Vlog-Based Assignment: A Mean of Improving PGSD Students' Communicative Skill in Presenting Science Subject

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Abstract
Communicative skill is important to be mastered by primary teacher candidates. The skill is required to create conducive teaching and learning process. Meanwhile, the fact shows that the students of primary school teacher (PGSD) at STKIP Muhammadiyah Enrekang have low communicative skill. Involving technology in learning is considered to be able to assist the teacher to hone the students’ communicative skill. Vlog or video blog which is technology-based can be a way to overcome the issue. The present study aims at investigating whether the use of vlog-based assignment can improve the students’ communicative skill and affect their self-confidence. Quantitative research method with quasi-experimental research design is used to complete this research. The instruments used to collect data are questionnaire and test which is arranged based on the communicative skill indicators and validated by an expert. In conclusion, the use of vlog-based assignment gives positive impact to the level of self-confidence of the students and thus enhance the students’ communicative skill as well.

Keywords: Communicative skill; Vlog; Youtube, Science

Introduction
Communicative skill is one of the important skills that have to be mastered by teacher candidates of primary school. It is a capacity to effectively and efficiently transmit the knowledge to the students. That is why the teacher candidates must hone this skill in order to create an effective teaching and learning process and thus the teaching goals can be achieved.

This present study is motivated by the fact shows that most of the students of primary school teacher education (PGSD) of STKIP Muhammadiyah Enrekang tend to have low communicative skill. It was confirmed when the students did group or individual presentation in the class through education learning with Hasnidar, et.all., (2020). They seem rigid in conveying their material especially for science. Hence, the learning activity did not run well. Furthermore, the students rarely utilize technology in arranging the learning material in the teaching practicum activity. In contrast, revolutionary era 4.0 calls for creating innovative and creative forms of learning based on technology.

In order to overcome those issues, there must be a way that is used to create the effective, meaningful, interesting, and challenging learning activity and the development of vocational with Djafer (2020). One of the ways is by applying technology. This is in line with Philips (2014) stated that students are highly motivated to learn through technology since it offers active participation, cooperative teamwork, and helps students with wider sources with Saharuddin (2020). Vlog or Video Blogging which is technology-based is considered to attract the students’ interest in learning. At least, there are 3 reasons for it.
The first, vlog is familiar to the students’ daily life nowadays. The second, vlog tends to easy to make since every students has smartphone. The third, the students tend to addicted in gadget.

Based on the background above, the researcher intends to conduct a study on the use of vlog. It aims at investigating 2 research questions. 1) Can the use of vlog-based assignment affect the students’ self-confidence? 2) Can the use of vlog-based assignment enhance the students’ communicative skill in conveying the science subject? Finally, it is regarded urgent to undertake this research since it is expected to give valuable input for the students, the lecturer, the future researcher, and also for the educational system especially in Indonesia. For the students, it is expected that they communicative skill can be enhanced as their provision to be a professional primary teacher. For the lecturer, it is expected that they can adapt their way of teaching as a mean of assisting them to reach the teaching goal. For the future researcher, it is expected that they can use the result of this research as precious reference for the related study. The last is it is expected it can give positive contribution for the quality of educational system in this country.

Method

The research used quantitative research method. Especially, it used quasi-experimental research design. The participants were the second semester students of PGSD STKIP Muhammadiyah Enrekang in academic year 2019/2020. The participants consist of 40 students which is 20 students of experimental class (PGSD IV A) and 20 students in control class (PGSD IV B). The students in the experimental class will be treated through the application of vlog based assignment while the students in the control class will be treated through the conventional teaching technique (group presentation).

The instruments used to collect data were questionnaire and test. This instrument is made based on the indicators of communicative skill. After that, the instrument is validated by the expert. The data collected from the instruments were analyzed using SPSS 25.

Result and Conclusion

1. The Effectiveness of Vlog-Based Assignment towards the Students’ Self Confidence

The data obtained from questionnaire is used to analyze the influence of using vlog-based assignment towards the students’ self-confidence. The following table is the result.

| Data   | Experimental Class | Control Class |
|--------|--------------------|---------------|
|        | Pretest | Posttest | Pretest | Posttest |
| N      | 20      | 20      | 20      | 20       |
| Min    | 56      | 66      | 47      | 56       |
| Max    | 80      | 92      | 95      | 96       |
| Mean   | 70.15   | 70.15   | 66.45   | 78.20    |

Table 1 Descriptive Analysis of questionnaire data

The data displayed on the table 1 indicates that the mean score of posttest in the experimental class is higher than the mean score of posttest in the control class. It confirms that there is a difference between the students’ self confidence in the treatment class and those who are in the experimental class after giving the treatment.

Thence, in order to assure whether the hypothesis is accepted or not, the researcher analyzed the T test. Still, the researcher analyzed the inferential data (perquisite test) beforehand as a mean of testing whether the data is qualified or not. The result is shown in the table 3 and table 4
Table 2 shows that sig score found from the data is higher than sig α (5% / 0.05) or 0.200 > 0.05. It implies that all of the data is normally distributed. Likewise, the data displayed on the table 3 shows that the sig score based on mean is smaller than sig α (0.009 < 0.05) and the sig score based on median is higher than sig α (0.84 > 0.05). Thus, it can be stated that the posttest data in the experimental class is homogeneity with the posttest data in the control class. In such a way, the researcher can continue to analyze the T test due to the prerequisite test is qualified.

