THE USE OF VLOG AS A MEDIA FOR ENHANCING TENTH GRADERS HOSPITALITIES' SPEAKING SKILL AT SMKN 8 SURABAYA

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Abstract
The purpose of this study was to describe the students' speaking improvement after the implementation of Vlog as a medium in the teaching and learning process. The subject of this research was the students at the tenth-grade hospitality 1 of SMKN 8 Surabaya in the academic year 2021/2022, which consisted of 35 students. The method in this study was Classroom Action Research which was completed within 2 cycles. Each cycle follows the four phases cyclical namely planning, acting, observing, and reflecting. However, a different treatment was given in the second cycle for a better result. Based on the data, the students showed significant improvement in their speaking performance after the second cycle was conducted. In the first cycle, only a few were well-engaged in the learning process. When performing their speaking skill, they still make some pauses and mispronounce words. The scores showed that only 60% of students met the minimum standard or KKM. In the second cycle, through revisions based on the first cycle, the students could speak more fluently and accurately, and it can be seen that 91% of students can improve their scores above the minimum criteria of mastery speaking. In conclusion, Vlog can be an alternative and innovative media to enhance the student's speaking skills.
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Keywords: Vlog, Speaking, Classroom Action Research

INTRODUCTION

Speaking plays a vital role in learning and understanding language. As a productive skill, Hughes (2007) states that speaking activity offers an opportunity to the participants sharing their ideas, thoughts, and feeling verbally to get more information and knowledge. It means that speaking becomes demanded skill that learner should possess. It enables the learners to express themselves imaginatively and creatively to interact with others so that they can achieve certain goals or deliver intentions.

For EFL learners, speaking helps them to be able to communicate with people around the world. Through mastering the ability to speak, it may create great opportunities for them to get higher education or getting a good job in English-speaking environments worldwide,

especially for students in vocational high school majoring hospitality. As a rule of the Minister of National Education No. 22 year 2006, English is an adaptive lesson aimed at preparing the students with communication in the workplace. Accordingly, students have to learn English well due to its important role in communication (Broughton et al., 2003).

However, Quinn (2016) in her research found that there are five psychological factors affecting students' ability in speaking progress: fear of making mistakes, shyness, speaking anxiety, lack of confidence and lack of motivation. These internal factors could make the students give up easily on developing their speaking skill. The problems in mastering speaking skill are also faced by tenth grade hospitality students while having speaking class. From the classroom observation result held on 11th June, 2022, writer found that the students are hesitant to speak. They get difficulty explaining or delivering their ideas in English because they are having lack of vocabularies. Whereas, there was significant correlation between students' vocabulary mastery and speaking ability. For instance, students who have rich vocabularies will be able to manage their words easily and they can comprehend as well what the other speaker said (Putri, 2020). Next, the other problems experienced by the students were they are afraid of making grammatical mistakes and mispronounce words. These condition makes the students lose their self-confidence and motivation to develop their speaking skill.

To overcome this problem, a teacher can utilize the role of technology as a medium in English classroom. Technology makes a big shifting and bringing more creations and innovations which eventually makes the teaching and learning process more colourful (Mutmainna,2016). Technology can be used effectively as an instructional media as well as cognitive tool.

Marshall (2003) maintained that many of different types of technologies can be used to support and enhance learning. Everything from video content and digital movie-making to laptop computing and handheld technologies have been used in classrooms, and new uses of technology such as Vlogging are widely used.

Vlog, which stands for video blog is a new trend of technology. It is recently become popular among millennial learners. Taylor (2012) said that millennial learners has been familiar with the use of technology that easily accessed and help them in many circumstances. Accordingly, vlog can be used as media to get more attractive learning situation. As supported by Anil (2016), Vlogging offers a positive effect on developing learners' aspect of speaking skill such as fluency, accuracy and accents.

Vlog is typically oral spoken. Unlike blogging, vlog mixes not only texts and pictures, but also movies and sounds. Through vlog, people have chance to share topics in varies such as hobbies, experiences, tips and tricks, speech and others. Then, they can upload the editing vlog in to YouTube, the biggest platform to share, in order to get more viewers to respond to. This is why students can get an opportunities to practice their speaking skill while doing the videos online (Marshall, 2003). To sum up, video blog can be applied as a media for teaching speaking skills in the classroom.

