

Vlog Task Based Language Teaching with Youtube Media in The Teaching Speaking for High School

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Abstract

This study examined the effectiveness of using YouTube as a media tool in conjunction with Vlog Task-Based Language Teaching (TBLT) to improve high school students' speaking abilities. This study used a quasi-experimental design. While the control group adhered to a traditional curriculum that excluded vlogs and digital media, the experimental group actively participated in Vlog TBLT sessions, where students produced, edited, and engaged with YouTube video content. The findings showed that students' speaking skills significantly improved after being exposed to the Vlog TBLT technique. Compared to the passive learning seen in traditional approaches, the active participation demanded by vlog-based assignments allowed for a more deep and engaged learning experience, producing better results. Additionally, the findings implied that using YouTube vlogs in language instruction not only improved speaking ability but also fostered higher levels of student interest and involvement. This study had important ramifications for teachers looking to integrate digital media into their lesson plans. This study offered a viable substitute for conventional educational approaches that might not be able to satisfy the demands of today's students by demonstrating that Vlog TBLT with YouTube could be a potent instrument in contemporary language instruction. In the end, this study promoted a change to more creative and captivating teaching methods that used technology to improve language learning results.

Keywords: media, speaking, teaching, vlog, youtube

Introduction

Speaking is the process of communicating verbally with an audience or listener by articulating words, tones, and gestures in order to transmit thoughts, ideas, or feelings. It is an essential human ability that can take many different forms, including public speaking, presenting, and discussion. It is a dynamic way to share information, develop relationships, and promote the sharing of viewpoints and knowledge. (Nunan et al., 2003) has stated that speaking is a productive talent that can be directly and objectively seen; yet, the validity and reliability of an oral production test are always compromised by the precision and efficacy of a test-taker's listening skills. English is now widely used in both countries that were directly impacted by the British Empire and in numerous commercial and cultural fields that were influenced by it. As a result, knowing this language is beneficial and even necessary. Learning English is essential, and people all around the world are choosing to learn it as a second language. Many nations incorporate English as a second language into their curricula, and children start studying it at a young age. English is the language of science, aviation, computing, tourism, and diplomacy.

Being proficient in English increases your chances of getting a good job in a multinational company. In numerous nations, including many former British Empire territories, English is the official language or the most widely spoken language. Numerous hints about the popularity of the English language can be found in the development of the British Empire. The greatest language to study in order to succeed in life is something that many people are curious in. The greatest approach, according to many, is to acquire English, the international language. Naturally, English is a great option. Desiring to speak English well is insufficient. You must enjoy learning English if you want to learn it (Siegel, 2018).

Actually, a lot of pupils still have trouble speaking English, particularly those in vocational high schools. For a variety of reasons, the majority of the pupils struggled with their English. Students just remained silent and refused to talk when the teacher requested them to do so or inquired about their comprehension of the material. As a result, many pupils will receive low test scores. There are numerous variables that contribute to students' reluctance to talk or interact with their peers, particularly in front of the class.

First of all, they find it challenging to express themselves to others since they are unsure of what to say or convey. Second, the teacher lacks desire for the course and does not provide adequate opportunity for students to speak more. Thirdly, the kids lack confidence and mispronounce words, which makes them nervous when speaking. The pupils are thus unable to communicate their ideas because they lack vocabulary, make grammatical errors, and become stuck when speaking. Both the teacher and the pupils contributed to this. The students are asked to speak by the teacher, but they are unsure of what they wish to say in English.

The teacher has employed a number of different tactics, including the speech technique and the grammar translation method, but there is still a lack of use of the unusual or scopes for students that can encourage them to express their views more and have them ready before the lesson starts. Therefore, conversing in English, especially in front of the class, does not make the kids feel comfortable or happy. A good teacher should be aware of the state of the class, the personalities of the pupils, and their needs. Thus, during the learning process, the instructor can employ the proper technique. The learning process requires the students' active participation. To stay on course and keep the pupils motivated, it is crucial to change up the activities during the class. (Hedge, 2003) has pointed out that not every immigrant who enters this nation learns English quickly or effectively, and this lack of development can negatively impact the immigrant's quality of life and stand in the way of their achievement.

In any case, if students are constantly feeling self-conscious about their speaking abilities, this is the best approach for them. Vlog Task Based Language Teaching allows students to record themselves using their speaking abilities without feeling self-conscious about being seen or heard by others. In addition, this approach is successful because the teacher allows students to express themselves freely and repeats the video process until the students are happy with the outcomes. It was suggested that technology-enhanced learning through customized and adjustable web pages benefits students by encouraging teamwork and providing feedback or assessments, which reduces the amount of work needed for administrative duties (Derntl & Motschnig-Pitrik, 2005).

