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THE USE OF VLOGGING TO IMPROVE THE STUDENTS' SPEAKING SKILL

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Abstract

The subject of this research was the students at the 11th grade IPA 3 of SMA Muhammadiyah 1 Ponorogo in the academic year 2016/2017, which consisted of 28 students. The research was started on April 04th 2017 until April 27th 2017. The research was conducted for two cycles and six meetings. The purpose of this research was to find out whether vlogging improve students' speaking skill at the 11th grade of SMA Muhammadiyah 1 Ponorogo in the academic year of 2016/2017.

This research was conducted by the researcher and the collaborator. The researcher took a part as a teacher who taught English and the collaborator took a part in this research as observer. The researcher used three instruments. The instruments were observation checklist, questionnaire, and test. The researcher observed the students' activeness and interest using observation checklist, observed the students' responses using questionnaire sheet, and measured the students' speaking skill using test. The form of the test was oral test.

The result of observation checklist showed that the classroom situation more conducive. The students were active and interested in the teaching and learning process. The result of questionnaire showed that the students became more interested, confident, and enjoy practice to speaking English by using vlogging. The result of the test showed the improvement from cycle I up to cycle II. The students' score percentage in cycle I was 53.57%. Meanwhile, the students' score percentage in cycle II was 100%. The researcher concluded that the implementation of vlogging to improve the students' speaking skill at the 11th grade IPA 3 of SMA Muhammadiyah 1 Ponorogo in the academic year 2016/2017 was successful.

Keywords: *speaking skill, vlogging*

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INTRODUCTION

“Speaking is being capable of speech, expressing or exchanging thoughts through using language” (Mart, 2012, p. 91). It enables the students to express themselves imaginatively and creatively to interact with others in order to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. Kazemi et al. (2014, p. 80) state that “speaking is considered as an important and essential matter for foreign language learners or English as a foreign language of learners”. Speaking competence plays important role in learning and understanding language. It is used for expressing thought in verbal utterances. “speaking is the productive skill aural/oral skill. It consists of systematic verbal utterances to convey meaning. Speaking is a human interaction which is used to share information to other” (Bailey, 2003, p. 48). Moreover, Florez in Nunan (2005, p. 2) says that “speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”. Speaking becomes an important part of everyday interaction because most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. Moreover, speaking involves communicative performance and some elements, such as, intonation, pronunciation, vocabulary, grammar, etc.

However, there are some problems in teaching and learning process. It makes the students difficult to master speaking skill. It is necessary for the teachers to find out factors that affect speaking performance of students. According to Tuan and Mai (2015, p. 9), “Students’ speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities”.

The problems in mastering speaking skill are also faced by the students at the 11th grade IPA 3 of SMA Muhammadiyah 1 Ponorogo in the academic year 2016/2017. Speaking skill get less proportion in the English teaching and learning. The teaching activities more focus on teaching reading and writing so the students have a little chance to practice speaking in English. There is rarely speaking activity and test in teaching and learning process. Consequently, the students assume that speaking is difficult to study. The students also feel not confident to speak in English.

Considering the problems above, improving students’ speaking skill is important. The teachers are expected to have a right teaching techniques to provide students with appropriate materials and to give the students opportunity to improve

their speaking skill and also solve their problem by positive activities. Teachers can use vlogging as a technical way to deal with students' problems in speaking. Vlogging activities provide an excellent opportunity for the learners to develop this skill, speaking several minutes in a structured way, delivering into various aspects of a single topic. It gives a chance for the students to practice outside of the classroom. Besides, the students will be more interested in practice speaking in English by using the things around their daily life in a form of modern technology, such as computer, mobile phone, social media or network, etc.

Based on Brokamp et al. (2012), "vlogging is extremely similar to blogging, which is where people post information or ideas on a web site. The main difference being that the medium is video instead of text". Still in lines, vlogging is video making activities.

video making is the activities in which the camera can become a central learning aid, as a result of which students work cooperatively together using a wide variety of language both in the process and the product of video making. Video can enhance simulations, not only it can provide very telling feedback when students can watch themselves and evaluate their performance, but also because the presence of a video camera helps to make media

simulations more realistic (Harmer, 2002, P. 290).

Vlogging is the process of VLOG making while VLOG is the creative content created by someone to share their daily activity in video. In general VLOG is created to share the information that funny, unique, educative, interesting, Etc. Moreover, VLOG can also be used for students' personal expression and reflection. As the result, VLOG are being incorporated into e-portfolios and presentations. VLOG is a part of Information and Communication Technologies (ICTs).