Table 3. Test of Homogeneity of Variances

Table 2 shows that sig score found from the data is higher than sig α (5% / 0.05) or 0.200 > 0.05. It implies that all of the data is normally distributed. Likewise, the data displayed on the table 3 shows that the sig score based on mean is smaller than sig α (0.009 < 0.05) and the sig score based on median is higher than sig α (0.84 > 0.05). Thus, it can be stated that the posttest data in the experimental class is homogeneity with the posttest data in the control class. In such a way, the researcher can continue to analyze the T test due to the prerequisite test is qualified.

Table 4. Independent Samples T test

The data from table 4 shows that t counted > t table (4.401 > 1.688). Thus, it can be concluded that H1 is accepted while H0 is rejected. In other words, there is a significance difference between the students’ self-confidence in the experimental class and the students in the control class.

Afterward, the students’ distribution score of self-confidence can be grouped in 5 categories.
3. Table 5 shows that there are 6 students in the experimental class who have high self-confidence while only 1 student in the control class who has high self-confidence. Then, there are 14 students or 70% of the students in the experimental class have medium self-confidence while there are 16 students in the control class are in this level of self-confidence. For the low level of self-confidence, there is none of the students in the experimental class get this level meanwhile there are 3 or 15% of the students in the control class who are in this level of self-confidence.

4. Thus, it can be concluded that the treatment given (vlog-based assignment) can give a positive effect to the students’ level of self-confidence. This is in line with Sari (2017) stated that the students became more inspired and confident in their class to communicate after doing the task of making video-blog. Their self-confidence are gradually improved. Additionally, Izatussariroh (2019) stated that since the students nowadays are familiar with technology and social media, the vlog project also can increase the students’ self-confidence.

5. The Effectiveness of Vlog-Based Assignment towards the Students’ Communicative Skill

The instruments used to collect the data of the students’ communicative skill are pre-test and posttest. They can be seen in the following table.

| Data | Experimental Class | Control Class |
|------|-------------------|---------------|
|      | Pretest | Posttest | Pretest | Posttest |
| N    | 20      | 20       | 20      | 20       |
| Min  | 55      | 62       | 50      | 50       |
| Max  | 70      | 87       | 73      | 75       |
| Mean | 64.10   | 72.45    | 62.60   | 64.35    |

6. Table 6. The Result of Pretest and Posttest

7. Table 6 shows that the mean score of posttest in the experimental class is higher than the mean score of posttest in the control class. It means that there is a difference of the communicative skill between the students’ in the experimental class and control class after giving the treatment.

Furthermore, the researcher analyzed the inferential data (Prerequisite Test) of the students’ score before analyzing the T-test. The inferential data consist of 2 kinds. They are test of normality and test of homogeneity of variances. The result can be seen as follows.

|                      | Kolmogorov-Smirnov | Shapiro-Wilk |
|----------------------|--------------------|--------------|
|                      | Statistic | df | Sig. | Statistic | df | Sig. |
| CONTROL CLASS        | .158      | 20 | .200* | .957      | 20 | .481 |
| EXPERIMENTAL CLASS   | .158      | 20 | .200* | .922      | 20 | .110 |

8. Table 7. Tests of Normality

Based on the data of table 7, it can be confirmed that all of the variable data is normally distributed. It is because the score of sig is higher than sig α (5% / 0,05) or 0,200 > 0,05.
9. Table 8. Test of Homogeneity of Variances
Table 8 shows that the posttest data of control class is homogeneity with the posttest data of experimental class. It can be confirmed by the score of sig based on mean score is smaller than sig α (0.04 < 0.05) and the score of sig based on median is higher than the sig α (0.194 > 0.05).

Since the result of inferential data (Prerequisite Test) analysis shows that the data is normally distributed and homogeneity thus it is qualified to analyze the T-test. The result is displayed in the following table.

| Experimental Class | Based on Mean | Based on Median | Based on Median and with adjusted df | Based on trimmed mean |
|--------------------|---------------|----------------|-------------------------------------|-----------------------|
| Levene Statistic   | 3.643         | 1.827          | 1.827                               | 3.713                 |
| df1                | 4             | 4              | 4                                   | 4                     |
| df2                | 11            | 11             | 5.953                               | 11                    |
| Sig                | .040          | .194           | .243                                | .038                  |

Table 9. Independent Samples T test

The table shows that t counting is higher that t table (4.233>1.685). It means that H1 is accepted while H0 is rejected. It indicates that there is a significance difference between the students in the control class and experimental class in terms of the students’ communicative skill after giving treatment. In other words, the students who were given treatment with vlog-based assignment had better communicative skill than they who were not.

The fact is supported by Ma’mur (2013) who stated that the learning process must be active, creative, effective and fun. Hence, the teacher has to be competent in choosing teaching media that can stimulate the students’ activeness and creativeness. In this case, vlog can be one of such media.

Furthermore, Priana (2017) explained that in terms of delivering material as well as doing presentations, the creativity of either the students or the teacher who develop Vlog as media requires learning to be more interactive and thus attract the students. Consequently, the students’ communicative skill can be improved as well.

Conclusion

In conclusion, the research questions can be answered. The first is the use of vlog-based assignment can affect the students’ self-confidence. This gives positive impact to the level of self-confidence of the students. The second is the use of vlog-based assignment can enhance the students’ communicative skill.

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