

TEACHING SPEAKING RECOUNT TEXT BY CREATING VLOG FOR THE TENTH GRADE STUDENTS OF SMA ISLAM SIDOARJO

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Abstract

This study aims at finding teaching speaking recount text using vlog to students of tenth grade SMA ISLAM Sidoarjo. Teaching speaking is an important aspect of the language learning process and teaching in second language which is English as Foreign Language (EFL). In this thesis there are two purposes of study, that is a 1) How is the implementation of teaching speaking recount text by creating vlog and 2) How are the students responses of teaching speaking recount text by creating vlog, especially for students 10 IPA 1 SMA ISLAM Sidoarjo which the researcher have chosen for observation. This researcher used Descriptive Qualitative method. The researcher used three instruments to get the data. First, the researcher used observation field note to know the detail what the teacher did while teaching. The second, the researcher used checklist to check what the teacher are doing while teaching appropriate with the lesson plan. And the last instrument is questionnaire draft to observe the students responses using Vlog in teaching speaking recount text. The finding of this research showed that the implementation of the use of creating Vlog in teaching speaking recount text for tenth grade students of SMA ISLAM Sidoarjo is included in good category. From the research found the average from students response questionnaire that answered yes 88 and the answered no 32. This research got the result that there were more students like using creating vlog, they were very interested, enjoyable to the study, make the students challenged to create the vlog, confidence and understood the material. Thus, teaching speaking recount text by creating Vlog for the tenth grade SMA ISLAM Sidoarjo is appropriate for students.

Key words : Teaching speaking, Recount text, Vlog (Video Blog)

Abstrak

Penelitian ini bertujuan untuk menemukan pengajaran berbicara teks recount menggunakan vlog kepada siswa kelas sepuluh SMA ISLAM Sidoarjo. Mengajar berbicara merupakan aspek penting dari proses pembelajaran bahasa dan pengajaran dalam bahasa kedua yaitu Bahasa Inggris sebagai Bahasa Asing (EFL). Dalam skripsi ini ada dua tujuan penelitian, yaitu: 1) Bagaimana penerapan pengajaran berbicara teks recount dengan membuat vlog dan 2) Bagaimana tanggapan siswa terhadap pengajaran berbicara teks recount dengan membuat vlog, terutama untuk siswa 10 IPA 1 SMA ISLAM Sidoarjo yang telah dipilih peneliti untuk observasi. Peneliti ini menggunakan metode deskriptif kualitatif. Peneliti menggunakan tiga instrumen untuk mendapatkan data. Pertama, peneliti menggunakan catatan lapangan observasi untuk mengetahui detail apa yang dilakukan guru saat mengajar. Yang kedua, peneliti menggunakan daftar periksa untuk memeriksa apa yang dilakukan guru saat mengajar sesuai dengan rencana pelajaran. Dan instrumen terakhir adalah draft kuesioner untuk mengamati tanggapan siswa menggunakan Vlog dalam mengajar berbicara dengan teks recount. Temuan penelitian menunjukkan bahwa penerapan penggunaan Vlog dalam pengajaran berbicara teks recount untuk siswa kelas X di SMA ISLAM Sidoarjo adalah termasuk dalam kategori baik. Dari hasil analisa, peneliti menemukan rata-rata dari tanggapan siswa, berdasarkan hasil akhir repon mahasiswa pada kuisisioner yang menjawab iya 88 dan yang menjawab tidak 32. Penelitian ini mendapatkan hasil bahwa ada banyak siswa yang suka menggunakan vlog, mereka bisa sangat tertarik, menikmati pelajaran, membuat siswa tertantang untuk membuat vlog, percaya diri dan memahami materi. Dengan demikian, mengajar berbicara teks recount dengan membuat Vlog untuk kelas sepuluh SMA ISLAM Sidoarjo sesuai untuk digunakan oleh siswa.

Key words : Teaching speaking, Recount text, Vlog (Video Blog)

INTRODUCTION

Oral communication or in another term, oral language is a form of oral correspondence between the speaker and the hearer in transforming ideas for reaching the goal communication. Oral language is commonly assumed as the productive skill of language (Suwandi & Taufiqulloh, 2009). Considered a productive skill of language, therefore in oral language involves negotiating meaning between two or more persons. As Brown (2004) stated language is a system of arbitrary vocal symbols, which allows everyone in a particular culture, or others who have studied the culture system, communication or interaction. Therefore, people do not just say the words but convey the message through word of mouth. Speaking is productive skill in oral language.