The study of Vlog as a media in the teaching and learning has been conducted by several researchers with various issues of discussion. First, In his research entitled "The Development Of Vlogging As Learning Media To Improve Student's Learning Enthusiasm In Class Xii On Myob Manufacture (Debt Card) Material SMKN 2 Purworejo", Darmawan (2016) reveals that vlog was successful in improving students' learning enthusiasm. It was proved by the assessment score which obtained the average score categorized as good. The students agree that using Vlog as a medium for learning is more fun, and it makes them understood the materials easily as vlog provides not only a video but also script. Then, Lestari (2019), in her research found that Youtube Vlog can greatly improve learners' listening skill. Applying 2 cycles for the implementation, the students gradually gained good scores in the second cycle. Unfortunately, the final result is found that more than 75% students with individual score in listening skill passed the KKM. Based on these previous relevant findings, it is clear that Vlog can be used as a medium for teaching and learning process. Yet, there are similarities and differences between those previous studies and the present study. In the first previous study, the similarity is the writer use Vlog as a media for teaching and learning process and the

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difference is the previous study use Vlog to improve the student enthusiasm in learning the material while the present study use Vlog to improve the students speaking skill. In the second previous study, the similarity is implementing Vlog in the teaching of English subject for students in vocational high school, and the difference is on the skill improved. The previous study focusing on improving students' listening skill while the present study will be more specifically implementing Vlog as a medium for improving speaking skill of tenth graders hospitality at SMKN 08 Surabaya.

From the description above, this writer is aimed at finding whether the implementation of video blog can help students improve their speaking skill.

METHOD

This Classroom Action Research involved students of tenth grade hospitality 1 at SMKN 8 Surabaya. There were 35 students used as the research subjects. The procedures of this research were planning, acting, observing, and reflecting. Two types of data collected by using test and observation sheet. Those two types of data were quantitative which revealed the students' score in speaking and qualitative which gave information about the students' responds towards the learning process. As in the first cycle, the number of students failed to reach 85% successful indicator, the researcher implemented cycle two in which the learning process has been revised. The procedures of data analysis was elaborated as follows:

1. Planning

Planning is the beginning process of having the study. In this phase, the writer made a planning for the action based upon the problems faced by the students in mastering speaking ability. The first thing prepared by the writer was learning tools consisting of lesson plan, students' worksheet and teaching materials used in learning. Then, research instruments which helps the writer collecting the data such as field notes, questionnaire and students' work. Lastly, learning media that will be implemented to improve students' speaking skill.

2. Implementing

Implementing is where the action started. The writer started to apply the learning scenario which have been made. In this case, the writer used Vlog in the teaching and learning process as a medium to improve students' speaking skill. The steps in each cycle

3. Observing

This phase was conducted during the implementation of Vlog in the teaching and learning process. The activity involved two observers play different role that are the writer as the practitioner and the collaborating teacher as classroom observer. The observation focused on the implementation of Vlog to improve the students' speaking skill.

4. Reflecting

This last phase was held after the cycle of the research had been completed. The writer and collaborating teacher evaluated and analyzed all the results obtained during the implementation in order to find solutions for better improvement in the next cycle.

FINDINGS AND DISCUSSION

Finding and discussion is about the result. Explain process of find the result and description the result briefly and clearly.

Findings

Description can be written in the subheadings as below or not.

This study used pre cycle test result to know the students' speaking skill. The data showed that it was only 35% out of 85% students in the class got the minimum standard or so called KKM. The minimum standard was determined 70. It means that their speaking ability need an improvement. The students need the use of innovative and alternative media like Vlog in order to help students engaged easily to the learning process and to the classroom speaking activities

Then, it was significantly improved above 85% after the second cycled implemented, as seen in the following table:

Table 1: The score summary of pre cycle, cycle 1 and cycle 2

No	Name	P. Cycle	Cycle 1	Cycle 2
1	AF	69	75	75
2	ASDC	50	62	75
3	AIF	69	81	87
4	AOW	75	87	94
5	ALAC	44	62	75
6	ANAS	62	75	75
7	ANA	50	56	75
8	AR	62	75	81
9	AA	56	75	87
10	ARS	81	87	94
11	CAF	56	75	81
12	DMZ	75	81	87
13	DMS	50	62	75
14	IMS	75	81	87
15	IA	50	69	75
16	JVM	38	50	75
17	LM	44	62	75
18	LMY	25	38	44
19	MKA	75	75	81
20	MK	75	81	94
21	MRB	38	44	69
22	MRA	50	75	81
23	NAATA	55	75	81
24	N	44	50	69
25	NAPD	81	87	94
26	NDA	38	55	75
27	NDAG	75	81	94
28	NMZ	55	62	75
29	NHT	55	75	75
30	PRK	87	94	100
31	RN	69	75	87
32	RML	75	81	94
33	SNPL	50	69	75
34	VCR	50	62	75
35	ZAG	75	81	84
Total Percentage		31%	60%	88%

In the first cycle, the writer conducted one meeting using the lesson plan that had been designed based on the students' need. The writer implemented the use of Vlog in the whole

teaching learning process. The result showed that there were only 21 students who passed the minimum standard, which is 70. The percentage of students who passed the test was 60% of the 21 students. On the other hand, there were 40% of 14 students failed the test. It means that the students had not reached the success indicator that is 85%.

