THE EFFECTIVENESS OF INSTAGRAM VLOG IN TEACHING SPEAKING AT THE TENTH GRADE OF SMAN 1 JENANGAN PONOROGO IN ACADEMIC YEAR 2019/2020

THESIS

By

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ABSTRACT

AWALIYAH, TITIS.2020. *The Effectiveness of Instagram Vlog in Teaching Speaking at the Tenth Grade of SMAN 1 Jenangan Ponorogo in Academic Year 2019/2020*. Thesis**,** English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo. Advisor Wiwin Widyawati, M.Hum.

Keyword: Instagram Vlog, and Teaching Speaking.

Speaking is an ability in a process of interaction and communication to convey the ideas and receiving information between the speaker and the listener. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation.To improve students' ability in speaking, social media is the best tool. Nowadays, Instagram is the most used and trending social media in the world. One of the features provided by Instagram is Instagram's video content. There the users can make a vlog. Vlogging activity involves users to record video of themselves to communicate information on a certain topic then upload it on Instagram.

The purposes of this research were to observe and to find the significant difference score in speaking skill between students who are taught by using Instagram vlog and those who are not taught by using Instagram vlog at the tenth grade of SMAN 1 Jenangan Ponorogo in academic year 2019/2020

This research employed quantitative research that applied quasi-experimental design. The population of the research was 76 taken from all students at the tenth grade of SMAN 1 Jenangan Ponorogo. The number of the sample was 40 students. Simple random sampling was applied as a sampling technique. The technique of data collection of this research tested for students' speaking. The data was analyzes using SPSS.

The result of the research showed that: the experimental class has a higher mean score in the post-test than the control class. The mean students' speaking score of the post-test in the experimental class was 77.25, while the control class was 59.50. Besides, the result of the T-test calculation showed that the value of t_{test} is higher than t_{table}. It can be seen that the value of speaking T_{test} is higher than T_{table} $(5.622 > 2.024)$. Based on the result, it can be concluded that Ha is accepted and Ho is rejected.

APPROVAL SHEET

This is to that sarjana's thesis of

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has been approved by the advisor and is recommendation for approval and acceptance.
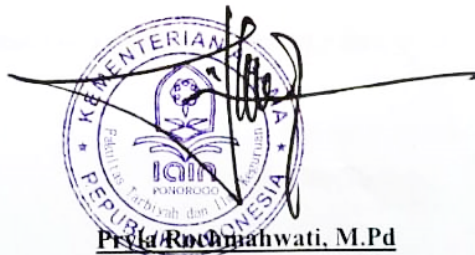
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CHAPTER I

INTRODUCTION

A. Background of The Study

Language as a tool for communication takes an important role in our activities. Language is the system of sounds and used by humans to express their thought and feeling[1]. By using language, people can easily make interact with other people. Without language, we can not express our ideas and communicate with others.

English is taught in almost every country in the world, both at formal or informal school. In Indonesia, English becomes a foreign language and it is taught at schools from Elementary until University. In English learning, four basic skills must be achieved by the students when they are learning English. They are speaking, listening, reading, and writing skills.[2]

Of all the English basic skills, speaking is the most important aspect to have communication with other people. Speaking ability is very important to have good communication, especially in international communication. The English learners should have the speaking ability and they should focus on speaking learning. Brown stated that foreign language learners will be considered as successful at accomplishing and achieving their learning goals if they can exhibit an ability to interact with other speakers of the language through oral discourse. [3]

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[1] Oxford learners' pocket Dictionary, New Edition, (New York: Oxford University Press.2008),247
[2] Noushaid Husain, "language and language skills," (Maret 2015), 2.
[3] H Douglas Brown, *Teaching by Principle: An Interactive Approach in Language Paedagogy Second Edition,* (New York: Pearson education, 2000), 267.

Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. To speak English for non-English speakers is not an easy task because the speaker should know many significant components like pronunciation, grammar, vocabulary, and fluency. Learners should have enough English speaking ability to communicate easily and effectively with other people.[4]

In the learning of speaking, the students often find some problems. The problem frequently found is that their native language causes them difficulty to use the foreign language. Another reason is because of a lack of motivation to practice the second language in daily conversation. They are also too shy and afraid to take part in the conversation.

The problems mentioned above are also found at SMAN 1 Jenangan. In this case, the teacher who teaches speaking more used lecture methods that are focused on one direction. This problem was further supported by the facts from the interview with Mrs. Rahajeng as an English teacher of SMAN 1 Jenangan which stated that the students were able to write, read, and listen. However, when the teacher asked them to speak, they preferred to keep silent. Besides, when the teacher asked them to practice or perform a speaking activity in front of the class, they refused to do it. There were only some students who were actively involved during the English lesson. There was not motivated to talk a lot. Furthermore, based on the interviews with the English teacher and the students in the school, the students still had a lot of weaknesses in speaking competence. First, they are not confident to speak English in front of the class because of a lack of students' self-confidence to speak English. Second, they still felt afraid of making mistakes when they wanted to produce English orally that make them reluctant to speak English. Third, they had pronunciation difficulties. Fourth, the students lack vocabulary.[5]

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[4] Lai-Mei Leong, Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *International journal of research in english education*, 35.

[5] See appendix 01/I/24-10/2020

Therefore, the teacher needs to be creatively and innovatively use media which can extend students' opportunity to apply the extensive practice outside the class so that students can obtain more exposure, instead of relying only on the class speaking practices. Technological media have been recently used in a language class. One of the technological media which can be incorporated into language classes is Instagram.

Instagram is one of the most popular social media among youths in this era. Instagram mainly serves its function as a sharing platform that users can use to post personal photos and videos which is enhanced with beautifully crafted captions on their profile page. One of the activities utilizing Instagram is vlogging or video blogging. Vlogging activity involves users to record video of themselves to communicate information on a certain topic then upload it on Instagram. Using video recording, the students can observe their own performance making it possible to do self-reflection which will lead to students' autonomy.[6]

Video blog can be a media in learning English for EFL (English Foreign Learner). Vlog provides many benefits for students who learn English especially in learning speaking. When the students make a vlog, they increase their talk time. It means that their oral communication in English also increases. By habituating speaking English, the students improve their pronunciation, vocabulary mastery, grammar, self-confidence, and their fluency. Vlog provides a platform in increasing English skill outside school, so that the students gain additional practices independently.

Besides they can improve their English skills and competencies, they also can monitor their own speaking. By re-watching their own video, perhaps they can notice their own mistake and error so that they can correct their own error and mistake. After uploading their vlog, the students can get a feedback from their viewers.[7]

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[6] Mega Wulandari," improving efl learners' speaking proficiency through instagram vlog*"LLT Journal,*1(Yogyakarta April 2019),111.

[7] Jon Watkins. "Increasing Student Talk Time Through Vlogging" 197.

Based on the statement above, to strengthen students' speaking ability, self-confidence is needed, so they will be able to speak without being afraid of making mistakes. Concerning the problem above, therefore the researcher wants to conduct research, titled: **The Effectiveness of Instagram Vlog on Students' Confidence in Speaking at the Tenth Grade of SMAN 1 Jenangan Ponorogo in the Academic Year 2019/2020**.

B. **Limitation of The Study**

This research is focused on the effectiveness of Instagram vlog in teaching speaking at the tenth grade of SMAN 1 Jenangan Ponorogo in the academic year 2019/2020

C. **Statement of the Problem**

Based on the background above, the research problem is formulated as follow:

Is there any significant difference score in speaking skill between students who are taught by using Instagram vlog and those who are not taught by using Instagram vlog at the tenth grade of SMAN 1 Jenangan Ponorogo in academic year 2019/2020?

D. **Objective the Study**

The objectives of the research are:

To observe and to find the significant difference score in speaking skill between students who are taught by using Instagram vlog and those who are not taught by using Instagram vlog at the tenth grade of SMAN 1 Jenangan Ponorogo in the academic year 2019/2020

E. Significances Of The Study

The significances of this research are expected to be helpful for:

1. Theoretically

    a. The result of this research will be used as a contribution scientifically in the field of education

    b. This research can be used as the information and reference for the other teachers who want to conduct with the similar research topic.