Teaching speaking is an important aspect of the language learning process, teaching speaking is important of learning and teaching in second language which is English as Foreign Language (EFL). Success in learning English as foreign language (EFL) is often measured by how well the students can communicate the language fluency. According to Nunan (1991) success of mastering language is measured in terms of the ability to carry out a conversation in the (target) language.

Good public speaking skills are important in other areas of your life (Shyam & Joy, 2016) so that the students should have motivations and must interest to learn speaking in English. Based on the researcher's experience on early exposure 3 that the students speaking ability is still low. The students still afraid to speak English because they are afraid doing mistake. By see the fact, English teacher

should find a better teaching to be applied in the teaching learning process. The teacher should be able make English understandable and easy to be learn. The use appropriate teaching media is needed. Researchers have a task for students to be interested in studying texts by speaking. The majority of teachers still use conventional way to teach students. The old way of how the teachers give students task in study text such as teachers give lectures about texts based on textbooks, show the examples, ask students to make their own text, and perform it in front of the class. That old way of teaching can be possible cause of the problems that are encountered by students in speaking. Moreover, it does not match with today's technological era (Jones, 2016). Hence, the researcher was motivated to find out a medium that could help students to have better opportunities in practicing speaking in order to achieve maximum outcomes.

Referring to English syllabus of Curriculum 2013, the Year 10 students need to study several text types. One of the texts is a recount text. Bennet, Carter, & Marino (2013) stated that refer a recount text is kind of text to recall an event, to inform or entertain the readers. The generic structure of recount text covers: (1) orientation, where the writer is introducing the background information needed to understand the text. E.g characters, place and time. (2) events, in which the writer is describing the series of event typically ordered in chronological order, and (3) reorientation, a summary statement whereas the writer may states his/her personal comment to the story (Bennet, Carter, & Marino, 2013). Beside the generic structure, students are also taught to master the language features of recount texts which cover: (1) specific names of the people involved in the text. (2) mainly

written in simple past tense. (3) linking word to do with time. (4) many verb or action verb (Bennet, Carter, & Marino, 2013).

Nowadays, the fact shows that this revolution era 4.0 has brought change to every area of life not only in social politics but also in educational area. Millennial generations spend almost their three fourth of their time interact with handphone. Therefore, students will feel bored when they are asked to learn using conventional media. According to Aktaruzzaman, Huq Shamim, & Clement (2011) is the process of teaching and learning became formal and systematic in the times and technologies, the need for effective methods and strategies to raise the quality of learning have been concerned with the issue of increasing the efficiency of the learning experience. Technological development has been entered in any fields recently. Everything will be considered as effective and innovative if combined with technology. Moreover, in today's generation students are more interested in learning with technology. It becomes a habit for students to use technology. In line with this, the researcher wanted to combine technology in teaching and learning process. The researcher chose video blog as a medium to teach speaking recount text.

The development of information technology and communication has given significant impact to the world today, particularly to education system. This development has assisted teaching learning process become easier and more interactive. One of learning model that become popular today is Blended Learning. Blended Learning is the combination between traditional face to face learning complemented by e-learning or online learning. (Watson, Blended Learning; The

Convergence of Online and Face to Face Education, 2012) defines that Blended Learning includes the integration of face to face and online learning to enhance the classroom experience and extend learning through the innovative use of information and communications technology.

One of media that can be used as learning media is video blog (Vlog) which many advantages for the students. They are : (1) Vlogging can help people share ideas that might be difficult to share through text or print; (2) Vlogging can be benefit for students who are visual learners to relate and comprehend the information; (3) Using a vlog to demonstrate an idea also gives students the ability to watch and listen to the video as many time as they want; (4) Vlogging gives people the opportunity to share their ideas with a wide audience; (5) Vlogging allow the students to share ideas and demonstrate knowledge without the confidant of the text; (6) Students can use vlog to make a portofolio to showcase their work over a period of time; (7) Vlogs allow the students to learn information at a time and place that is convenient for them. Students may feel less of pressure when thet 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; (8) The Use of Vlogging to Improve The Students' Speaking Skill both to upload or download videos (Rahmawati, Harmanto, & Indriastuti, 2018). The use of Vlog, students will be interested in learning to use the media. According to Shih (2010) from National Pingtung University studied blended learning using video-based blogs. Shih (2010) found that video blog could contribute to learning effectiveness and student satisfaction if the blended model is implemented with suitably supportive tools and course plans. Video blog can help

students to understand the lesson being taught easier.

