2024, located in Komplek PERTAMINA, Desa Puraka II, Jl. Balongan, Puraka - I, Kec. Sei Lengan, Kabupaten Langkat, North Sumatra 20857. The population of this research, which includes five classes, is 140 students”.

research sample. The class XI-TKJ 2 served as the control group, whereas the class XI-MULTIMEDIA served as the experimental group.

In this research, the samples choose by random sampling on the paper. The researchers write the list number, starting number 1-5 represent of each class. After that, the number is put in the box and the researchers take 2 papers as a sample. The sample is:

No	Class	Total	Category
1	XI- MULTIMEDIA	30	Experiment Class
2	XI- TKJ 2	22	Control Class
Total of the Students		52	

D. The Technique of Data Analysis

The researcher used pre- and post-tests to gather data for the data analysis approach. The test was in oral form assessing speaking ability after teaching the technique and explanation about sociolinguistics using mini vlog.

1. Pre-test

This pre-test was conducted to evaluate students' speaking abilities through mini vlog videos without any prior explanation. The assessment was carried out individually with the theme of morning activities, where each student created a short video (mini vlog) that was then evaluated by the researcher. The aspects assessed included pronunciation, grammar, vocabulary, fluency, also comprehension.

2. Post-test

After having students create mini-vlog outlining the connection between dialect and sociolinguistics, the researcher gave them a post-test to see how much their speaking abilities had improved. The experimental group and the control group were both given this final exam. A mini-vlog tutorial will be given to the experimental group, while the control group will continue to use more traditional forms of instruction (including mini vlog).

3. Rubric Score Speaking

Five Components of grading speaking scale thesis (Yanti et al., 2024)

Table 3 Component score of speaking skill

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
	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”

Source: *THE USE OF MINI VLOG VIDEOS IN PROJECT BASED LEARNING METHOD ON STUDENTS' SPEAKING SKILL*(Yanti et al., 2024)

4. Scoring the students' test:

$$\text{Score} = \frac{\text{students' score}}{\text{total score}}$$

5. The researchers used the following formula to calculate the mean score of the students' answers on the pre-test and post-test:

$$M = \frac{X}{n}$$

Where:

M = mean score

X = sum of all scores

N = total number of the respondents

6. The calculating of standard deviation

is (Gay, 2006: 321) in (Nurillah, 2020)

$$SD = \sqrt{\frac{SS}{N}} \quad \text{where } SS = \sum X^2 - \frac{\sum x^2}{N}$$

Where:

SD = standard deviation

SS = total of square

N = total number of the subjects

$\sum X^2$ = the sum of all squares

$(\sum x)^2$ = the square of the sum

7. **The formula** will be used to determine the difference between students' score in pre-test and in post-test was (*Statistical-Significance @ Wwww.Appinio.Com*, n.d.)

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{X_1^2 + X_2^2}{N_1 + N_2}\right) \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

Where:

t = “test of significance

X_1 = score of experimental

X_2 = score of controlled

X_1^2 = sum square of experimental

X_2^2 = sum square of controlled

N_1 = number of students of experimental

N_2 = number of students of controlled group”

III. RESULT AND DISCUSSION

A. Result

1. Data description about speaking skill at Eleventh grade SMKS Dharma Patra

The researchers outline how to obtain speaking skill data in this explanation. The researcher employed performance testing to ascertain the pupils' level of speaking proficiency. There are some speech indicators

in the test. The researcher distributed it to the pupils in order to obtain their performance test scores. There were thirty pupils that finished the test. The following are the findings from the pre- and post-tests given to the students in the experimental and control groups:

Table 4 Students' pre-test score of speaking tests in experimental class

No	Name	Grammar	Vocabulary	Pronunciation	Fluency	Pre test
1.	Student 1	10	10	20	10	50
2.	Student 2	15	15	10	15	55
3.	Student 3	10	10	10	15	45
4.	Student 4	10	10	10	10	40
5.	Student 5	15	10	10	10	45
6.	Student 6	10	15	15	10	50
7.	Student 7	10	15	15	10	50
8.	Student 8	15	15	10	15	55
9.	Student 9	20	20	15	10	65
10.	Student 10	15	15	10	15	55
11.	Student 11	20	20	15	10	65
12.	Student 12	15	15	15	15	60
13.	Student 13	10	10	10	15	45
14.	Student 14	20	20	20	15	75
15.	Student 15	15	15	10	15	55
16.	Student 16	15	15	10	15	55
17.	Student 17	20	20	15	10	65
18.	Student 18	15	15	10	15	55
19.	Student 19	10	10	10	15	45
20.	Student 20	15	15	10	15	55
21.	Student 21	15	15	10	15	55
22.	Student 22	20	20	15	10	65
23.	Student 23	15	15	15	15	60
24.	Student 24	10	10	10	15	45
25.	Student 25	20	20	20	15	75
26.	Student 26	15	15	10	15	55
27.	Student 27	15	15	10	15	55
28.	Student 28	20	20	15	15	65
29.	Student 29	15	15	10	15	55
30.	Student 30	10	10	10	15	45
Total						1620
Mean						54.25

Table 5 Students' post-test score of speaking tests in experimental class

No	Name	Grammar	Vocabulary	Pronunciation	Fluency	Post-test
1.	Student 1	20	20	20	15	75
2.	Student 2	25	25	25	20	95
3.	Student 3	20	20	20	15	75
4.	Student 4	20	20	10	15	65
5.	Student 5	20	20	20	10	70
6.	Student 6	25	20	20	20	85
7.	Student 7	20	20	10	15	65
8.	Student 8	20	20	20	20	80
9.	Student 9	20	20	20	20	80
10.	Student 10	20	20	20	15	75
11.	Student 11	25	25	25	20	90
12.	Student 12	20	20	20	15	75
13.	Student 13	20	20	20	10	70
14.	Student 14	25	25	25	20	95
15.	Student 15	20	20	20	20	80
16.	Student 16	20	20	20	20	80
17.	Student 17	25	25	25	20	90
18.	Student 18	20	20	20	10	70
19.	Student 19	20	20	10	15	65
20.	Student 20	15	15	15	10	55
21.	Student 21	20	20	20	15	75
22.	Student 22	25	25	25	20	95
23.	Student 23	20	20	20	15	75
24.	Student 24	20	20	15	10	65
25.	Student 25	20	20	20	10	70
26.	Student 26	25	20	20	20	85
27.	Student 27	20	20	10	15	65
28.	Student 28	20	20	20	20	80
29.	Student 29	20	20	20	20	80
30.	Student 30	20	20	20	15	75
Total						2300
Mean						77.25

The table shows that the maximum score for speaking among students during the pre-test was 75, while the lowest score was 40. The experimental class's pre-test score is 1620 overall, with a mean of 54.25.

As for the post-test results, they show that the maximum speaking score for pupils was 95, while the lowest score was 55. The

experimental class's post test result is 2300 overall, with a mean score of 77.25. Therefore, we can say that the students' post-test performed better than their pre-test when they were taught utilizing mini-vlog. For further information, view the following statistic, which describes the speaking score of the students.

Table 6 The Categorization of Students' Speaking Score

No	Score	Frequency	Percentage	Category
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1. More than 88	7	20%	Good
2. 67-88	15	65%	Medium
3. Less than 67	8	15%	Low
Total	30	100%	

The researchers obtain information about the students' speaking score from that table. Twenty percent of the students are categorized as good, sixty-five percent as medium, and fifteen percent as low. The researcher comes to

the conclusion that a large number of pupils have a medium speaking level because, out of 30 students, 15 students, or 60% of them, have this level of proficiency.