Vlogs are compilations of videos that serve as both an audiovisual documentary and a conversation starter on the internet. Although vlogging is not exclusive to YouTube, it is one of the primary features that distinguishes it from other online video distribution platforms and repositories. Social connection and creative use of video content are made possible by it. This vlog project assignment helps them improve their foreign language communication skills. For some students, particularly those who lack motivation, vlogs might be a drawback when it comes to speaking lessons. They struggle to express their ideas, emotions, and feelings; they are typically passive and only learn from their teacher; they lack awareness, courage, and the motivation to participate in learning activities (Derntl & Motschnig-Pitrik, 2005).

YouTube may be a very useful tool for teaching public speaking. Since nonverbal behavior is a powerful means of communicating identification traits like age, occupation, culture, and personality, it is frequently utilized to draw conclusions about people. According to a recent YouTube study on social media, nonverbal behavior contributes to conversational vlogs in addition to content in ways that may be similar to in-person encounters. Gatica-Perez and Biel, n.d. Specifically, preliminary findings indicate a considerable correlation between the attention level of videos and certain auditory, visual, and multimodal nonverbal indicators taken from conversational vlogs. The appeal of conversational vlogs among online video viewers may be partially explained by the fact that they constitute a distinct type of interpersonal perception and self-presentation on social media that goes beyond the use of text and still images. However, the social media community has paid little attention to online video, even though YouTube announced on their official blog (Ad, n.d.) that 35 hours of video are posted every minute (and that number is still rising). Given the foregoing context, the researchers hope to learn more about the efficacy of teaching English through vlog assignments that include YouTube content. "Vlog Task Based Language With YouTube Media In The Teaching Speaking For High School" is the title of the study.

Research Methods

Using the appropriate research methodology is one technique to determine the goals of the study. The researcher assesses whether a planned and systematic experiment can test a hypothesis, validate a theory, or identify a coincidental association between symptoms based on the observations that have been made. Students' results on the English Speaking test served as the study's interval data source. Because this study included a number of variables and specific numerical data that needed to be examined, the quantitative method was therefore found to be an appropriate research approach. (Ary et al., 2010) have stated that experimental research examines the impact of methodically adjusting one or more variables on another variable. The independent variable or experimental treatment is the term used to describe the altered variable. The dependent variable is the one that has been observed and measured. whereas the quasi-experimental research design was adopted. Although they don't use randomization, quasi-experimental designs use alternative techniques to give some control over unimportant variables. For example, they are employed when the experimental and control groups are intact classrooms. The internal validity of true experimental designs is therefore the highest, that of quasi-experimental designs is somewhat lower, and that of pre-experimental designs is the lowest. Since the goal of this study is to determine how one variable affects other variables, a quasi-experimental research method will be used. To get the results, this study will use a control group or comparison group. With the comparison group, two variables will be examined and subjected to various treatments in this experimental approach. Following treatment, the researcher must examine the outcomes of two separate studies before comparing them to those of other groups that receive different interventions.

This sort of research uses a non-random sample from all student populations, and the researcher used a non-randomized pretest-posttest control group design. Since it will be challenging to locate a control group for the study in practice, a quasi-experimental design will be employed. The experimental class in this study, which includes the class without treatment and the class using YouTube as learning media and vlog task-based language teaching on English speaking, can only receive different treatments at random from the researcher. Essentially, a quasi-experimental study strategy is one that chooses a non-random sample from among all student populations.

Researchers use this approach for a number of fundamental reasons. First, no modifications will be made to the observed class's characteristics or environment; the research will be carried out without altering the classroom environment. Second, in order to prevent

students from feeling like they are being watched, which could result in foreign factors, the researcher works exclusively with the teacher to conduct this learning in a natural classroom setting. Last but not least, the two classes employed in this study will be kept apart for a considerable amount of time before the researcher considers sampling procedures. The research will then be conducted utilizing a scheduled teaching period that has been previously set up by the school. The purpose of this study is to ascertain how YouTube as a learning medium and vlog task-based language teaching affect English speaking in the experimental class. The control group will just receive a pretest and posttest, while the researcher will treat the Vlog Task Based Language Teaching on English Speaking and YouTube as Learning Media in the role of a teacher. The experimental group, X BDP, will receive therapy using the Vlog Task Based Language Teaching on English Speaking, while the control group, X AKL, will be assumed to receive instruction using traditional teaching techniques.