Based on the explanation above “Teaching Speaking Recount Text by Creating Vlog For The Tenth Grade Students of SMA ISLAM Sidoarjo”, is the researcher wants concern in. The implementation of teaching speaking recount text by creating vlog and students responses of teaching speaking recount text by creating vlog will be practiced by the students to speak up and students will be interested in learning methods because they rarely used this media in their school. This media is chosen because it is relatively easy. The purpose of this study is to investigate whether using a video blog to teach recount text in speaking can make student interesting in study speaking recount text.

RESEARCH METHODOLOGY

In this research, the researcher applied a descriptive qualitative method in conducting the research. Descriptive qualitative method was used to gather information about the real condition and situation for the time being. Strengthening this statement, Isaac and Michael (as cited in Sugiarto, 2013, p.30) said that “Descriptive qualitative method is a method to describe systematically the fact and the characteristics given phenomenon or area of interest, factually and accurately.” By using the descriptive method, the researcher wanted to analyze the implementation of blended learning as a strategy in teaching speaking recount text by creating vlog for the tenth grade students of SMA ISLAM Sidoarjo, and also the students responded towards the implementation of teaching speaking recount text by creating vlog for the tenth grade students of SMA ISLAM Sidoarjo.

The subjects of this study were be the teacher and the students of SMA ISLAM Sidoarjo. The researcher took the students of tenth grades because in this level the students at a higher level had to mastery of the material in speaking. Therefore, the researcher choosed 10 science 1 students as subject of this study.

Descriptive research aimed to explore and clarified a phenomenon or social reality, by describing such variable which was referring to problem and unit research. Problem discussed in this research were: (1) the implementation of teaching speaking recount text by creating vlog (2) the students responded of teaching speaking recount text by creating vlog.

Thus the researcher concluded that descriptive qualitative was a research which investigated the quality of relationships, activities or materials in a particular activity or situation. The researcher observed the teaching and learning process directly by the teacher in the classroom. And the researcher described and reported the activities from the beginning until the class ended. In conducting this research, the researcher was as non-participant observer who observed the implementation of teaching speaking recount text by creating vlog for the tenth grade students of SMA ISLAM Sidoarjo.

In this research, the researcher got the source of data from speaking recount text by creating vlog for the tenth science 1 grade students of SMA ISLAM Sidoarjo. The data collection could use primary sources and secondary sources (Sugiyono, Metode Penelitian Pendidikan Pedekatan Kuantitatif, Kualitatif dan R&D., 2010).

The first source of data was taken from checklist based on lesson plan and

recorded field note observation of the beginning until the end of the teaching learning process, including students behavior and class condition in teaching speaking recount text by creating vlog. Meanwhile, the second sources of data would be taken from the questionnaire to know the students responses in teaching speaking recount text by creating vlog.

FINDING AND DISCUSSION

This research obtained two meeting the first meeting at 11th March 2020 and second meeting 18th March 2020. Duration of each observation was 2 x 45 minutes. It was concluding in X Science 1.

FINDING

The Implementation of Using Creating Vlog in Teaching Speaking Recount Text for the Tenth Grade Students of SMA Islam Sidoarjo

The first meeting

The first meeting on Wednesday 11th January 2020. The teacher started the class at 10.00 a.m. The teacher entered the class followed by the researcher. The researcher sit in the back left corner to observed the teaching and learning process. After the teacher entered the classroom, the class situation becomes orderly. Before the teacher starting teaching learning process, teacher motivated students to be more diligent and useful. Sometimes the researcher come to in front of the class to observe the situation and take photos as documentation during the teaching learning process of the teacher.

The teacher opened the class at 10.15 a.m by greeted “Assalamualaikum Warohmatullahi Wabarokatuh,” and continued with saying “Good morning my students? How are you today?”. After that

the teacher makes sure that all the students were present and pay attention on teacher not doing another activity. After absent one by one, teacher tell the leader of the class to lead the pray before study.