2. Practically

    This research will give benefit for teachers, students, and future researchers

    a. Teachers

    This research will be used in the implementation and the positive effect of instagram log in teaching speaking. Furthermore, the teachers will know how to use the suitable media to support their teaching and learning process.

    b. Students

    After the English teachers use integral log in teaching speaking, the students can improve their performance better in speaking skill class. And the students can more be active and participate when they are learning speaking.

    c. Readers

    This study can give contribution to the readers especially for students of SMAN 1 Jenangan Ponorogo in enriching references with the effect of instagram log in teaching speaking.

F. Organization of The Thesis

Organization of thesis is given to make the readers understand the content of thesis, it consists of five chapters:

Chapter I : Introduction.

This chapter explains about the background of study, limitation of the problem, statement of the problem, objectives of the study, and the significances of the study.

Chapter II : Review of related literature.

This chapter explains about theoretical background, previous research finding (the synthesis of other research that inspiring this research), theoritical framework and hypothesis.

Chapter III : Research methodology.

In this chapter gives the explanation about technique that is to make research. It consists of the design of the research, population and sample, the instrument of data collection, the technique of data collection and the technique of data analysis.

Chapter IV : Research Result.

In this chapter gives explanation about the research location, data descriptions, data analysis, and discussion.

Chapter V : Closing.

In this chapter gives explanation about the conclusions of this study and the suggestion for the next researcher or reader.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

This research needs some of previous research as consideration theory. The details are explained as follows:

Result of the research by Siti Nurcholipah from English Education Department of IAIN Ponorogo, with the title " The Correlation between Self Confidence and English Reading Skill to the Thent Grade Students of SMAN 1 Badegan Ponorogo in Academic Year 2013/2014". She applied quantitative research with correlation research design. The objective of the research is to find out the correlation between self-confidence and English reading skill to the tenth grade students' of SMAN 1 Badegan Ponorogo. She analyze that there is significant correlation between self confidence and English reading skill.[8]

The second research by Rayinda Eva Rahma with the title "Sharing Photographs On Instagram Boosts Students' Self confidence In Speaking English". She applied descriptive qualitative research. She analyze that sharing photographs on Instagram can contribute to the students' confidence to speak in a foreign language and Instagram, a social media platform, can integrate in language class through guided activities. The positive results offered some insightful suggestions and implications for teaching English as a foreign language especially for speaking skill.[9]

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[8] Siti Nurcholipah, *The Correlation between Self Confidence and English Reading Skill to the Tenth Grade Students of SMAN 1 Badegan Ponorogo in Academic Year 2013/2014*, Thesis,2014.
[9] Rayinda Eva Rahmah, *Sharing Photographs on Instagram Boots Students' Self Confidence in Speaking English*(2018)

The third research by Mega Wukandari with title "Improving Efl Learners' Speaking Proficiency Through Instagram Vlog". The research was conduct on first semester at English Language Education Department Sanata Dharma. The objective of this study was to share best practice on using Instagram video feature and examine whether the vlogging activity on Instagram as an extensive speaking practice would contribute to the improvement of EFL learners' oral skills. She analyze that the results indicated that the implementation of Instagram Vlog into a basic-level speaking class improved the learners' speaking proficiency in terms of pronunciation, fluency, vocabulary, syntax, and general use of the target language.[10]

According to the previous above, this research is different in the content. This research will discuss the effect of instagram vlog in teaching speaking.

B. Theoretical Background

1. Instagram Vlog

a. Definition of Instagram

Instagram is a social network that revolves around sharing pictures and fifteen-second videos which can be posted to the social media.[11] Instagram mainly provides learners with the opportunities to read and write through photo description, videos, comments, and direct message.

Instagram derived from the word "insta" or instant, and "gram" derived from the word telegram are used to send information to others as soon as possible. It can be interpreted as an application for sharing photos and videos which user

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[10] Mega Wukandari, *Improving Efl Learners' Speaking Proficiency Through Instagram Vlog*,2018

[11] Blair, R. & Serafini, T. M. 2014. *Integration of Education: Using Sosial Media Networks to Angage Students.* Vol.12 No.6(2014)

possible to take photos, take videos, applying digital filter, and sharing into various social media services by using an internet connection, so that the information you want to convey can be received quickly. These platforms provide users with a lot of activities for interaction among people, where everybody can exchange, comment, discuss, create information and knowledge in collaborative way by sharing photo and videos.[12]

Instagram statistic showed that it has attracted more than 150 million active users, with an average of 55 million photos uploaded by users per day, and more than 16 billion photos shared so far. Instagram can take many functions: create, tag users, add locations, add hash tag, like content, add comments, browse and follow other accounts, check a feed generated by followed accounts, and explore hash tags/users.[13]

Furthermore, instagram is a part of Sosial Network Sites (SNS) in the public setting where every user can see other's posts. SNS can be used to develop the four key skills of reading, writing, listening, and speaking, in addition to development of vocabulary, grammar, and socio pragmatic awareness[14]

The features can be described in the following:

1) Instagram profile interface

This part displays information about user profiles. It includes biography, circular profile photo, number of posts, and users' follower/following count.

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[12] Ulfi Neni, *The Utilization of Instagram Account @Gurukumrd As Online Media for Students in Learning English at Fifth Semester of IAIN Ponorogo in Academic year 2019/2020*(2019)

[13] Fitri Handayani, *Instagram as a teaching tool? Really*, (journal, Universitas Mahaputra Muhammad Yamin Solok, 2016), 3

[14] Rayinda Eva Rahmah, *Sharing Photographs on Instagram Boots Students' Self Confidence in Speaking English*(2018)

2) Profile content

It provides viewers to scroll down the profile. Viewers may see all profile photos appear together. For a closer look, viewers have the option to click on any photo. The photo being chosen is displayed clearly.

3) Instagram's photo content

In this feature, viewers can like the photo, leave a comment, or read previously posted comments. In this photo content also displays how many people have "liked" the photo, the photo's caption, and comments appended below the caption. Photos found on Instagram can also be used to inspire creativity, having students choose a photo and then write a short story or poem based on what they see. Using Instagram's search features, students can also search for photos by hashtags and find photos to help them learn more about a particular topic or to use it as part of a report or research project.

4) Navigational tools

There are five icons available at the bottom of each page in the instagram's screen the icons are the home page, explore page, posting page, notification page, and user's profile page.[15] When posting photos or videos, users can tag photos or videos which include location, tagging friends and putting key words tags to photo. Besides that, the user can also add captions, hastags using # symbol to driscribe the pictures and videos, and tag or mention other users by using @ symbol before posting them.[16]

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[15] Ayuni Akhiar, Al-Amin Mydin & Shaidatul Akma Adi Kasuma, "*Students' Perceptions and Attitudes Towards the Use of Instagram in English Language Writing*," (Journal, Universiti Sains Malaysia, Malaysia, 2017)

[16] Fitri Handayani, "*Instagram as a teaching tool? Really?*", (journal, universitas mahaputra muhammad yamin solok, 2016), 3

b. The Advantages of using Instagram log

Instagram log has many advantages for the students. There are eight advantages of instagram vlogging: [17]

1) Vlogging can help people share ideas that might be difficult to share through text or print. For example, "How to Tie a Tie" can be understood better when you are given a visual and are able to see and hear the directions. The same can be said for some ideas that a teacher may need to give to their students

2) Students learn best when teachers vary their instructional delivery and using as many sense as possible to give the students the ability to master the information that they are being given in a way that is most tangible for them. For students who are visual learners vlogging can be benefic for them to relate and comprehend the information

3) Teachers can talk about the topic in science class, such as pressure, but it may help the students understand the topic when they are able to see their teachers demonstrate the topic through the vlog. Using a vlog to demonstrate an idea also gives students the ability to watch and listen to the video as many times as they want. It also gives parents an opportunity to see what their child is learning in school. Teachers can also vlog class lectures for students to refer to as needed. Teachers could also post additional information about a topic allowing it to be differentiated depending on the student skill

4) Vlogging gives people the opportunity to share their ideas with a wide audience. Students can benefit from vlogs from other professionals or

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[17] Brokamp, C., Corum, L., Isberg, J., Walsh, S., Ward, E. "Social Media and the Classroom". *JOELL,*2012.

their peers, they can also be the ones to upload vlogs to share with others. This gives students the ability to collaborate with each other, but also individuals around the world. Many students may feel more comfortable sharing thoughts and ideas through the vlogging because they do not see all eyes watching them answer the question

5) Vlogging allow the students to share ideas and demonstrate knowledge without the confidant of text. Not all students are great writers and by allowing students to use a vlog for a project can improve the students' ability to demonstrate what they know and confidence to do it in a way that they feel the most comfortable

6) Students can use vlog to make a portfolio to showcase their work over a period of time. This portfolio can allow students and their parents see the progress that they have made within a specific unit or grade. The portfolio can showcase their best work or specific assignment

7) Vlogs allow students to learn information at a time and place that is convenient for them. Students may feel less of pressure when they are allowed to think about a topic and listen to a lesson as many times as needed without the pressure from a class to move on. Students may focus better a different times of day or in a different environment than in a school setting

8) Some students may find using vlogs familiar because it is the same media source that they use for recreational purposes. May students are already watching videos on Instagram and would feel comfortable using vlogs for classroom use both to upload and download videos [18]

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[18] Brokamp, C., Corum, L., Isberg, J., Walsh, S., Ward, E. "Social Media and the Classroom". *JOELL,*2012.

c. The stages of video-making in teaching and learning process.