Table 1 Non-randomized control group pretest-posttest design.

Group	Pretest	Independent Variable	Posttest
E (X BDP)	Y1	X1	Y2
C (X AKL)	Y2	-	Y2

Table 1 show data, According to (Ary et al., 2010) Y stands for the dependent variable's measure. Y1, also known as a pretest of some kind given before to the experimental treatment, represents the dependent variable prior to the manipulation of the independent variable. After manipulating the independent variable, Y2 represents the dependent variable. It is often created as a posttest that is given to participants following the experimental treatment. In the meantime, X stands for the independent variable that the researcher manipulates. Since the goal of this study is to determine how effective the two teaching approaches are, the researcher in this instance assumes the role of a teacher and must administer various treatments during the writing instruction process. This variable can be referred to as the experimental variable or the treatment. Class X AKL (Control group) will not receive any therapy from the teacher, whereas X BDP (experimental group) will receive the RAFT Strategy through a YouTube video. so that just the pre-test and post-test are given to the control group.

A. Prosedures of the Research

The researcher has designed a number of stages of activities that follow the operational processes of quasi-experimental research. The researcher first prepared the research instrument and selected the population and sample. Prior to administering a pre-test, the researcher continuously conferred with the instructor regarding the learning process, including the lesson plan, the content, the approach, the students' writing abilities, and the challenges encountered during instruction. The researcher had already divided the two classes into an experimental group (X BDP) and a control group (X AKL). The researcher has designed a number of stages of activities that follow the operational processes of quasi-experimental research. The researcher first prepared the research instrument and selected the population and sample. Prior to administering a pre-test, the researcher continuously conferred with the instructor regarding the learning process, including the lesson plan, the content, the approach, the students' writing abilities, and the challenges encountered during instruction. The researcher had already divided the two classes into an experimental group (X BDP) and a control group (X AKL).

The third phase involves conducting final trials and using the post-test to gather information on the student's performance. After both groups received various therapies, post-tests were administered to gauge the students' speaking proficiency. Finally, in order to determine whether or not the differences between the two groups' findings are significant, the

researcher gathered the scores of the students' responses and selected the best method of data analysis and statistical operation. It will end with a summary of the study' findings and details on whether the hypothesis was accepted or rejected.

B. Treatment

To find out how different teaching methods affected the control and experimental groups, a quasi-experimental study was carried out. It indicates that two chosen groups received instruction in disparate ways. While the control group received instruction using the traditional method, the experimental group was taught using Vlog Task Based Language Teaching with YouTube as Learning Media. Similar to the quasi-experimental design shown in Table 3.1, the therapy was only administered to the experimental group; it was not administered to the control group, which was presumed to have received instruction utilizing process techniques in regular classroom settings. Following a pretest, two meetings were held to learn the Vlog Task Based Language Teaching with YouTube as Learning Media. The lesson plans created by researchers and approved by the teacher serve as the basis for the Vlog Task Based Language Teaching with YouTube as Learning Media.

C. Pre-Test

According to (Ary et al., 2010), the researcher administered a pretest to both groups in order to validate the research instrument. Pretests enable the researcher to confirm the equivalency of a set of dependent variables prior to the commencement of the investigation. The researcher can disregard selection bias as a major risk to internal validity and continue the study if there is no discernible difference between the pretests. If there are discrepancies, researchers can statistically correct the post-test results for pre-test discrepancies using ANCOVA.

The cognitive learning outcomes test was utilized twice in this study. Before the experimental group received any therapy, the pretest was administered for the first time. The purpose of the first exam is to assess each group's cognitive capacity. Both the experimental class and the control class require the application of this foundational cognitive capacity. Additionally, this stage seeks to ascertain class X's baseline speaking proficiency, particularly in the two groups that will be examined and monitored.

While the exam was created by researchers to finish the test, the pretest's test content was taken from the English test created by the English teacher, which made reference to student worksheets frequently used in classrooms. According to Brazil et al. (n.d.), researchers may design their tests in response to the particular goals of a study. Tests created by researchers have the advantage of being able to be customized to fit particular topics, thus they will more closely match the material covered in research studies or classes.

