

THE USE OF VIDEO BLOG TO TEACH STUDENTS' SPEAKING OF DESCRIPTIVE TEXT TO THE TENTH GRADE OF BROADCASTING CLASS OF SMK PRAPANCA 2 SURABAYA IN ACADEMIC YEAR 2018/2019

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ABSTRACT

The background of the study in this research was focused on using a video blogs content as a learning media which can be applied in the class activity, especially in speaking of descriptive text. It can develop the speaking skill by making group discussion. This research is conducted to describe the use of video blog content of descriptive text in teaching the students' speaking skill, and to describe the students' concerning video blog in the tenth grade of broadcasting class in SMK Prapanca 2 Surabaya. In analyzing data, the researcher uses a descriptive qualitative. The subjects of this research are the teacher and students of tenth grade broadcasting class consisted of 35 students. The instruments of the research are supported by field note and questionnaire and data collection is obtained of the instruments. Data analysis shows the significant result. Most of the students like performance and enthusiastic to try to speak. However, they are interested and enjoying learning speaking of descriptive text by using the video blogs. Besides, it can make them easier to get ideas to understand well in learning the materials of English with the given topic presented in front of the class. Based on this data, the researcher concludes that teaching speaking descriptive text by using a video blog content is a good alternative method to encourage the students' speaking skill well. From the process during the observation and teaching-learning in the class the researcher sees that the students and the teacher have gained a good emotional closeness plus some additional ice breaking games in it, so there are no their obstacle anymore to try to speak a foreign languages during activities in class. Thus, the speaking of descriptive text by using a media audio-visual is more effective and motivating in its application if used as a learning of speaking skill for students.

Key Words : Video blogs, Descriptive text, Speaking

ABSTRAK

Latar belakang penelitian ini difokuskan pada penggunaan konten video blog sebagai media pembelajaran yang dapat diterapkan dalam kegiatan kelas, terutama dalam berbicara teks deskriptif. Hal ini dapat mengembangkan keterampilan berbicara dengan membuat diskusi kelompok. Penelitian ini dilakukan untuk menggambarkan penggunaan konten video blog teks deskriptif untuk mengajarkan keterampilan berbicara siswa kelas sepuluh di kelas penyiaran di SMK Prapanca 2 Surabaya. Dalam menganalisis data, peneliti menggunakan deskriptif kualitatif. Subjek penelitian ini adalah guru dan siswa kelas penyiaran kelas sepuluh yang terdiri dari 35 siswa. Instrumen peneliti didukung oleh catatan lapangan dan kuesioner dan pengumpulan data dari instrumen. Analisis data menunjukkan hasil yang signifikan. Ada sebagian besar siswa menyukai penampilan dan antusiasme untuk mencoba berbicara. Namun, mereka tertarik dan menikmati belajar berbicara teks deskriptif dengan menggunakan blog video. Selain itu, semakin mudah ide-ide untuk dipahami dengan baik dalam mempelajari materi bahasa Inggris dengan topik yang diberikan untuk disajikan di depan kelas. Berdasarkan data ini, peneliti menyimpulkan bahwa pengajaran deskriptif berbicara teks dengan menggunakan konten video blog adalah metode alternatif yang baik untuk mendorong keterampilan berbicara siswa dengan baik. Dari proses selama pengamatan dan belajar-mengajar di kelas peneliti melihat bahwa siswa dan guru telah memperoleh kedekatan emosional yang baik ditambah beberapa permainan ice breaking tambahan di dalamnya. Jadi tidak ada lagi hambatan mereka untuk mencoba berbicara bahasa asing selama kegiatan di kelas. Dengan demikian, berbicara teks deskriptif dengan menggunakan media audio-visual lebih efektif dan memotivasi dalam penerapannya jika digunakan sebagai pembelajaran keterampilan berbicara bagi siswa.

Kata Kunci: Blog video, Teks deskriptif, Berbicara

INTRODUCTION

In the digital era, vlog is one of phenomenon which is commonly used by teacher to increase students' performance, especially in speaking. Several studies have promoted the phenomena that vlog can effectively facilitate language teaching and learning, especially in terms of learners language complexity, grammatical correctness, and fluency. However, the existence of vlog as one of latest technology is really expected to increase students' speaking skill in learning English.

In English classroom, integrating technology in the classroom become one of the latest approaches of teaching and learning English. For many years, internet is a serious challenge of technology in people's lives. Through internet, people could text, chat, browse, call and make a video call. Through internet people could also empower themselves through sharing the stories in their own sites. This activity is called blogging. "Weblogs" or "Blogs" or "Blogging" is a type of technology that allows writing personal journals online that can be published and viewed over the web (Mutmainna, 2016).

RESEARCH METHOD

The researcher will be used the qualitative research. Based on the background of study interpreted in this chapter this research is direct to gain deep understanding about organization or particular events rather than describing in surface of large sampling from a population, and to reach the basic understanding through researcher experience that is directly processed and integrated with the subject and location that is in ,the form of real report with no additional or reduction, and factual field note.

According to Ch Surakhmad (1991: 139) gives a statement that a descriptive research is a method in which a descriptive qualitative research design is used by the researcher to gain the answer of research question. In this research, the researcher wants to give information about teaching speaking of descriptive text at SMK PRAPANCA 2 Surabaya particularly the first grade of broadcasting students in academic year 2018-2019 by describing it in details. The main characteristic of this research is giving attention to

the present time of events or actual problems that are investigated, accompanied with an adequate rational interpretation.