1) Producing: In this stage, the vlogger creates and edits a video, and uploads it to the instagram account and then a new vlog is generated. Sometimes, vloggers can even edit videos online, without a locally installed software

2) Posting: The new vlog is distributed online, and starts to get recognized in the vlogosphere and often get linked by other users. In this stage, the vlog can be viewed and commented by other users. [19]

2. Speaking

a. Definition of Speaking

Speaking is one of the four language skills (reading, writing, listening and speaking). It is means through which learners can communicate with others to achieve certain goals or to express theiropinions, intentions, hopes and viewpoints.[20]Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.[21]

Speaking is making use of language in ordinary voice; knowing and being able to use a language; expressing oneself in words; making speech.[22]Hybel states that speaking is a process of sharing information, feeling,

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[19] Gao, W., Tian, Y., Huang, T., & Yang, Q."Vlogging: A Survey of video blogging technology on the Web". *ACM Computing Surveys,*2010

[20]Mina Farabi, Samira Hassanvand, and Bahman Gorjian."Using Guided Oral Presentation in Teaching English Language Learners' Speaking Skill". *Journal of Applied Linguistics and Language Learning*, 2017

[21]Kathleen M.Bailey, *Practical English Language Teaching*, (New York: The McGra-Hill Companies,2005),62

[22]Fernandes Arung. "Improving the Students' Speaking Skill through Debade Technique". *Journal of English Education*, Vol. 1, No. 1, March 2016

and ideas, it involves all of body languge mannerism and style-anything that adds meaning to a message.[23]

From the definitions above, it can be conclude that speaking is an ability in process of interaction and communication to convey the ideas and receiving information between speaker and the listener.

b. Function of Speaking

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. There are three-part version of Brown and Yules, namely:

1) Talk as interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others.

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

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[23]Eva Shinta Dewi, Ni Wayan Krismayani, Ni Made Wersi Murtini,*Improving Speaking Skill Through Numbered Heads Together Of The Seventh Grade Students Of Smp Pgri 4 Denpasar In Academic Year 2014/2015*.Jurnal Santiaji Pendidikan, Vol.5, No.2, September 2015, 127.

3) Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience,such as classroom presentations, public announcements, and speeches[24]

c. Basic types of speaking

There are five basic types of speaking, that is:

1) Imitative. At one end of a continuum of type of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled "pronunciation", no inferences are made about the test-taker's ability to understand or convey meaning orto participate in an interactive conversation. The only role of listening here is in the short term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

2) Intensive. A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor test administrator is minimal at best.

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[24]Jack C. Richards, *Teaching Listening and Speaking* (New York: Cambridge University Press, 2008) 21

3) Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simplerequests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity). With perhaps only one or two follow up questions or retorts.

4) Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants. Interaction can take the two forms of transactional language, which have the purpose of maintaining social relationships. (In the three dialogues cited about, A and B were transactional, and C was interpersonal). In interpersonal exchange oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

5) Extensive (monologue) extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains a recipe for outstanding pasta primavera, recounting the plot of a novel or movie)[25]

d. Speaking Assessment

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[25] H. Douglas Brown, *Language Assessment Principles and Classroom Practice*(Longman : California 2003) 141-142

	Grammar	Vocabulary	Fluency	Pronunciation
I	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language	Speaking vocabulary inadequate to express anything but the most elementary needs.	No specific fluency description	Error in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
II	Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Accent is intelligible though often quite faulty
III	Control grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad	Can be discuss particular interest of competence with reasonable ease. Rarely has to grope for words	Error never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign
I				

		enough that rarely has to grope for a word.		
IV	Able to use the language accurately on all levels normally pertinent to professional needs. Error in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency	Error in in pronunciation are quite rare
V	Equivalent to that of an educated native speaker	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references	Has complete fluency in the language such that his speech is fully accepted by educated native speakers	Equivalent to and fully accepted by educated native speakers[26]

C. **Conceptual Framework**

Conceptual Framework is the concept in the theory related to many factors which identified as the important problem[27]. The thesis is survey research the theories descriptions are :

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[26] H. Douglas Brown, *Language Assessment Principles and Classroom Practice*(Longman : California 2003), 172.

[27] Sugiono, *Metode Penelitian dan Pendekatan Kyantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta,2015)

Instagram Vlog   (as variable X)

Speaking   (as variable Y)

Instagram is a social network based around sharing pictures and videos recording which can be posted to the social media. Video recording itself has been used in language teaching and assessment as one of the components in oral performance portfolio. Using video recordings, learners can observe their own performance making it possible to do self-reflection which will lead to learner's autonomy.[28]

Speaking is an ability in a process of interaction and communication to convey the ideas and receiving information between speaker and the listener. To improve the speaking ability, instagram is the best media which can be incorporated into language classes.

Based on the conceptual framework above, the researcher looking for the significant effect of instagram vlog in teaching speaking.

D. **Hypothesis**

Based on problem and objective of this research, the hypothesis of the research is formulated as follow:

1. Alternative Hypothesis (Ha)

There is significant difference score in speaking who are taught by using instagram vlog and who are not taught by using instagram vlog at the tenth grade of SMAN 1 Jenangan Ponorogo in the academic year 2019/2020

2. Null Hypothesis (Ho)

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[28] Cheng, G & Chau, "Digital Video for fostering self-reflection in a portfolio environment", *Learning, Media and Technology*, 2009.

There is no significant difference score in speaking who are taught by using instagram vlog and who are not taught by using instagram vlog at the tenth grade of SMAN 1 Jenangan Ponorogo in the academic year 2019/2020

CHAPTER III

RESEARCH METHOD

A.   Research Design

In this research, the researcher applied quantitative research method. Quantitative research means for testing objective theories by examining the relationship among variables.[29]

In particulary, this research used experimental research. Eksperimental research seeks to determine if a specific treatment influenced an outcome. This impact assessed by providing a spesific treatment to one group and with holding it from another and then determining how both groups secored on an outcome.[30]

There are several types of experimental research design; they are pre-experimental, true experimental, and quasi experimental. This research used quasi experimental research design because the researcher could only assign randomly different treatments to two classes; those were a control class and experimental class. The experimental class was taught by using instagram vlog and the control class was taught using ordinary method. The researcher used nonequivalent (pre-test and post-test) control-group design. This is a popular approach involved control class and experimental class. Both classes received pre-test and post-test but only the experimental class received the treatment.

The process of this research included pre test, experimental treatment, and post test. The researcher taught the students in experimental class by using instagram vlog, while for the control class, the researcher taught traditional teaching, explained the material and asked the students to speak in front of the class. Pre-test was given before the treatment to

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[29] John W.Creswell, *Research Design* (London: SAGE Publication Inc,2009), 145.
[30] Ibid, 12.

measure their confidence in speaking, while for the post-test was given after the researcher gave a treatment.