ICTs have positive effects on student attitudes toward the language teaching and learning. Students felt more successful in school, were more motivated to learn and have increased self-confidence and self-esteem when using computer-based instruction. This was particularly true when the technology allowed learners to control their own learning (Jayanthi & Kumar, 2016, p. 36).

Vlogging has many advantages for the students. there are eight advantages of Vlogging:

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 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 YouTube and would feel comfortable using vlogs for classroom use

both to upload or download videos (Brokamp et al., 2012).

As stated above that vlog is creative content created by someone in a form of video. It provides the students to make a video of themselves using their camera. In this section, it will be presented the techniques of video-making in teaching and learning process. The life cycle of a vlog is defined as consisting of three stages:

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

b. **Posting:** The new vlog is distributed online, and starts to get recognized in the vlogsphere and often get linked by other vlogs. In this stage, the vlog can be viewed and commented by other vloggers. Some vlogs even become authorities in a certain field. Rather than always having to remember to visit a site, a vlog reader can configure his or her RSS browser software to automatically subscribe to the timely updates (Gao et al., 2010, p. 5).

Based on the things mentioned above, the researcher tried to make speaking activities more effective for students in learning English by determining the techniques which are appropriate and effective to teach speaking. In this study the researcher would implement the use vlogging

technique in the teaching and learning process. By implementing the use of vlogging in the teaching and learning process, the researcher hopes that there are some improvements of the students' speaking skill. The researcher believes that vlogging can improve the students' speaking skill at the 11th grade of SMA Muhammadiyah 1 Ponorogo in the academic year of 2016/2017.

RESEARCH AND METHODOLOGY

In this study, the researcher uses Classroom Action Research (CAR) as research method.

action research is defined as systematic study of what is done by the teacher, provision of education, teacher counseling, education adviser, or any other who is interested and concerned in the teaching-learning process or environment with the aim of gathering information about school' management, teachers' teaching strategy, and their students' learning strategy (Mills in Mertler, 2011, p. 5).

Based on Kemmis and Mc Taggart in Kunandar (2008, p. 71-75), there are four aspects in the Classroom Action Research, they are:

a. Planning

Planning is a step to prepare the classroom instructional strategy to be developed in the study to solve the instructional problem. In this case the

researcher took action by implementing certain learning method.

b. Acting

Acting is the implementation of the instructional strategy that has been planned. In this stage, the researcher has mastered the instructional scenario before starting the implementation in classroom. The researcher would be helped by collaborator. Collaborator observed situation of teaching learning process during implementation.

c. Observing

Observing is the process of collecting data in order to know the influence of action in solving the problem. The focus of the observation is on the data related to the criteria of success that have been decided.

d. Reflecting

Reflecting is the process to analyze the action that have been done. Reflecting is a stage of analyzing data to determine how the data collected have shown the success of the action in solving the problem.

The students got material about biography from the researcher. In the following activity, the students learned about vlogging. Moreover, the students practice biography speech by vlogging. The purpose of this activity was to improve students' speaking skill. In the last meeting, the students did a test. Besides, the students filled questionnaire. The researcher gave questionnaire in order to know the students' response and interest in teaching and learning process. The researcher concluded, the result of cycle I was not good enough. It could be seen from the result of observation checklist, questionnaire, and test. The result of observation checklist was 65.62%, the result of questionnaire was 57.85%, and the result of test was 15 or 53.57% of students who got ≥ 78 . Based on the result above, the researcher made reflection of the cycle I. She was going to the cycle II by revising the plan in order to solved the problems faced by the students in cycle I.

In the cycle II, the students watched the videos motivation and tips to speaking in English. This activity aimed to motivated the students that learning English and being able to speak in English will be useful in their future. The researcher tried to open the students' mind by motivating them and making sure that speaking in English is easy. Besides, the students listened the researcher's explanation about the advantages of using vlogging to improve their speaking skill. The

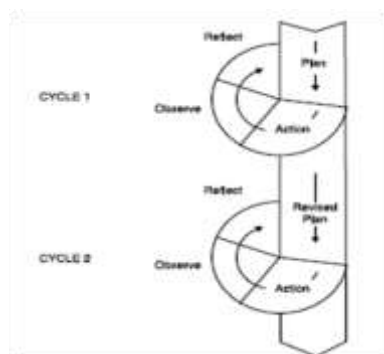


Figure 1
Classroom Action Research design by
Kemmis and Mc Taggart (1988)

FINDING AND DISCUSSION

purpose of this activity was the students would enjoy practice by using vlogging. Besides, the researcher also continued to practice and did the test. In the last cycle the students filled the questionnaire II.