Table 7 Students' Pre-Test Score of Speaking Test in Control Class

No	Name	Grammar	Vocabulary	Pronunciation	Fluency	Pre test
1.	Student 1	15	10	10	10	45
2.	Student 2	15	10	10	10	45
3.	Student 3	15	15	15	10	55
4.	Student 4	15	10	10	10	45
5.	Student 5	15	15	15	15	60
6.	Student 6	15	15	15	10	55
7.	Student 7	10	10	10	10	40
8.	Student 8	10	10	10	10	40
9.	Student 9	15	15	10	10	50
10.	Student 10	15	15	10	10	50
11.	Student 11	15	15	10	10	50
12.	Student 12	15	15	15	15	60
13.	Student 13	15	15	10	10	50
14.	Student 14	15	15	10	10	50
15.	Student 15	15	15	10	10	50
16.	Student 16	15	15	15	10	55
17.	Student 17	10	10	10	10	40
18.	Student 18	15	15	10	10	50
19.	Student 19	20	20	10	15	65
20.	Student 20	15	10	10	10	45
21.	Student 21	15	15	10	10	50
22.	Student 22	15	15	10	10	50
Total						1150
Mean						52.50

Table 8 Students' Post-Test Score of Speaking Test in Control Class

No	Name	Grammar	Vocabulary	Pronunciation	Fluency	Post test
1.	Student 1	15	15	15	15	60
2.	Student 2	15	15	10	10	50
3.	Student 3	20	20	20	15	75
4.	Student 4	15	15	15	15	60
5.	Student 5	15	15	15	10	55
6.	Student 6	20	20	20	10	70
7.	Student 7	20	20	20	10	70
8.	Student 8	15	15	10	10	50
9.	Student 9	20	20	20	10	70

10.	Student 10	20	20	20	20	60
11.	Student 11	20	20	10	15	65
12.	Student 12	15	15	15	10	55
13.	Student 13	15	10	10	10	45
14.	Student 14	20	20	20	20	60
15.	Student 15	15	15	10	10	50
16.	Student 16	20	20	20	15	75
17.	Student 17	15	10	10	10	45
18.	Student 18	20	20	10	15	65
19.	Student 19	20	20	20	20	60
20.	Student 20	10	10	10	10	40
21.	Student 21	10	10	10	10	40
22.	Student 22	15	15	15	10	55
Total						1285
Mean						59.50

It is evident from the above table that the maximum speaking score for students on the pre-test was 65, while the lowest score was 40. The pre-test score for the control class is 1150 overall, with a mean of 52.50.

In the meantime, the post-test results showed that the speaking portion of the test had the highest score of 75 and the lowest score of 45. For the control class, the post-test mean score is 59.50 out of a total of 1285. For further

information, view the following statistic, which describes the speaking score of the students.

2. Data Analysis

a). Normality Test

In quantitative research, it's critical to verify the information utilized. The normalcy of the data is used to determine whether or not it is presumed to be normal. The Kolmogorov-Smirnov formula and the SPSS program were utilized by the researcher in this study 42 the table below displays the normalcy result.

Table 9 Table of Normality test for Speaking Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Eksperimental	,136	22	,200*	,951	22	,324
Control	,122	22	,200*	,955	22	,400

*. This is a lower bound of the true significance.

1). Lilliefors Significance Correction

Note:

df : Degrees of freedom are the degrees of impedance required to state the position of a system at any time.

Sig : Signification : Sig. is the difference between theoretical distribution and empirical distribution.

Based on the results above, it is known that the above is $0.200 > 0.05$, so it can be concluded that the data is normally distributed.

Based on the normality test results, the Kolmogorov Smirnov value showed a value of 0.145 with a probability (sig) of 0.001. It was found that this value was smaller than $\alpha = 5\%$, so it could be concluded that the variable

research data used in the analysis was not normally distributed. In the data normality test, the Kolmogorov Smirnov value was 1.145

The aforementioned table indicates that the meaningful value was 0,200. There was a significant value that exceeded 0.05. It demonstrated that the distribution of the data was normal.

b). Homogeneity
 The homogeneity test is normally the similarly variance of each groups, so the researcher will face with groups that have same condition from the beginning.43 In experimental research , homogeneity is used to know whether experimental and control class that are taken from population have same variant or not.