B. Population and Sample

1. Population

Creswell said that population is a group of individuals who have the same characteristic.[31] This research was taken at tenth grade students of SMAN 1 Jenangan Ponorogo in the academic year 2019/2020 as population. The tenth grade of SMAN 1 Jenangan consist of 4 classes; X MIPA 1, X MIPA 2, X IPS 1, and X IPS 2. The total number of population were 76 students.

2. Sample

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population[32]. It is stated that sample is a small group of people selected to represent the much larger entire population from which it is drawn.[33] There are two kind of sample, probability and non-probability sample. In this research, the researcher used probability sample. The total number of sample were 40 students. The samples were taken randomly. The two classes were the class X MIPA 1 as the experiment class and class X MIPA 2 as control class.

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[31] John Creswell, *Educational Research : Planing, Conducting and Evaluating Quantitative and Qualitative Research. Fourth Edition* (Boston: Pearson Education: 2012),142.

[32] Ibid,143.

[33] Muhammad Adnan Latief. *Research Methods on Language Learning an Introduction* (Malang: UM Press: 2013),181.

C.   Data Collection Instrument

The following is the format of the preparation of research instruments in quantitative research. The instrument of data collection is used to collect data about instagram vlog and speaking skill.

Table 3.1 Instruiment of Data Collection

Title	Variable	Indicator	No item	Technique
The effect of instagram vlog on students' confidence in speaking at the tenth grade of SMAN 1 Jenangan Ponorogo in the academic year 2019/2020	X : Instagram vlog	Students are able to tell story about their experience through instagram vlog	1. The students make video with duration 5 minutes 2. Ask the students to upload their video in their instagram account 3. Ask the students to give tag the researcher	Performance
	Y_2: Speaking	• Students are able to use appropriate grammar, vocabulary and pronounciation • Students are able to speak fluently		Performance

In quantitative research, the instruments of data collection were agreed by the instruments of validity and reliability.

1.   Validity

Validity is an important key to measure effective instrument research. Validity is the extent to which inferences made from assessment result are appropriate,

meaningful. And useful in the terms of the purpose of the assessment. [34]Validity is the most important consideration in developing and evaluating measuring instruments. Validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument.[35]

To calculate the validity, the researcher applied SPSS program. After finding r_{xy}, it was equal to or greater than the value of r_{table}, in indicated that items was valid.According to the r_{table} value for N=20 on the 5% of significance level, it lasted 0,444. Finally the result of the questionaire were valid and test reliability were as follows :

Table 3.3 The Result Validity Test of Speaking

Item	r_{tabel}	r_{xy}	Criteria
Grammar	0,444	0,817	Valid
Vocabulary	0,444	0,646	Valid
Fluency	0,444	0,626	Valid
Pronunciation	0,444	0,821	Valid

The next test then to know validity and reliability of the instrument, the researcher took sample 20 respondents and uses 4 items of speaking test. Validity of the calculated item instruments to 4 items (grammar, vocabulary, pronounciation,and fluency) all items were valid.

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[34] H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (Longman : California 2003)22.

[35] Donald Ary,Et Al, *Intro11duction to Research in Evducation Eight Edition* (Canada: Wadsworth,2010)225.

2. Reliability

Reliability test is consistent and dependable.[36] Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring.[37] To measure reliabilty, the researcher employe SPSS program.

Table 3.4 Reliability statistic of speaking

Cronbach's Alpha	N of Items
.679	4

The value of reliability of questionnaire is 0,779 . The value of reliability of speaking test is 0,679. All of value reliability is high reliability. A questionnaire and test called to be realiable if the responden answer are consistent. As a benchmark of high and low reliability coefficient, provided indicator as follow: 0,800-1,000 = very high, 0,600-0,799 = high, 0,400-0,599 = medium, 0,200-0,399 = low, 0,000-0,199 = very low.

D. Data Collection Technique

In this research, the researher collected the data by some techniques as the following :

1. Test

Test is method of measuring a person's ability, knowladge, or performance in a given domain[38]. In this research, the test was used to test speaking skill. The researcher chose the test by conducting performance test. There are four indicators to be assessing

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[36] H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (Longman : California 2003), 20.

[37] Donald Ary,Et Al, *Intro11duction to Research in Evducation Eight Edition* (Canada: Wadsworth,2010)

[38] H. Douglas Brown, *Language Assessment Principles and Classroom Practice*. (Longman : California 2003) 3

in speaking skill test, such as the the students are able to use appropriate grammar and vocabulary, students are able to speak fluently and good pronunciation.

2. Documentation

Brown stated that documentation are written instrument, sometimes prepared by school and organization.[39] In this research, the researcher used documentation method to analyze students' on using instagram vlog at the tenth grade of SMAN 1 Jenangan in academic year 2019/2020. The documentation were constructed based on the standarized procedures of applying the documentation method.

E.   Technique of Data Analysis

After collecting data by giving pre est and post test, the researcher analyzed the data. The result of pre test and post test were analyzed by using T test. Before it, the data were analyzed by using normality and homogenity test.

1.   Normality test

Normality test was used to kow whether the data come the distribution or not. There are many ways to conduct normality test. In this research, the researcher used SPSS with Kolmogorov-swirnov formula.[40]

2. Homogenity Test

Homogenity test means the similiarily variance of each groups,so the researcher will face with groups that have same condition from the begining.[41] In experimental research , homogenity was used to know whether experiement and control class that are taken from population have same variant or not. The researcher used SPSS program to calculate homoginity test.

3.   T –tes

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[39] H. Douglas Brown, *Language Assessment Principles and Classroom Practice*. (Longman : California 2003), 129

[40] Andhita Dessy Wulansaary, *Statitstika Parametik,* Stain Po Press, 38

[41] Retno widyaningrum,*Statistika*,(Yogyakarta: Fecicha,2014),203

After testing of normality and homogenity, the researcher analyzed the data by using t-test. T –test is to determine whether the mean of two groups are statiscally different from one another. N T-test, researcher analyze the data by comparing the score between experimental class and control class in pre test and post test. The result of the calculation will show whether Instagram vlog given effective in teaching speaking or not.

After calculating T value, the researcher proposed the alternative hypothesis (ha) and null hypothesis (ho) which is descrsibed as follows:

Ho: if $T_{test} < T_{table}$ in significant degree 5%

Ha: if $T_{test} > T_{table}$ in significant degree 5%
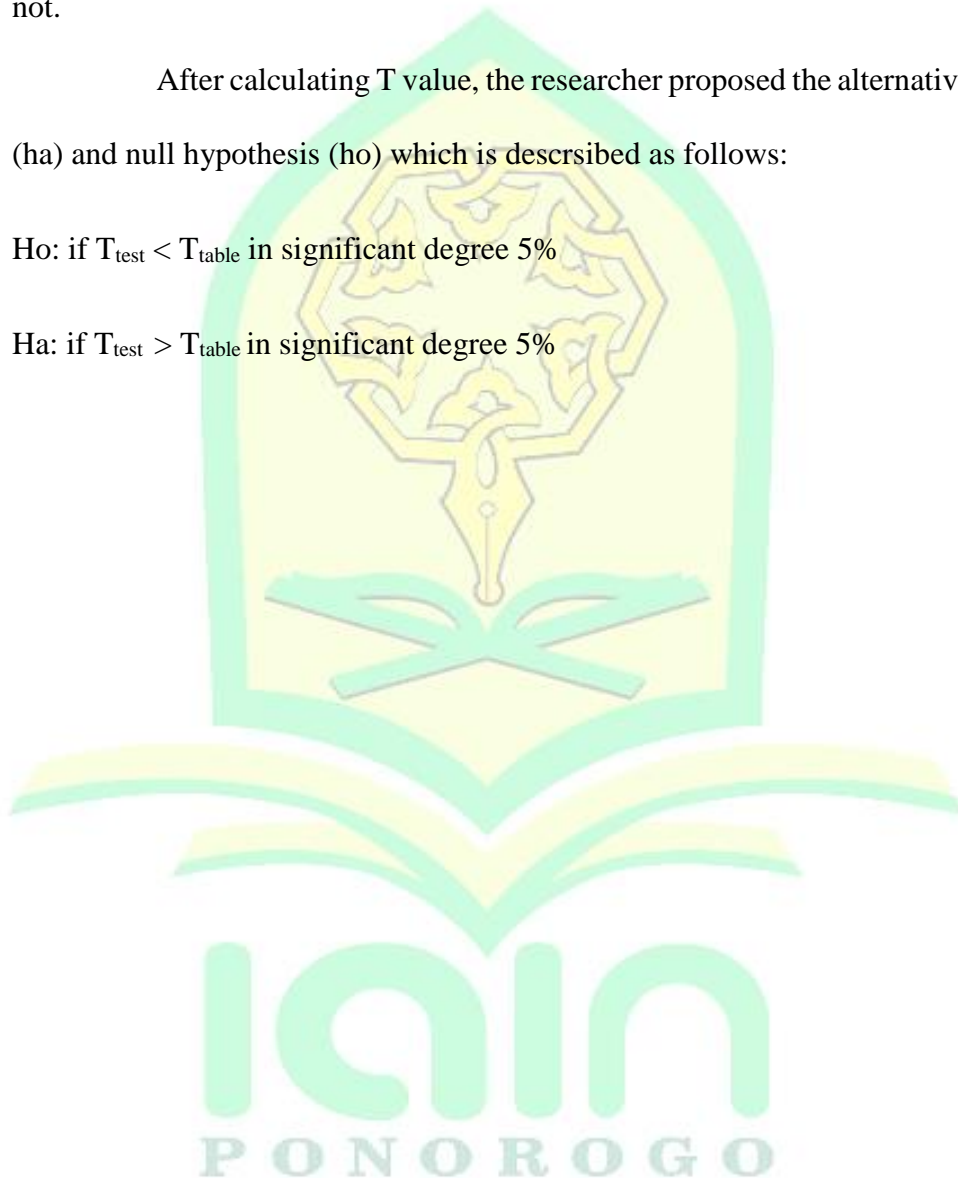
CHAPTER IV