The result of cycle II shown better improvement. The result of observation checklist increased from 65.62% up to 90.62%, the result of questionnaire increased from 57.85% up to 85.71%, and the score of test increased from 15 or 53.57% up to 28 or 100% of students who got ≥ 78 . It meant that the criteria of success had been reached successfully. Then, the researcher stopped the research in cycle II. The improvement of cycle I up to cycle II can be seen from the chart as follows:

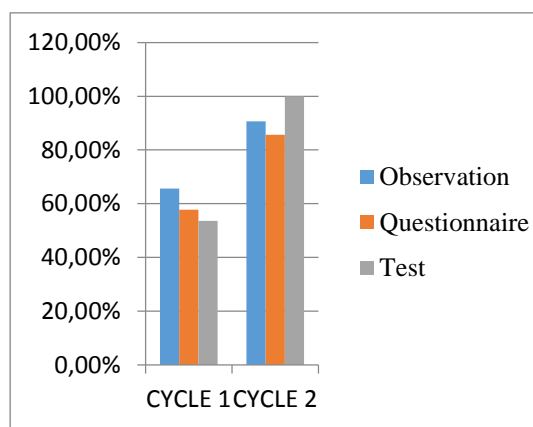


Figure 2 the improvement from cycle I up to cycle II

CONCLUSION

Based on the result of the research, the researcher concluded that the implementation of vlogging technique to improve students' speaking skill at the 11th grade IPA 3 of SMA Muhammadiyah

Ponorogo in the academic year of 2016/2017 was successful and effective. The result could be shown as follows:

1. Vlogging improved the students' speaking skill. It could be seen from the result of the test. The result of the test was satisfying because there was an improvement from cycle I up to cycle II. The result of the test in cycle I was 15 or 53.57% of students who got ≥ 78 . While, 28 or 100% of students got ≥ 78 in cycle II.

2. The students' speaking skill improved because the teaching and learning process was successful. The process of teaching and learning could be seen from the result of observation checklist and questionnaire. The result of observation checklist shown that there was an improvement of the students' activeness and interest. The students became more active and confident in practicing speaking English using vlogging. The result of observation checklist in cycle I was 65.62%. While, the result of observation checklist in cycle II was 90.62%. Besides, the students' responses also improved from cycle I up to cycle II. The result shown that the students' motivation in learning and practicing English improved. The result of questionnaire in cycle I was 57.85%. While, the result of questionnaire in cycle II was 85.71%.

SUGGESTION

1. To the Teacher

The problems were found by the researcher during teaching and learning process. One of the problems was about the students' motivation in learning English which was low. It was because most of the students thought that learning English is difficult. The other problem was about the students that have little opportunity to practice. The researcher hoped that the teacher could overcome those problems. So the researcher gave suggestion to the teacher as follows:

- a. The teacher should give the motivation in order to make the students open their mind and heart to love English.
- b. The teacher should give the students more opportunities to practice speaking in English by using varies teaching and learning method, technique or strategy that could improve the students' speaking skill.

2. To the Students

The students became more confident in practicing speaking English. It made the students' speaking skill improved. Besides, the students also more enjoyed in practice speaking using vlogging. But, there were the problems faced by the students in practice. The problems were about grammar and pronunciation. The researcher hoped that the students could overcome their problems. So the researcher gave suggestion to the students as follows:

- a. The students should build up their confident in speaking English.

- b. The students should keep practicing speaking English in order to train their pronunciation and grammar.

3. To the School

Based on the observation, the researcher found the fact that the focus of students' learning English activity was only inside classroom. The students did not have a place to practice more outside the classroom. The researcher hoped that the school could make a policy in order to overcome those problem. So the researcher gave suggestion to the school. The school should provide the activities outside of teaching and learning process in the classroom in order to give students the place to learn and practice in speaking English more and should give the facilities which is needed by the teacher and students for the improvement of teaching and learning activities inside and outside classroom.

4. To the Next Researcher

Based on the data, the implementation of vlogging to improve the students' speaking skill was successful. So, the researcher gave suggestion to the next researcher who will conduct the research about the same case in different study to use vlogging in conducting his/ her research.

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