After the leader of the class lead to pray, the teacher prepared the material and provided constructed to collected their smartphones at the front desk of the class that has been provided. Then after the smartphone is collected all, the teachers explained about definition of recount text, the generic structure of recount text and language features of the text. The teacher asked about the definition of recount text before entered the point.

And the next slide it was purpose of recount text. While the teacher explained about the purpose of the text, all of students quieted and pay attention to the teacher, the students have a good attitude. Before the teacher continues to the next slide, the teacher asks to students if there are questions about the purpose of the recount text. And then there is no question from student, and the teacher continue the material. After explain the purpose, teacher opened the next slide is about generic structure.

The teacher explained part of the generic structure of recount text as an example in the slide. After the students understand about the generic structure, teacher give a example text about the experienced and asked students to remembered again the structure. And some students raised their hand to answer the teacher question. And all the students answers are correct in dissecting the generic structure.

After the example of the recount text teacher informed all of the students to created the recount text based on the students experienced, the teacher gives

students 8 minutes to create the story. The students were very enthusiastic to make the story. Then when it was 8 minutes, the teacher gave a sign as finished and all students finished their work and did not write anymore.

The students look very excited and active when they tell their story in front of the class. After two people come forward, and read their story. The teacher gives feedback to the students. After that the teacher closed the meeting because time is over.

After the teacher said two people to come forward reading their texts. Then after reading their texts. The teacher summarizes the material that has been taught. At 11.40 a.m the teacher closed the meeting, because the time is over, and the teacher said “thank you for your attention, see you guys.”

The second meeting

The second meeting was held on 18th March 2020, the teacher starts the class at 10.00 a.m. The teacher begins the class with greeting “Assalamualaikum Warohmatullahi Wabarokatuh.” When the students do an ice breaking activity, the students are very enthusiastic to hear the instruction the teacher how to play the ice breaking.

When the teacher gave some games to students, they are very active and happy. After doing the ice breaking activity, the teacher returned to lessons as usual. The teacher repeated the material that was learned the previous week. Then the teacher said the students to make and collect the vlog.

Before the teacher asking students to make the vlog, the teacher showed a vlog from Youtube relating their material about

recount text. The purpose that is for exemplifying the students how to make vlog easily and correctly. When the teacher showed the vlog, students very enthusiastic to watch the vlog. After the teacher show the vlog, students given the task by teacher to vlog about their experiences based on the material taught by the teacher.

After the teacher finished explaining the material, the teacher gave students task. The students task is made video blog (vlog) in speaking english. And then the students could upload the video in Youtube after finish the task. The teacher explained that how to upload the video in Youtube, teacher give account Youtube Channel to students.

This is an example of a Youtube account that has been created by the teacher. The teacher gives a Youtube account to students with the aim of uploading the results of their videos on the Youtube. The purpose to create an account to make it easier for students to watching the result of their videos. When students finish to upload video, they can inform the teacher when their task are done. After that the teacher can check their assignments via Youtube.

Students Responses

After finished the learning process, the teacher gave the students a questionnaire of teaching speaking recount text. And then, the researcher asked students to fill in themselves without coercion from the researcher. The questionnaire was administered in order to know the students response in learning speaking recount text by creating vlog. This instrument was distributed to 12 students. There were ten question in the questionnaire. The questionnaire was in the form of “Yes” or “No” questions.

Based on the result of the questionnaire, the researcher changes the result to present to make the reader easily to understand the data. Researcher using that formula as follow:

$$\frac{\text{The number of students who answer the options}}{\text{The number all of the students}} \times 100$$

The questions were about 10 point. They were : question number 1 “I like studying recount text”, question number 2 “I have experience in creating vlog before”, question number 3 “Creating vlog is not difficult”, question number 4 “Creating vlog for studying recount text is challenging”, question number 5 “Creating vlog helps me to understand the recount text”, question number 6 “Creating vlog helps me to practice speaking”, question number 7 “Creating vlog develops my idea in making video”, question number 8 “Sharing my vlog on Youtube makes me excited”, question number 9 “I am more motivated in studying English with such kind of project”, question number 10 “I like studying recount text by creating vlog”.

Percentage of questionnaire results the researcher :

The first question was “I like studying recount text” and the percentage answered Yes were 100% and percentage answered No were 0%. It means that all of the students like to studied recount text.

The second question was “I have experience in creating vlog before” and the percentage answered Yes were 67% and percentage answered No were 33%. It means that all of the students already has experience in creating vlog before.