Based on the observations, there were some factors affected their process in mastering the speaking skill. They are, first, the material given was too difficult to understand. The students cannot comprehend the text easily since they found many unfamiliar words used in the text. Second, the topic given didn't meet the students' interest, so they feel bored to discuss further. Third, fear of making mistakes especially in pronouncing words. For instance, in time for presenting their work, a few of them stand confidently. They often make a little sound when it comes to a difficult word to pronounce. Fourth, lack of vocabulary that makes them confused on how to deliver their ideas and opinion. Instead of asking the teacher and other friends, they prefer silent or just reach their seatmate to ask for a help or friend nearby.

Due to those results, the second cycle was arranged. In this cycle, the writer used the problems happen in the first cycle as the reference for modifying the class to be more interesting and challenging. Firstly, the students were not only asked to watch the video but also made a note for some words that are difficult to pronounce or to comprehend. Secondly, the teacher will write the difficult words in the screen, and then pronounce it together. Thirdly, the students were arranged into a group consisting of 3 members with different level of competence so that the discussion run well. Fourthly, students had freedom to choose the topic based on their interest and experience, therefore, they can prepare for a better performance. The topic was related to personal experience recount. Lastly, the writer provide feedback to students in order to motivate them in improving their skill.

After implementing this second cycle, students became more confident in presenting their works. They can speak more fluent and never hesitant to share their ideas anymore. They can actively engaged to the whole stages of the learning process. The percentage of students

passed the success criteria students increased perfectly from 60% to 91%. It can be concluded that the success indicators were successfully accomplished.

Discussion

Based on the findings of the data analysis of 2 cycles, the students gradually improved their speaking ability. It was shown by the students' number of percentage that reaches above the success indicator from 8 5% becomes 91%. Students' speaking skill was assessed by four aspects: Fluency, Pronunciation, Grammar and Vocabulary. Fluency was the highest indicator. This is due to fluency can help students to produce continuous utterances without experiencing some difficulties in both maintaining their communication and comprehend the other speaker says. In line with Bahardofar and Omidvar (2015) stated that speaking is categorized successful when the listener can comprehend what the speakers says, so the meaning, the information, the idea and the messages can be well transferred. In other words, there should be mutual understanding between the speaker and the listener.

Relating to this study, the students improved their fluency and the other three aspects of speaking significantly after the teaching using Vlog implemented. This is in line with Rakhmania and Kusumaningrum, (2017) that vlogging as part of blogging trend lean towards to give a positive effect on developing learners' fluency, accuracy, and accent. In cycle 1, the writer found that the students started to enjoy the learning activities using Vlog as they never experience the treatment. But still their improvement were not too many. In cycle 2, with a revision on the topic given, the students started to enjoy the whole learning process. They were actively engaged to the learning activities, such as giving their feedback and asking to the teacher on parts they hadn't understood yet. They thought that the material given was met their interest. Finally, their score improved.

In pre cycle, there were only 10 students or 31% of students that reach the minimum standard score or KKM. In cycle 1, there was 10 students more reached the minimum standard. In total, there was 21 or 60% of the students passed the test, yet the percentage was still far from

85% success indicator. In cycle 2, there was 91% of the students got score above the minimum standard 70.

In brief, although at the first cycle students made a little improvement on their speaking performances, by conducting two cycle of teaching using vlog, students finally get better speechmaking, especially when they expresses their ideas on the topic they interest. Through vlog, students could find their own way to make the speaking performance or designing the best as they can do. They could take videos as many as they want to make their best vlog due to the fact that it lifts the students' time in speaking English and they can also get feedback for their better improvement as stated by Anil (2016). In other statements, vlog offering students visual presentation, relief from time constraints, self-evaluation, wider audiences and peer-learning Hung, (2011). Moreover, the teaching and learning using Vlog gives chance to the students to speak up and they can build their idea and imagination. It confirmed by Anggraeni & Wulanjani (2017) who argued that video blogging helped students to be active in speaking class, increased students' willingness to participate in speaking class, improved students' ability to motivate themselves in speaking, made students.

CONCLUSION

Based on the result and discussion, it can be concluded that Vlog can improve the students' speaking performance. There were 32 students successfully passed the minimum standard. Compare to the pre cycle and first cycle, there was 91% of the student achieved the success indicator. It means that the students' ability in speaking were improved perfectly after using Vlog throughout the teaching and learning process. Moreover, the second cycle reached above the percentage from 85% to 91%. The students are also initiatively involved in conversation while they found that the learning of speaking using vlog as medium meet their interest, and it provides them an atmosphere which they could comfortably express their ideas to each other. In other words, they feel more confident practicing their speaking skill.

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