FINDING AND DISCUSSION

A. General Findings

1. History of SMAN 1 Jenangan

   Regarding the issuance of goverment regulation, every region should have at least one state senior high school. Therefore, the Ponorogo regime funded the establishment of schools in Jenangan District. Finally, the goverment estabilished a school organization called SMA Negeri 1 Jenangan in 2003. From the beginning of its existance, the school directly obtained the status of State Statistic Number School (NSS) 301051103004 and its estabilishment certificate number is 425828405.51/2003. SMAN I Jenangan gained the status of accreditation in 2012. The principal of SMAN 1 Jenangan was the fist time to take pleasure, Mr. Suroto PLT. After Mr. Suroto the principal was replaced by Drs. Joko Susilo, S.Pd., M.Hum until 2010. In addition, the principal was replaced by Drs. Subandi, M.Pd until 2015, after that was replaced by PLT, Drs. Sugeng Subagyo, M,Pd and was replaced by Mr. Musid, M.Pd took over.

2. Geographic Location

   SMAN 1 Jenangan is located on Ngebel Highway,Semanding Village, Jenangan Street, Ponorogo District. Zip Code 63492, telephone number (0352) 531952.

3. Vission, Mission, and Objectives of SMAN 1 Jenangan

   a. Vission

   The realization of achievment and life skills culture based on ideas, science and technology and noble character.

b. Mission

1) Cultivate the spirit and culture of good academic and non academic to all school members.

2) Increase undrestanding of the religious doctrines adopted so that it becomes a cornerstone of thingkng, acting, acting noble and polite.

3) Remind learning ability as a condition for continuing higher education

4) Develop communication skills in English and Indonesian

5) Cultivate computer skills and internet

c. Objecives

1)   High achievments in each subject

2) NUN who can reach the minimum number of graduates

3) Have a strong, organized and orderly reading culture

4) Those who continue to study can be accepted at State University.

4. Organization Structure of SMAN 1 Jenangan

Organization structure of SMAN 1 Jenangan can be seen as follows:

Headmaster   :Mursid,M.Pd

Head of Administration   :Subari,S.Pd

Deputy of students' affair   :Bagus Nanang,S.E

Deputy of facility   :Drs. Sariyono, M.Pd

Deputy of curriculum   :Farida Kristianawati, S.Pd

Deputy of library   :Purwindnarti, SPd

Head of laboratory   :Esti Suprapti, S.Pd

Counseling   :Siti Fatonah, M.Psi

5. Teacher, Staff, and Students Condition

   a. Data of Teacher and Staff SMAN 1 Jenangan

   Table 4.1 Data of Teacher and Staff SMAN 1 Jenangan

No	Teacher and Staff Condition	Count
1.	Headmaster	1
2.	Civil Servant	30
3	Non Civil Servant	3
4.	Staff	5
	Total	39

   b. Data of Students SMAN 1 Jenangan

   Students are important component in course of education. Students condition at SMAN 1 Jenangan in academic year 2019/2020 are as follows:

   Table 4.2 Data of Students SMAN 1 Jenangan

No	Class	Count
1	X MIPA 1	20
2	X MIPA 2	20
3	X IPS 1	17
4	X IPS 2	17
5	XI MIPA 1	25
6	XI IPS 1	19
7	XI IPS 2	21
8	XII MIPA 1	24
9	XII MIPA 2	22
10	XII IPS 1	21
	Total	206

6. Facility and Infrastructure

   Table 4.3 Infrastructure of SMAN 1 Jenangan

No	Name of Room	Count
1.	Class Room	11
2.	Library	1
3.	Laboratory Kimia	1
4.	Laboratory Physical	1
5.	Laboratory Computer	1
6.	Headmaster Room	1
7.	Teachers' Room	1
8.	Hall Room	1
9.	BK Room	1
10.	Administration Room	1

11.	Mosque	1
12.	Teachers' Toilet	2
13.	Students' Toilet	4

B. Data Description

In this research, the researcher applied quasi-experimental research where the researcher took two groups of students' sample. Then, they are taught by using different treatment to find out the effectiveness of certain treatment. The researcher used two categories as a sample, X MIPA 1 as an expiremental class, and X MIPA 2 as control class. In experimental class, the students were taught by instagram vlog, while in the contol class the students were not taught by using instagram vlog. At the end of this research, the researcher wantesd to compare the result of the test between students were taught using instagram vlog and students are not taught using instagram vlog.

1. Research Schedule

The researcher divided the samples into two classes. The first class which is X MIPA 1 was experimental class. The second class was X MIPA 2 as the control class. The researcher conducted four meetings in the experimental class. Those were pre-test, first and second treatment by using instagram log, and post-test in the last meeting. In the other hand, the control class consisted four meetings. Those were pre-test, first and second treatment by using conventional strategy, and post-test in the last meeting. The schedules of this research are in the tables below.

Table 4.4 The schedule of the Experimental Class

No.	Date	Activities
1.	February,10th 2020	Pre-test
2.	February, 17th 2020	Treatment using instagram log
3.	February, 24th 2020	Treatment using instagram log
4.	March, 2sd 2020	Post-test

Table 4.5 The schedule of the Control Class

No.	Date	Activities
1.	February,12nd 2020	Pre-test
2.	February,19th 2020	Treatment using conventional strategy
	February,26th 2020	Treatment using conventional strategy
3.	March, 4th 2020	Post-test

2. The Research Procedure in the Experimental and Control Class

The research procedure between experimental and control class was the same. In the first meeting, the researcher explained the advantages of instagram log in education. After that, the researcher conducted pre-test. There were two tests; questionnaire and performance test. The test was used to examine students' speaking skill. The students were asked to tell their holiday experience in front of the class and the researcher assessed their speaking in four aspects; grammar, vocabulary, pronunciation, and fluency.

The second and third meeting were used for treatment. The researcher guided the students to make instagram log. The students were asked to make instgram log about their holiday experience and to upload that video in their own instagram account.

In the last meeting, the researcher conducted post-test. There were two test; questionnaire and performance test. Those tests were used to examine whether there was significant effect of instagram log towards students' confidence in speaking or not.

In the other hand, the control class consisted four meetings. The first meeting was same as the procedure in the experimental class. In the second and third meeting, the

researcher used conventional strategy to teach the students. The last meeting was same as the procedure in the experimental class.