D. Post-Test

Following instruction and assessment of the experimental group utilizing YouTube as Learning Media and Vlog Task Based Language Teaching, the researcher administered a posttest that had been created and approved by the validator. After being treated in the form of not using Vlog Task Based Language Teaching with YouTube as Learning Media or conventional learning for the control group and Vlog Task Based Language Teaching with YouTube as Learning Media for the experimental group, a post-test was used for the experiment's final test to obtain sample values in both groups. The posttest, which is divided into a pretest and a posttest, has the same level of difficulty as the pretest, as indicated by the same grid. The posttest shouldn't be any easier or more difficult than the pretest because of the closeness in difficulty level when creating the test item. Because the methods used to create measures may change over time, instrumentation presents a challenge in longitudinal research.

E. Research instruments

Tests, which are useful measuring tools for educational research, were employed in this study. In particular, assessments are intended to gauge or determine a student's writing proficiency. The curriculum's first-class course plan serves as the foundation for this test. The researcher also looks at the teacher's textbooks, which they used as a guide to create the tool. This tool is used to facilitate research and produce better results—that is, more accurate, comprehensive, and methodical—that are easier to handle. Instrument of Trial The pre-test at the first meeting and the post-test at the last meeting are the tests employed in this study. Prior to therapy, the pre-test will be administered, and following treatment, the post-test will be used. To get accurate and trustworthy research data, the test must be evaluated before being utilized to gather data. If the research tool satisfies both validity and reliability requirements, it is considered valid. A measuring device that is unreliable or invalid will produce biased results, be less appropriate, and give false information regarding the condition of the person taking the test.

F. English test on Speaking (Vlog task Based with YouTube Media)

This instrument consists of a pretest and a posttest, as previously mentioned. The test's content will be derived via creating a video log using various resources, such as product reviews, locations, and more. Before implementing the strategies and methods, students are instructed to discuss topics related to the video-log. As a result, tests are administered both before and after the experimental group receives treatment using the Vlog task-based language teaching strategy, while the control group only receives the pretest and posttest without any treatment.

G. Scoring Video-log task

Following the administration of the post-test, the researcher used the scoring guidelines shown in the grid to evaluate the students' responses. The student's work is evaluated by the researcher. Students' comprehension of speaking will be reflected in their final projects. Because the test takes the form of an objective test, only the researcher can make the assessment. The raw data for this study is the scoring results.

H. Data Collection Method

The term "collection method" refers to a technique for gathering information on research variables. To put it briefly, data collection techniques are ways that researchers gather different types of information, data, and other facts to support their findings. This collection method is inextricably linked to the researcher's research methodology. A speaking test was used to gather all the necessary data, and the results were subsequently processed and examined.

I. Method of Analyzing Data

The purpose of the analysis is to test the hypothesis that students who receive instruction in speaking skills via vlog-based language teaching are superior to those who receive instruction using traditional techniques. Statistics are used in quantitative research data analysis methods. It will be changed into the null hypothesis (H_0) in order to test the research hypothesis. This study uses the ANCOVA formula to support the hypothesis (Pallant, 2010). She states that ANCOVA can be applied to two groups of pretest or posttest designs (comparing pretest-posttest designs) control group design, because a non-randomized pretest-posttest control group design was used. Covariance analysis (ANCOVA) is a variant of ANOVA that is employed, for instance, when groups are given a starting test that is somewhat connected to the dependent variable and their mean scores on this baseline test are found to differ. In order

to make up for the initial discrepancies between groups on the pretest, the researcher was able to use ANCOVA to modify the posttest mean score on the dependent variable for each group. The covariate is the pretest. The degree of association between the covariate and the dependent variable, as well as the size of the difference between the pretest and posttest means, determine how much the posttest means should be changed. The ANCOVA test allows for the use of several covariates, allowing the researcher to assess the impact of other factors in addition to (or instead of) controlling for the pretest. The F value produced by ANCOVA is then searched for in a statistical table to see if it is statistically significant. ANCOVA is also helpful when the study needs to use pre-existing groupings (student classes) rather of randomly assigning individuals to different groups. To account for preexisting group differences, Pallant (2000) utilized the pretest score as a covariate. Because these groups could have distinct characteristics, ANCOVA can be used to try to lessen some of these differences.

Results and Discussions

A. Analysis of Scoring Test

The experimental group scores are shown in the following table. The table displays the data score for speaking on the Table 2 data.

Table 2. Pretest and Posttest Score of Experimental Group

No.	Nama Siswa	Try Out	Score	
			Pretest	Posttest
1.	E1	55	60	80
2.	E2	55	60	80
3.	E3	40	40	70
4.	E4	40	40	80
5.	E5	40	40	70
6.	E6	40	40	70
7.	E7	55	60	80
8.	E8	75	70	90
Total Score		400	410	620
Average		50	51,25	77,5

The control group received pretests and posttests from the researcher as well, but they were instructed in class X AKL using traditional methods. The pupils' data scores are shown in the Table 3.