In order to determine the homogeneity test, the researcher utilized the SPSS program. Here **Table 10 Table of Homogeneity for Speaking Tests of Homogeneity of Variances**

is the homogeneity test:

		Levene Statistic	df1	df2	Sig.
Speaking	Based on Mean	,533	7	14	,796
	Based on Median	,293	7	14	,946
	Based on Median and with adjusted df	,293	7	9,532	,941
	Based on trimmed mean	,525	7	14	,802

df : Degrees of freedom are the degrees of impedance required to state the position of a system at any time.

Sig : Signification : Sig. Is the difference between theoretical distribution and empirical distribution.

The table clearly reveals that the values of 0.525 and 0,802 were significant. Greater than 0.05, the value was considered significant. The results showed that the two sets of data were identical.

c). Hypothesis Test

Table 11 The result of mean score of Experimental class and control class ANOVA

Speaking	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	558,333	7	79,762	,579	,762
Within Groups	1929,167	14	137,798		
Total	2487,500	21			

The data analysis results are shown in the table above. The experimental class has an

Researchers checked for homogeneity and normalcy before putting the theory to the test. In order to analyze the data, the researcher employed the T-test. One way to assess hypotheses in data is via a T test, which is a statistical test. The purpose of this tool is to compare the speaking abilities of pupils who were taught using two distinct approaches. Students whose speaking was taught via micro vlog and those whose speaking was not were compared on an average score by the researchers.

average speaking score of 79,762, whereas the control class has an average score of 137,798.

Table 12 The results of T-test Calculation

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1	(Constant)	73,463	13,560	5,418	<,001
	Mini Vlog	,070	,230	,067	,765

The speaking t-test value was 5,418 and the degree of freedom was 38, as can be seen in the above table. 0.765 was the significance 5% of the t-table value. In order to make sense of the aforementioned data, the researcher develops the following test of hypothesis:

Ha: Students that are taught with mini vlog have significantly different speaking scores.

Ho: The speaking scores of pupils who receive instruction via mini vlog do not differ significantly.

The study's findings demonstrated that speaking T-test value was more than T table value ($5,418 > 0,765$). It indicates that Ho was turned down and Ha was approved. It can be inferred that there were notable differences in

speaking scores between those who were instructed

B. Discussion

Language is a means of communication between individuals that has its own characteristics. Learning to speak is an important skill but not easy to pick up quickly. Speaking ability is the ability to convey ideas and creativity through words. Mini Vlog is a learning tool that can be used to improve your English-speaking ability. Mini vlog focuses on a specific topic or event presented in a short period of time, often less than a few minutes. Teachers can use mini vlog as a learning medium to improve students' English language skills, provide examples of mini vlog to motivate students to be more confident in using English, and help improve English language skills.

The advantage of using mini vlog lies in their ability to help students understand core concepts and the relationship between the two, as well as making it easier to access for students from various backgrounds and locations. With captivating visualizations, students can be more involved and motivated in learning the use of mini vlog in learning English, thereby increasing their confidence in using English. From this research, the data collection technique uses tests, which are divided into two, namely pre-test and post-test. In the pre-test they made their daily activities with a written test, which had the lowest score of 45 and the highest score of 75, after they had done the pre-test the researchers made a comparison with the post-test research, namely students made a mini vlog entitled daily activities -day, from the mini vlog the researchers assessed the results of the speaking they used with their mini vlog, from these results quite a lot had the highest score, namely the highest score of 90 with an average of 80% of students able to speak by making a mini vlog.

CONCLUSION

Based on the data analysis, the researcher comes to the conclusion that, in the academic year 2023–2024, there was a significant difference in the speaking scores of students at SMK Swasta Dharma Patra's eleventh grade

who were taught using a mini-vlog on Instagram and those who were not. It was evident that the experimental class's speaking post-test score was 77.25, but the control class's post-test score was 59.50. It was found that students who received instruction via Instagram Vlog outperformed students who received instruction via traditional methods in terms of score. The statistical computation's outcome revealed that speaking T-test had a larger value than T-table ($5.622 > 2.024$).

Based on the results of the pre-test in this study, students got the lowest score of 40 while the highest score was 70. After they made the pre-test, students made a post-test with mini vlog activities, after that their mini vlog activities averaged quite high with a score of 90 and the lowest is 70.

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