3. Data description about speaking skill at tenth grade SMAN 1 Jenangan

In this description, the researcher explains the way to find the data of speaking skill. To determine how high the students speaking skill, the researcher used performance test. The test contains some indicators of speaking. It was spread to the students by the researcher to get score from performance test. The number of students who had completed the test was 40. The result of students' pre test and post test in experimental class and control class as follows :

Table 4.14 Students' pre-test score of speaking test in experimental class

No	Name	Grammar	Vocabulary	Pronounciation	Fluency	Pre test
1.	Ari Wibowo	2	3	2	3	50
2.	Bintang Adelia	2	3	3	3	55
3.	Desita Sulistiyani	2	3	2	2	45
4.	Dila Aprilia	2	2	2	2	40
5.	Dyah Lena	2	2	3	2	45
6.	Emi Rahma	3	2	3	2	50
7.	Faizal Ahmad	2	3	2	3	50
8.	Fikky Dwi	3	3	2	3	55
9.	Hendy Sunarni	3	3	4	3	65
10.	Leni Wahiddati	2	3	3	3	55
11.	Linda Oktaviani	3	3	3	4	65
12.	Mei Revi	3	3	3	3	60
13.	Nurlita Eka	2	2	2	3	45
14.	Puput Sella	3	4	4	4	75
15.	Rendi Qurniawan	3	3	3	2	55
16.	Rufika Siti	2	3	3	3	55
17.	Tristian Rico	3	3	4	3	65
18.	Yuliana Puspitasari	3	3	2	3	55
19.	Zulfadly Akmal	2	3	3	3	45
20.	shella E T	2	2	3	2	55
	Total					1085
	Mean					54.25

Table 4.15 Students' post-test score of speaking test in experimental class

No	Name	Grammar	Vocabulary	Pronounciation	Fluency	Post-test
1.	Ari Wibowo	3	4	4	4	75
2.	Bintang Adelia	4	5	5	5	95
3.	Desita Sulistiyani	3	4	4	4	75
4.	Dila Aprilia	3	3	3	4	65
5.	Dyah Lena	3	3	4	4	70
6.	Emi Rahma	4	5	4	4	85
7.	Faizal Ahmad	3	3	3	4	65
8.	Fikky Dwi	3	5	4	4	80
9.	Hendy Sunarni	4	4	4	4	80
10.	Leni Wahiddati	3	4	4	4	75
11.	Linda Oktaviani	4	4	5	5	90
12.	Mei Revi	4	4	3	4	75
13.	Nurlita Eka	3	4	3	4	70
14.	Puput Sella	4	5	5	5	95
15.	Rendi Qurniawan	4	4	4	4	80
16.	Rufika Siti	3	4	4	5	80
17.	Tristian Rico	4	4	5	5	90
18.	Yuliana	3	4	3	4	70
19.	Zulfadly Akmal	3	4	4	4	65
20.	shella E T	3	3	3	2	55
	Total					1545
	Mean					77.25

Based on the table, it can be seen that the highest score of students speaking in pre-test is 75 and the lowest score is 40. The total score of pre test for experimental class is 1085 with the mean is 54.25.

Meanwhile, the result of the post test can be seen that the highest score of students speaking is 95 and the lowest score is 55. The total score of pos test for experimental class is 1545 with the mean is 77.25. So, we can conclude that the post test of the students who were taught using instagram vlog was betterr than pre test. For more detail, the statistic description of students speaking score, can be seen as follow:

Table 4.16 Statistic Description of Students speaking score

Statistics

Speaking

N	Valid		20
	Missing		0
Mean			77.2500
Median			75.0000
Std. Deviation			1.03205E1
Minimum			55.00
Maximum			95.00
Sum			1545.00

Based on the table above, the fruequency distribution can be seen in as follow:

Table 4.17 Frequency Distribution of Students Speaking

Speaking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	1	5.0	5.0	5.0
	65	3	15.0	15.0	30.0
	70	3	15.0	15.0	30.0
	75	4	20.0	20.0	75.0
	80	4	20.0	20.0	75.0
	85	1	5.0	5.0	80.0
	90	2	10.0	10.0	90.0
	95	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

From the table above, it can be seen that the students' speaking score vary widely. Based on the table, the histrogram can be seen in as follow :

Figure 4.3 Histogram for Students Speaking Score

Histogram

Mean = 77.25
Std. Dev. = 10.321
N = 20

From the histogram above, it is stated M= 10.32 and SD= 77.25 to determine

the category of students' speaking was good, medium or low, the researcher grouped data

using the standard as follows:

a. More than M + 1.SD (10.32+77.25 = 88) is classified as good

b. Between M-1.SD to M+1.SD is classified as medium

c. Less than M-1.SD (77.2-10.32= 67) is classified as low
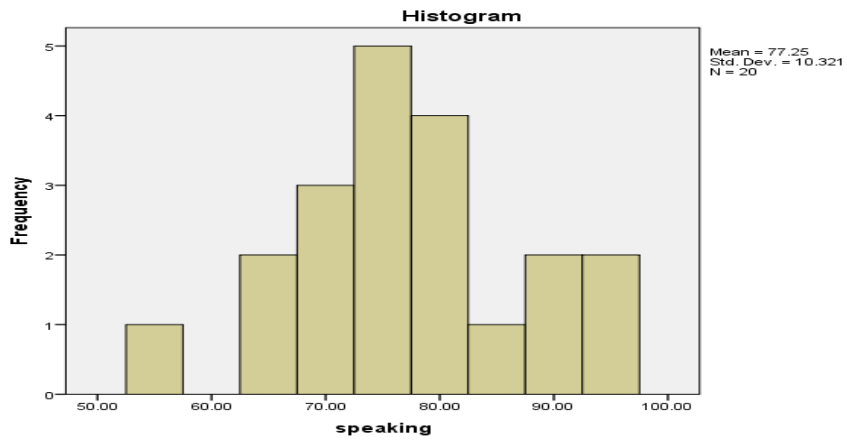
Therefore, the score which is more than 88 is classified good, the score which

is less than 67 is classified low, and score which is between 88-67 is classified medium.

The detail information is in the table below.

Table 4.18 The categorization of students' speaking score

No	Score	Frequency	Percentage	Category
1.	More than 88	4	20%	Good
2.	67-88	13	65%	Medium
3.	Less than 67	3	15%	Low
	Total	20	100%	

From that table, the researcher gets data of students' speaking score. The

students who are classified good category are 20%, 65% in a medium category, and 15%

in a low category. So, the researcher conclude that many students have medium speaking

level, it can be seen from the total number of students who have medium speaking level

are 13 students or 60% from 20 students.

Table 4.19 Students' Pre-Test Score of Speaking Test in Control Class

No	Name	Grammar	Vocabulary	Pronounciation	Fluency	Pre test
1.	Agung Setiana	2	3	2	2	45
2.	Ariska Fitria	2	2	3	2	45
3.	Davina Aangelika	3	2	3	3	55
4.	Diah Apriani	2	2	2	3	45
5.	Dwi Yustika	2	3	4	3	60
6.	Feri Yudha P	2	2	3	4	55
7.	Ferra Septiana	2	2	2	2	40
8.	Heny Farida	2	2	2	2	40
9.	Lia Dwi S	3	2	2	3	50
10.	Maharani Anggun	2	3	3	2	50
11.	Nabila Natasya	2	3	3	2	50
12.	Nurul Setya	3	3	2	4	60
13.	Rizieq Shihab	2	3	2	3	50
14.	Rosadatul C	2	2	4	2	50
15.	Sera Candra	3	2	2	3	50
16.	Vernanda Rosalia	3	4	2	2	55
17.	Wahyu Aji	2	2	2	2	40
18.	Wahyu Wulandari	3	2	2	3	50
19.	Yessica Hana	3	3	4	3	65
20.	Yuni Dwi	2	3	2	2	45
	Total					1050
	Mean					52.50

Table 4.20 Students' Post-Test Score of Speaking Test in Control Class

No	Name	Grammar	Vocabulary	Pronounciation	Fluency	Post test
1.	Agung Setiana	3	3	3	3	60
2.	Ariska Fitria	3	2	2	3	50
3.	Davina Aangelika	3	4	4	4	75
4.	Diah Apriani	3	3	3	3	60
5.	Dwi Yustika	3	2	3	3	55
6.	Feri Yudha P	3	3	4	4	70
7.	Ferra Septiana	3	3	4	4	70
8.	Heny Farida	3	2	3	2	50
9.	Lia Dwi S	3	3	4	4	70
10.	Maharani Anggun	3	3	3	3	60
11.	Nabila Natasya	3	3	3	4	65
12.	Nurul Setya	3	2	3	3	55
13.	Rizieq Shihab	2	2	2	3	45
14.	Rosadatul C	3	2	4	3	60
15.	Sera Candra	3	2	2	3	50
16.	Vernanda Rosalia	3	4	4	4	75
17.	Wahyu Aji	2	3	2	2	45
18.	Wahyu Wulandari	3	3	4	3	65
19.	Yessica Hana	3	4	2	3	60
20.	Yuni Dwi	2	2	2	2	40
	Total					1190
	Mean					59.50

Based on the table above, it can be seen that the highest score of students speaking in pre-test is 65 and the lowest score is 40. The total score of pre test for control class is 1050 with the mean is 52.50.