Table 3. Pretest and Posttest Score of Control Group

No.	nama siswa	try out	score	
			pretest	posttest
1.	C1	65	50	55
2.	C2	55	70	65
3.	C3	60	70	70
4.	C4	55	60	60
Total Score		235	250	250
Average		58,75	62,5	62,5

B. Testing of Linearity

Using scatter plots, researchers verify the hypothesis that the dependent variable and the covariate have a linear relationship. The following is a description of the data's Figure 1:

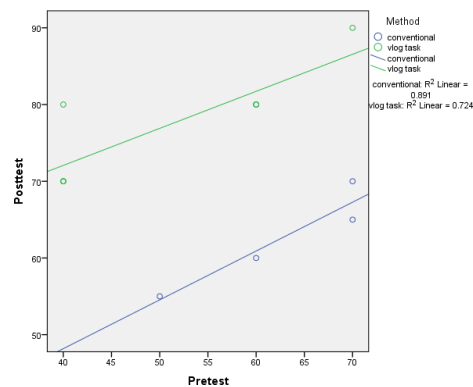


Figure 1. Linearity Test

C. Figure Chart of linearity

According to (Pallant, 2000), you might want to reevaluate the use of this covariate if you discover a curvilinear relationship. It can be concluded that the linearity assumption is not broken because the scatter plots for each group in the preceding image demonstrate a linear (straight line) relationship for each group rather than a curved one.

Table 4. Testing the Homogeneity of Regression Slopes Tests of Between-Subjects Effects Dependent Variable: POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	964,812	3	321,6	23,34	,00
	a		04	9	0
Intercept	335,287	1	335,2	24,34	,00
			87	3	1
METHOD	53,068	1	53,06	3,853	,08
			8		5
PRETEST	274,904	1	274,9	19,95	,00
			04	9	2
METHOD * PRETEST	5,179	1	5,179	,376	,55
					7
Error	110,188	8	13,77		
			4		
Total	64150,0	1			
	00	2			
Corrected Total	1075,00	1			
	0	1			

a. R Squared = .897 (Adjusted R Squared = .859)

Table 4 data show assessing the interaction between the covariate and the factor (independent variable) in the dependent variable prediction is the goal of testing the homogeneity of regression slopes. ANCOVA should not be performed if the interaction is substantial because the results are meaningless. Pallant (2000) The assumption is broken if the interaction level is less than or equal to 0.05, which indicates that the interaction is statistically significant. Furthermore, the significant value of .557, which is significantly larger than 0.05, is

found in the data from the method*pretest above. It has been demonstrated that the regression slope's homogeneity assumption is upheld. ANCOVA can be carried out in light of this discovery show on Table 5.

Table 5 Levene's Test of Equality of ErrorVariances^a

Dependent Variable: POSTTEST			
F	df1	df2	Sig.
1,187	1	10	,301

To find out whether the assumption of equality of variance is violated or not, the researcher applies the Levene Test. If the significance value is greater than the variance, it is homogeneous, but if the value is less than 0.05, this means that the variance is not homogeneous or in other words, the variance is different and the assumption of equality of variance is violated, (Pallant, 2000). In this case, the variance is homogeneous, or the assumption of equality of variance is not violated, because the Sig. value is 0.301 which is greater than 0.05 show on Table 6.

Table 6. One-way Analysis of Covariate Tests of Between-Subjects Effects Dependent Variable: POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	959.633 ^a	2	479,817	37,431	,000
Intercept	673,852	1	673,852	52,569	,000
PRETEST	359,633	1	359,633	28,056	,000
METHOD	922,868	1	922,868	71,995	,000
Error	115,367	9	12,819		
Total	64150,000	12			
Corrected Total	1075,000	11			

a. R Squared = .893 (Adjusted R Squared = .869)

(Pallant, n.d.) states if the significant value is less than 0.05, then the groups (Vlog Task Based Language in the Teaching Speaking with YouTube as Media and Conventional method) differ significantly. Based on the above table (labeled Group on the SPSS output), the result of the analysis indicates that the null hypothesis saying that both methods (Vlog Task Based Language in the Teaching Speaking with YouTube as Media and conventional method) are equal should be rejected, $F(1,37) = F 5.902$, $P 0.00 < 0.05$.