The third question was “Creating vlog is not difficult” and the percentage answered Yes were 75% and percentage answered No were 25%. It means that all of the students can creating vlog.

The fourth question was “Creating vlog for studying recount text is challenging” and the percentage answered Yes were 75% and percentage answered No were 25%. It means that studying recount is make the students challenged.

The fifth question was “Creating vlog helps me to understand the recount text” and percentage answered Yes were 92% and percentage answered No were 8%. It means that creating vlog can helped the students to understand the recount text.

The sixth question was “Creating vlog helps me to practice speaking” and percentage answered Yes were 92% and percentage answered No were 8%. It means that creating vlog can helped the students to practice speaking.

The seventh question was “Creating vlog develops my idea in making video” and percentage answered Yes were 100% and percentage answered No were 0%. It means that creating vlog can develops the students idea in making video”

The eighth question was “Sharing my vlog on Youtube makes me excited” and percentage answered Yes were 33% and percentage answered No were 58%. It means that students don’t want to sharing they vlog on Youtube.

The ninth question was “I am more motivated in studying English with such kind of project” and percentage answered Yes were 42% and percentage answered No were 58%. It means that students get difficulty

The tenth question was “I like studying recount text by creating vlog” and percentage answered Yes were 50% and percentage answered No were 50%. The percentage is balanced, it means that the students like studying recount text by creating vlog.

DISCUSSION

Implementation of Using Creating Vlog in Teaching Speaking Recount Text for the Tenth Grade Students of SMA ISLAM Sidoarjo

Data in the first meeting, the researcher found that the implementation of teaching speaking recount text by using creating vlog almost done effectively, excited and goodly it related with the statement of Beena (2016) found that students showed great interest and enthusiasm while using Vlog. In the research the students very excited, active and enthusiastic to study recount text. In the first meeting the teacher only explained about the material such as definition, purpose of the text, generic structure and the example of recount text. The students were more active when the teacher answered some question to the students. After the teacher explained the material, students were given the task by the teacher to write their experiences story. When the teacher gives the students task to write their experiences story, students are very interested and happy. After they finish writing stories about their experiences, the teacher tells students to read the results of their text, and the students read the story.

The second meeting was held on 18th March 2020, the teacher repeated the material that was learned the previous week. Before start the material, teacher gives ice breaking to student. The students very active, excited and happy when the

teacher give ice breaking. After ice breaking the teacher give the questions to students to remember the previous material. After that the teacher explain the material and the students pay attention to teacher. And then the teacher gives the video blog (vlog) to students as an example for their task. After the students watch the video, teacher gives the task to students create the vlog by telling their experiences and upload to the video in Youtube.

Students Responses

After the teaching strategy was implemented, the students gave a piece of paper that contained the questionnaire of learning process.

From the questionnaire the researcher got the result that there were more students like using creating vlog, they could very interested, enjoy the study, make the students challenging to create the vlog, confidence and understood the material. It related with statement of Paramitha S (2017) found that use of vlog in the Youtube channel can motivate students and make students confident to speak English because they were given enough time to think of what they wanted to talk about and it was done in the place they found familiar.

CONCLUSION

The teacher implemented Creating Vlog for teaching speaking of the tenth grade students of SMA ISLAM SIDOARJO. Based on discussion and finding on previous chapter, it can be taken the conclusion that the first was that the teacher could used blended learning as a strategy to teach recount text by creating vlog. From the result of the observation, the researcher said that teaching speaking recount by using creating vlog for

presenting students experienced could made the students more enjoyable and confident to question and answer when discussed the material with their teacher. The teacher could made students more fun, almost students were not felt shy and afraid to speak. The teacher really appreciated to students and felt so proud with the students do to speak English. Through creating vlog for teaching speaking made students understood the recount text and more confident to speak English. Moreover, the students practiced their skill and knowledge through speaking.

The result of students response on the questionnaire, the students answered yes = 88 and no = 32. The conclusion is yes \geq no. Based on the students response on the questionnaire, the researcher can said that teaching speaking recount text by creating vlog for the tenth grade students of SMA ISLAM SIDOARJO was conducted by the teacher can make the students excited, enthusiastic, fun and comfortable to learn speaking English. The students were more confident, excited and enjoyable when create vlog in English to tell their experiences. Students could decrease their fearful feeling and be more motivated to speak English.

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