Meanwhile, the result of the post test could be seen that the highest score of students speaking is 75 and the lowest score is 45. The total score of post test for control class is 1190 with the mean is 59.50 . For more detail, the statistic description of students speaking score, can be seen as follow:

Table 4.21 Statistic Description of Students Speaking Score

Statistics

Speaking

N	Valid	20
	Missing	0
Mean		59.5000
Median		60.0000
Std. Deviation		9.44513
Minimum		45.00
Maximum		75.00
Sum		1190.00

Based on the table above, the fruequency distribution can be seen in as follow:

Table 4.22 Frequency Distribution of Students Speaking Score

Speaking

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	5.0	5.0	5.0
45	2	10.0	10.0	10.0
50	3	15.0	15.0	30.0
55	2	10.0	10.0	40.0
60	5	25.0	25.0	65.0
65	2	10.0	10.0	75.0
70	3	15.0	15.0	90.0
75	2	10.0	10.0	100.0
Total	20	100.0	100.0	

From the table above, can be seen that the students' confidence score was

varieties. Based on the table above, the histrogram can be seen in as follow :

Figure 4.3 Histogram for Students Speaking Score
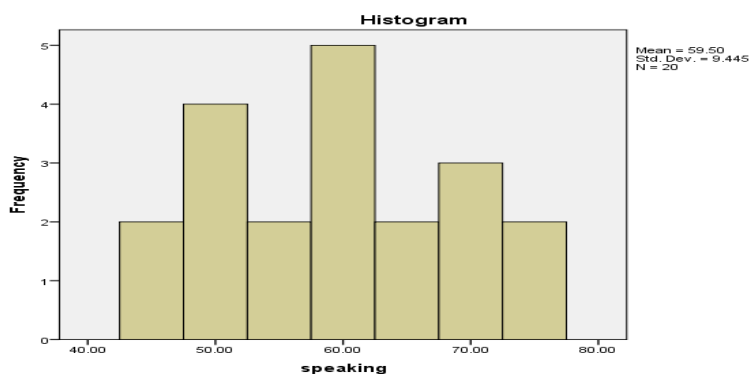
Histogram

From the histogram above, it is stated M= 59.50 and SD= 9.44 to determine the category of students' speaking was good, medium or low, the researcher grouped data using the standard as follows:

a. More than M + 1.SD (59.505+9.44 = 68) is classified as good

b. Between M-1.SD to M+1.SD is classified as medium

c. Less than M-1.SD (56.50-9.44 = 50) is classified as low

Therefore, the score which is more than 68 is classified good, the score which is less than 50 is classified low, and score which is between 68-50 is classified medium. The detail information is in the table below.

Table 4.23 The categorization of students' confidence' score

No	Score	Frequency	Percentage	Category
1.	More than 68	5	25%	Good
2.	50-68	13	65%	Medium
3.	Less than 50	2	10%	Low
	Total	20	100%	

From that table, the researcher gets data of students' speaking score. The students who are classified good category are 20%, 65% in a medium category, and 15 in a low category. So, the researcher conclude that many students have medium speaking level, it can be seen from the total number of students who have medium speaking level are 13 students or 60% from 20 students.

C. Data Analysis

1. Normality Test

In quantitative research, it is important to check the data used. Normality is used to check the data whether it is assumed normal or not. In this research, the researcher used SPSS program with Kolmogorov-Smirnov formula.[42] The normality result is in the table below.

a. Normality test of Speaking

Table 4.25 Table of Normality test for Speaking

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Group	Statistic	Df	Sig.	Statistic	df	Sig.
Speaking	experimental	.145	20	.200	.960	20	.551
	Control	.139	20	.200	.957	20	.482

a. Lilliefors Significance Correction

From the table above, it shows the significant value was 0,200. The significant value was greater than 0,05. It indicated that the data was normal distribution.

2. Homogenity

Homogenity test means the similiarily variance of each groups,so the researcher will face with groups that have same condition from the begining.[43] In experimental research , homogenity is used to know whether experimental and control class that are taken from population have same variant or not.

The researcher used SPSS Program to calculate homoginity test. The homogenity test as follow:

[42] Andhita Dessy Wulansari, *Statistika Parametik,* STAIN Po Press,38

[43] Retno widyaningrum,*Statistika*,(Yogyakarta: Fecicha,2014),203

Table 4.27 Table of homogenity for speaking

Levene's test for equality of variances	F	Sign.
	.014	.907

From the table, it shows the significant value were 0.739 and 0.907. The significant value was greater than 0,05. It indicated that both the data were homogenous.

3. Hypothesis Test

After testing the normality and homogenity, the researcher tested the hypothesis. The researcher used the T-test to analyse data. T test is a type of statistical testing used to test hypothesis in data. It is used to compare students' speaking were devided into two groups taught using different methods. The researcher compared the average score of students'speaking taught by using instagram vlog and students' speaking that were not taught using instagram vlog.

Table 4.28 The result of mean score of Experimental class and control class

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Speaking	eksperimental	20	77.2500	10.320	2.307
	Control	20	59.5000	10.208	2.282

From the table above, the result of data analysis shows that the means score of speaking in expeimental class is 77.25 and the mean score of control class is 59.50.

Table 4.29 The results of T-test Calculation

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
							Mean Differe nce	Std. Error Differ ence	95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)			Lower	Upper
speaking	Equal variances assumed	.014	.907	5.622	38	.000	18.250 00	3.245 95	11.678 92	24.821 08
	Equal variances not assumed			5.622	37.995	.000	18.250 00	3.245 95	11.678 89	24.821 11

From the table above, it could be seen that the value of speaking t_{test} was 5.622, while the degree of freedom was 38. The value of sisgnificance 5% of t_{table} was 2.024. To interpret the data above, the researcher formulates the test of hypothesis as follows :

Ha : There is significant difference score in speaking of students who are taught by using instagram vlog.