C. Research Assumption

Table 7. Estimated Marginal Means Box Dependent Variable: POSTTEST
95% ConfidenceInterval

METHOD	Mean	Std. Error	Lower Bound	Upper Bound
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CONVENTIONAL	58.647 ^a	1,932	54,276	63,018
VLOG TBLT	79.427 ^a	1,317	76,447	82,406

Table 7 show data, Pallant (2000) stated that if the significance value is less than 0.05, then the groups (Vlog Task Based Language in Teaching Speaking with YouTube as Media and conventional methods) are significantly different. Based on the table above (labeled Group in the SPSS output), the results of the analysis show that the null hypothesis stating that both methods (Vlog Task Based Language in Teaching Speaking with YouTube as Media and conventional methods) are the same must be rejected, $F(1,37) = F 5.902$, $P 0.00 < 0.05$.

Discussion

The recent study provides empirical evidence that the Vlog Task Based Language Teaching with YouTube in teaching speaking provide better improvement than conventional techniques. This section will discuss these findings by comparing them with previous studies to determine the contribution and uniqueness of this study to the existing literature. The following are some related studies:

- 1) A study by Ahmed, M., & Ahmed, S. (2020) in the International Journal of Applied Linguistics revealed that TBLT was useful in improving high school students' speaking abilities, especially when paired with online audience involvement and video recording.
- 2) When combined with CALL (Computer-Assisted Language Learning) and video recording, TBLT enhanced students' speaking abilities and learning experiences, according to a different study by Chen, Y., & Li, Y. (2022) published in the Journal of Educational Technology and Applied Linguistics.

By comparing the research results of Vlog Task Based Language Teaching with YouTube in teaching speaking with 2 literatures taken from related previous studies, it can be seen that Task Based Language Teaching is an important factor in optimizing students' speaking skills. This finding broadens the understanding of how Task Based Language Teaching can be utilized in language learning and provides practical insights for educators in integrating this method into the learning process.

Conclusion

The purpose of this study is to determine how vlog task-based language instruction uses YouTube as media to teach speaking in vocational high school report texts. The mean score for Vlog Task Based Language in the Teaching Speaking with YouTube as Media (84.548a) was higher than that of the traditional technique (75.252a), demonstrating the beneficial effect. The null hypothesis, which states that both approaches (the conventional method and the Vlog Task Based Language in the Teaching Speaking with YouTube as Media) are equal and should be accepted, also supports it ($F(1,37) = F 5.902$, $P 0.041 < 0.05$). Additionally, the other study demonstrated that teaching speaking through the use of YouTube as media and vlog task-based language is more effective than teaching speaking without this technique. In summary, the new study offers empirical proof that using YouTube for Vlog Task Based Language Teaching improves speaking instruction more effectively than traditional methods.

Suggestions

The aforementioned result makes it clear that teaching and learning speaking through Vlog Task Based Language in the Teaching Speaking with YouTube as Media is successful since it enables students to recount certain incidents despite their limited vocabulary. Additionally, by comparing the material to other everyday occurrences, the pupils are able to comprehend it. The pupils can then readily recount it using their everyday vocabulary. In order to provide pupils new vocabulary to use, they might watch YouTube vlogs to gain extra time to improve their English.

Suggestion for the Teacher. The teacher plays a crucial role in helping the pupils fully understand the topic throughout teaching and learning activities. Teachers should have more time and strategies to help students learn how to talk. Because they are not really motivated to learn how to speak English. Additionally, teachers should look for suitable material to improve their pupils' speaking skills. Students will be able to acquire speaking skills without any worries thanks to this method and the media.

Suggestion for Curriculum. Lack of comprehension is a major issue for all English language learners. It is as a result of improper reading instruction methods. Regardless of whether it is suitable for the talent they wish to teach or not, the majority of teachers employ the same method. Therefore, the curriculum needs to establish the proper method for each English skill that makes it easy for the pupils to understand. According to the aforementioned conclusion, vlog task-based language instruction using YouTube as media is more successful than the conventional approach, which is typically employed by teachers. In order to help teachers deliver the speaking material, the curriculum recommends using YouTube as a media source for Vlog Task Based Language in Teaching Speaking.

Suggestion for School. The teaching and learning process will be altered by the aforementioned recommendations. Applying English speaking skills is simple. The majority of pupils struggle with speaking and are unmotivated to practice. The study recommends using YouTube as media for teaching speaking in senior high school, together with vlog task-based language. This demonstrates that one well-known study technique for assisting students in developing their speaking skills and inspiring them to learn is the socio-affective approach of using Skype.

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