The researcher observes and collects the data during the activities of the students in learning process by using speaking for descriptive text through video blogs. There are several steps to collect the data. The first steps is the researcher tries to conduct filling the field notes. A field note is used to take the data during the teaching-learning process. Then more step the questionnaire to strengthen the result of the first data and to collect information that is related to teach and learn speaking of descriptive text by using video blogs. It is used for knowing how the student'' responses towards the using of video blog to teach students' English speaking of descriptive text.

FINDINGS

In this subchapter, the researcher present the result of the observation and instrument that will be analyzed and elaborate to answer the researcher problem. The data are obtained will be presented analyzed and prevented. The result and discussion include all the things that have been found by the writer through two times of observation, and also includes the research question, they are : (1) How is the use of video blog to teach students' English speaking skill of descriptive text? (2) How are students' responses concerning of video blog in English speaking skills?

DISCUSSION

In this subchapter the researcher would be described the result of the use of video blogs in teaching speaking of descriptive text that was presented by the teacher and students' responses toward the implementation of teaching speaking of descriptive text using media video blog content.

The researcher observed from the beginning until the end of the lesson. Before delivering the use of video blogs to the students, the teacher explains the rules in using video blogs as media lessons and its goal in the teaching-learning process. This research to describe how the teacher used the video blog will be combined for speaking of descriptive text to the tenth-grade students.

There is a procedure when the teacher implementation for this teaching. The teacher opened the lesson by checking the attendance list and made some conversation with the students through greetings. This condition could make students comfortable and relaxed. After that, the teacher began to explain about the lesson and the topic that we're going to be learned. The lesson was about descriptive text and the topic was about describing something.

CONCLUSION

In this chapter, the researcher presents the conclusion of the research based on findings and discussion presented on the previous chapter. The researcher also presents some suggestions as contribution for the students, the lecturer, and the future researcher.

Based on findings and discussion, there were several points concluded that the use of video blogs to teach students' English speaking skills of descriptive text was applicable in the learning process, starting from the introduction of topics in terms of social functions to develop interpersonal speaking skills of each other's students, explain the structure of the text how to identify and find the text description section, search for language elements, add vocabulary, review the grammar, spelling, and pronunciation. It could develop the students' ability in speaking English by displaying presentation after using video blog as media audio-visual which motivated them to listen and the learning process became a relaxed situation, independent in their group discussion, collaborating in describing the material and also discussing in finding the best way to present their work. Furthermore, it could help the teacher to make an attractive technique in teaching, thus the student did not feel bored with this subject, and the teacher could motivate the students to good in speaking.

From the students' responses to using a video blog in teaching speaking of descriptive text, the researcher could conclude that most of them like the English lesson and speaking English, they had difficulty in understanding some of a few sentences and how to pronounce them outside of descriptive text learning, they hoped to continue learning they could learning speaking such as they had practiced into groups, because many of them had not been able to know how to speak correctly and also be fluent in front of the class together, according to them this technique is more easing in speaking a lot of English and could reduce nervousness and anxiety during the presentation.

In several meetings, the researcher also saw that the learning atmosphere could increase the enthusiasm for more effective learning even though they performed their learning outcomes and correct each other's pronunciation errors in each group but they seemed enthusiastic about this learning process. The teacher also suggested that they should do icebreaking at the end of the meeting.

SUGGESTIONS

In this part, the researcher would tried to give suggestions to the English teacher, students, and suggested to other researchers. Knowing the phenomenon that the new curriculum needed a creative teacher, an English teacher should; develop themselves to be more creative in the teaching-learning process, be well prepared and well organized before using it in delivering the material it can require effectively teaching and learning the process, create an atmosphere that can make the students feel comfortable, enjoyable, and interested to learn. If he has made it up, it will raise the students' participation in taking part in the process of teaching-learning.

The students' are also suggested by using video blog because they can get motivate themselves and their interest in the presentation the topic of descriptive text in group discussion as the teacher give them, then helped in improving their speaking ability, increased confidence and courage in the use of foreign languages especially in English speaking skill, get the trust that can be creative in delivering assignments and during presentations. The researcher hopes that when will be other researchers who conduct this researcher as observed, so that research suggests that the use of video blogs can be applied to any level of school, the use of a video blog can be used to develop the student's mastery of English, to conduct the use of video blogs in teaching speaking can be used also in teaching other language skills and materials. It would be better to conduct the use of video blog longer, not only in descriptive text but also in other genres.

The learning results in using video blog also it can be inspiring and be further developed for teachers or students who want to present their performance about speaking English in Youtube channel as a vlogger of education or other genres.

In further research, the researcher can practice how the process of making descriptive text while looking for learning material objects around them by inviting outing class while discussing what the obstacles they got from making text descriptions to

objects that they find or see like things, places, and people in surrounding so that it can motivate students to be more sensitive to what is happening around and active in consulting with their teacher and the researcher can suggest to the teacher to upload the results of learning about this descriptive text into You Tube Channel so they can utilize information technology to show up in discussions and English learning-teaching process.