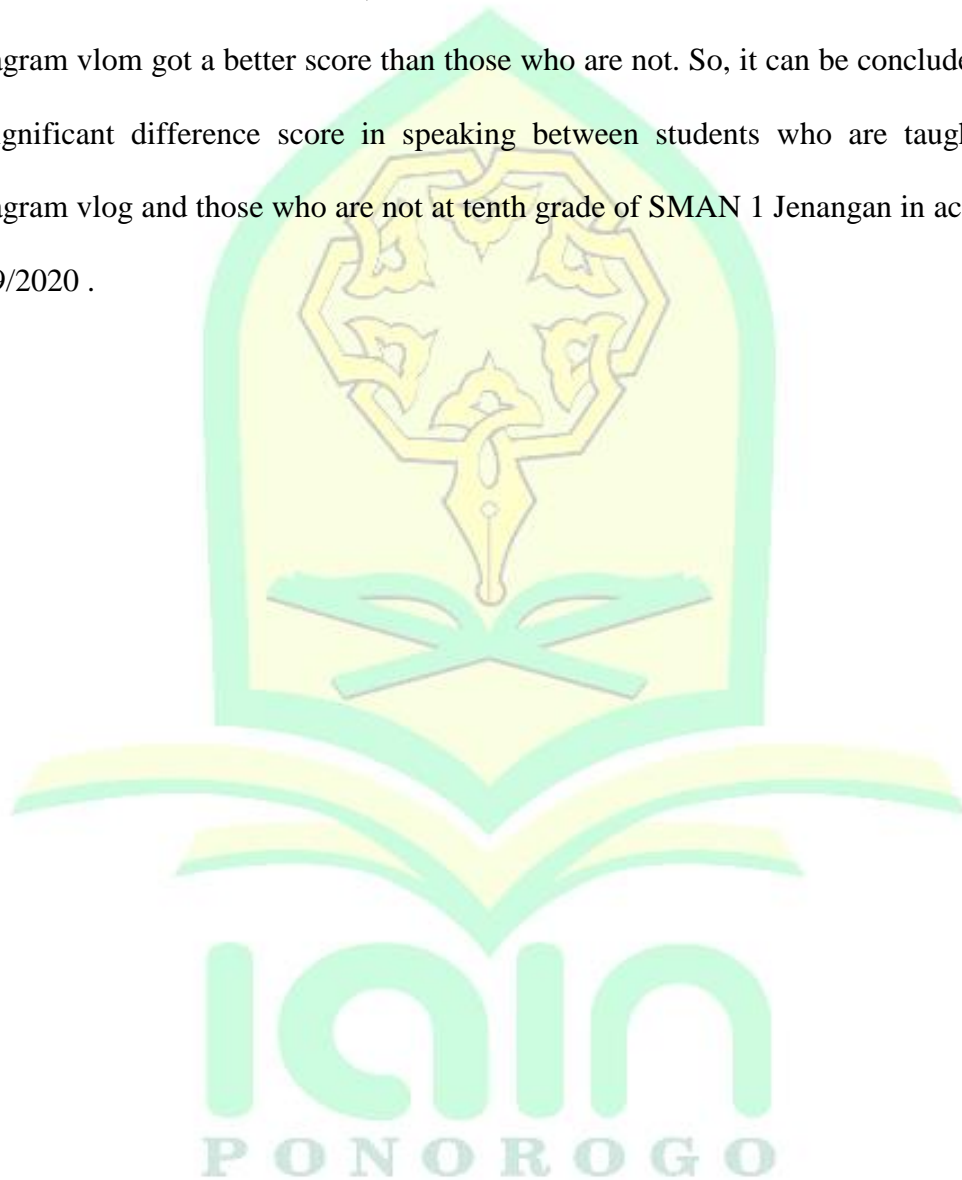Ho: There is no significant difference score in speaking of students who are taught by using instagram vlog.

The result of the research showed that the value of speaking T-$_{test}$ was higher than T $_{table}$ (5.622 > 2.024). It means that Ha was accepted and Ho was rejected. It can be concluded that there was significant different score in speaking who are taught by instagram vlog and those who are not.

D.   Discussion and Interpretation

According to calculation above, the difference coeficient of students who are taught using instagram vlog and students who are not taught using instagram vlog is 6.204.

From the data above, the researcher interprets that there was significance difference because $t_o > t_t$, so Ha was accepted.

From the calculation, it can be seen that the students who are taught using instagram vlom got a better score than those who are not. So, it can be concluded that there is significant difference score in speaking between students who are taught by using instagram vlog and those who are not at tenth grade of SMAN 1 Jenangan in academic year 2019/2020 .

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A. Conclusion

Based on the data analysis, the researcher concludes that there was a significant different score in speaking who were taught by using instagram vlog and who were not taught by using instagram vlog at tenth grade of SMAN 1 Jenangan in academic year 2019/2020. It could be seen that the students' speaking post test score in experimental class was 77.25, while the post test in control class was 59.50. It was indicated that the students who were taught by using Instagram Vlog got the better score that the students who were taught with conventional strategy. The result of the statistical calculation showed that the value of speaking T_{test} was higher than T_{table} (5.622 > 2.024).

B. Suggestion

Based on the result of the research, the researcher feels necessary to give the suggestion as follows:

1. For the English teacher

   It will be better for the teacher to improve the strategy of teaching speaking, especially using the modern technologies such as Instagram. The researcher expects the teacher be more creative and innovative in delivering the material using current technologies and make the students get the optimal benefits of this application and the disadvantages of it can be minimizes.

2. For the Students

The researcher expects that the students at the tenth grade of SMAN 1 Jenangan become more active and confidence in English class, especially when the researcher applies the Instagram Vlog. By using this application, they not be afraid to explore their creativity and knowledge. Moreover, the school facilities them by Wi-Fi which is useful for helping the teaching learning process. Thus, the students should be improving their confidence in order to increase their speaking.

3. For the reader

It is better to have confidence in speaking habit today. By this research, the researcher hopes the result of this research can give many advantages to the reader, the teacher, the students, and researcher herself.
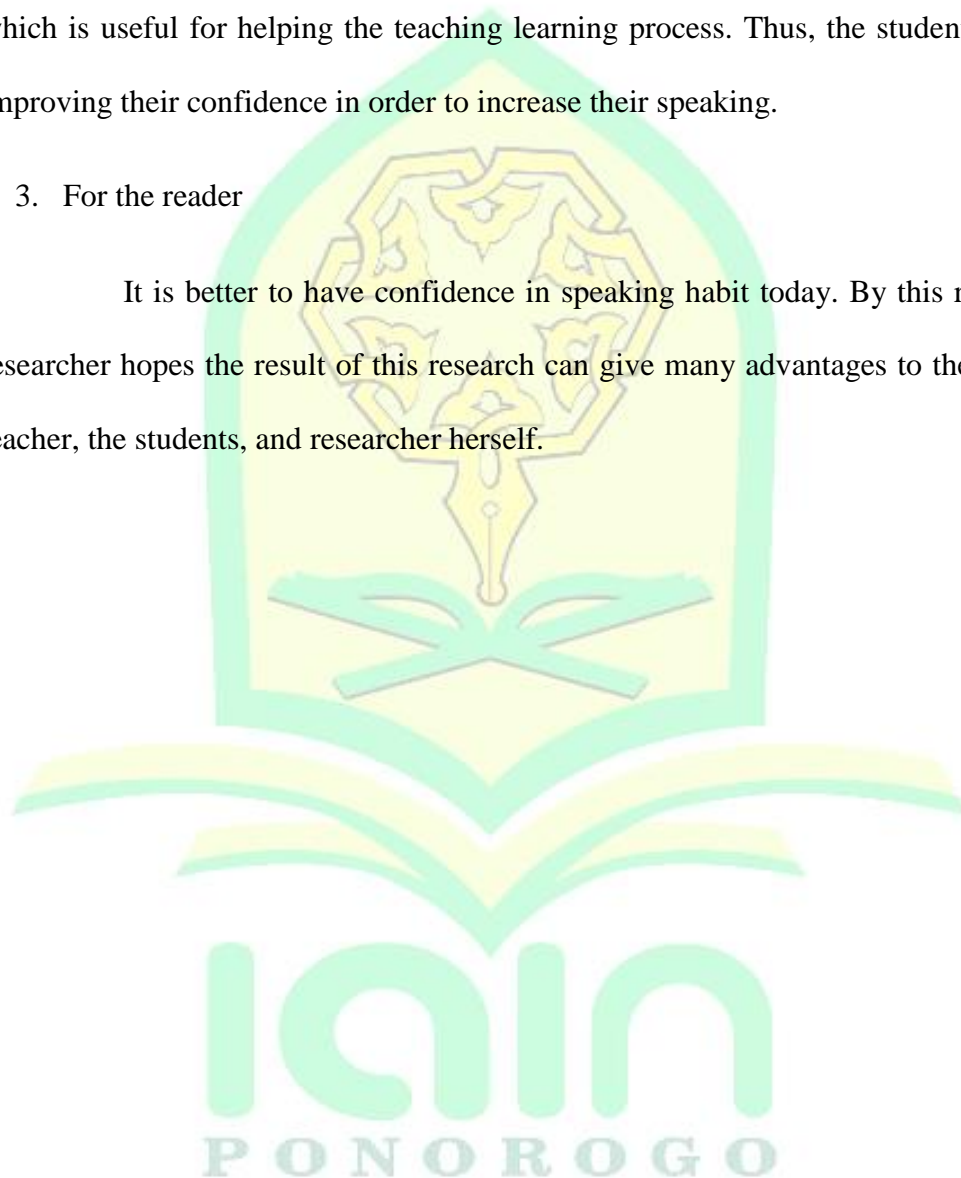
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