

THE USE OF DIGITAL VLOGGING TO ENHANCE THE REVIEW TEXT SPEAKING SKILL OF THE TWELFTH GRADERS OF SMAK PENDOWO MAGELANG IN THE SCHOOL YEAR 2018/2019

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Abstract

Internet and information technology can be used for English learning process since they provide a chance to improve students' ability in English. One of the activities which can be used as a technique in learning speaking skill is digital vlogging. The objectives of this research are to know how great can the use of digital vlogging enhance students' interest to the review text speaking skill of the twelfth graders of SMAK Pendowo Magelang in the school year 2018/2019 and to know how great is the enhancement of review text speaking skill of the twelfth graders of SMAK Pendowo Magelang in the school year 2018/2019 by using digital vlogging. This study is a classroom action research. It was conducted in SMAK Pendowo Magelang. The subjects of the research were the XII IPA students of SMAK Pendowo Magelang in the school year 2018/2019. The types of the data are quantitative and qualitative data. The quantitative data were obtained from tests and they were in the form of students' scores. Meanwhile, the qualitative data were collected through observation, questionnaire, and documentation. Digital vlogging brings great enhancement to the students' interest and the enhancement of review text speaking skill is great. It can be inferred that all implemented actions are successful to enhance the students' interest and students' speaking skill of review text. Digital vlogging also makes everyone consider that learning is fun and it increases students' confidence in speaking English.

Keywords – *digital vlogging, review text, speaking skill, interest.*

Introduction

In this era of internationalization and globalization, the need for learning English as a second or foreign language has been growing all over the world. Methods for promoting and enhancing the effectiveness of English teaching and learning have become increasingly important for researchers and educators in English language education because it is undeniable that English is the most important language in the world.

Due to the important role of English, it is taught from elementary school until university in Indonesia. English teaching in senior high school is intended to develop the students' communicative competence which is emphasized on the form of oral and written language skills covering listening, speaking, reading, and writing. Students are expected to be able to communicate in both forms and speaking is one of the skills that should be developed and enhanced by students as means of effective communication. Richards (2008:19) proposes that the mastery of speaking skill in English is a priority for many second-language or foreign-language learners. It should be mastered by students to express their ideas, opinions, emotions, or feeling orally. The success of the learners in learning English can be measured from their speaking as well.

Speaking skill is regarded as one of the most difficult aspects of language learning. Many language learners are generally facing problems to use the foreign language to express their



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thoughts effectively. According to Burns (2012), speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes – cognitive, physical, and socio-cultural – and speaker's knowledge and skills have to be activated rapidly in real-time.

Based on the observation conducted by the writer to the twelfth graders of SMAK Pendowo Magelang, the students' achievement in speaking skill is not satisfactory and has not achieved the learning target. It can be seen from the average score of the speaking test which is only 66, less than 75 as the mastery learning grade. There are several factors why students have low speaking skill which arise from the students' side and also from the teacher's side.

Considering that recent advances in internet and information technologies have become widely available for use in language teaching and learning (Shih, 2010), the writer would like to improve students' ability in speaking by conducting a classroom action research by using digital vlogging. Video-blogging or it could be shortened to vlogging is a form of blogging activities using video which usually will be uploaded online on internet. Watkins (2012) states that vlog is a portmanteau of the words video and blog (blog is itself a portmanteau of web and log). Blogs have become an internet institution for anyone who wants to express an opinion, share information, or simply keep a public diary of his or her personal life. While blogs are deemed to be useful tool for a writing class, vlogs or video-based blogs are similarly useful for oral communication class (Watkins, 2012; Shih, 2010).

Watkins (2012) and Maulidah (2017) have mentioned the advantages of using digital vlogging in their studies. Vlogging increases student talk time, helps students improve mastery of new vocabulary and grammar, helps students decrease shyness and boost confidence, can develop fluency, make students get semi real activity in using English, encourages self-monitored speaking.

Methodology

Type of the study was classroom action research. The subject was students of twelfth graders of SMAK Pendowo Magelang in the school year 2018/2019. The writer took one class as the subject which was class XII IPA. Total member of the student were 11 consisting of 3 males and 8 females. The types of the data are quantitative and qualitative data. The quantitative data were obtained from tests and they were in the form of students' scores. Meanwhile, the qualitative data were collected through observation, questionnaire, and documentation. This research is divided into three phase, they are pre-cycle, cycle 1, and cycle 2. It was conducted systematically following the four steps of action research named planning, acting, observing and reflecting.

In analyzing the qualitative data, the writer used the process of analyzing data that is explained by Burns (1999:156). The stages are: (a) assembling the data, (b) coding the data, (c) comparing the data, (d) building interpretations, and (e) reporting the outcomes. Meanwhile, in analyzing the quantitative data, the writer used the formula as follows.



$$SP = \frac{SS}{R} \times 100\%$$

Note:

SP : Score percentage

SS : Total number of students' score

R : Total number of respondent

Findings and Discussion

The Enhancement of Students' Learning Interest

The writer compared the non-test result of all cycles to know how great the enhancement of the students' learning interest was, especially their responses toward digital vlogging. The enhancement can be seen in the table as follows:

Table 1. The Result of Observation in All Cycles

Indicator	Pre-cycle (%)	Cycle 1 (%)	Cycle 2 (%)
Attention			
1. Ask to the teacher about the material.	45,5	54,5	72,7
2. Concentrate while learning.	63,6	72,7	81,8
3. Focus while the teacher explains the material.	72,7	72,7	81,8
Willingness			
1. Try doing any difficult task.	54,5	63,6	72,7
2. Still learn although the teacher does not go to class.	72,7	72,7	81,8
3. Enthusiastic to follow the lesson.	45,5	72,7	90,9
4. Diligently read the English book.	54,5	54,5	72,7
5. Finish the task.	72,7	81,8	90,9
Needs			
1. Look for other sources about the material or the lesson.	45,5	45,5	54,5
2. Take notes of the material.	81,8	81,8	90,9
Feel happy or joyful			
1. Enjoy in doing the task or exercise given by the teacher.	63,6	72,7	72,7
2. Always enthusiastic to follow the lesson.	45,5	63,6	81,8
Teaching Material and Teacher's Good Attitude			
1. Teacher's attention makes the students motivated in learning English.	45,5	81,8	81,8
2. Students feel that learning English is fun.	63,6	90,9	100
3. Have a high enthusiasm to the lesson and the teacher.	63,6	63,6	72,7
4. Teacher's explanation makes the students understand the lesson.	81,8	90,9	100
Participation			
1. Always do the task given by the teacher.	81,8	81,8	81,8
2. Answer the teacher's question.	72,7	72,7	81,8
3. Active in learning activities.	54,5	63,6	72,7
4. Get involved in learning activities.	63,6	72,7	72,7
Sum	1.245,2	1426,8	1608,7
Average score	62,3	71,4	80,5

Based on the result of observation and questionnaire to the students in cycle 1, it could be concluded that most of the students liked English and assumed that learning English is fun,



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but they still got difficulty in speaking class. Related to the use of digital vlogging, some students had problems with the technical thing and using either video editor or converter application in making the vlog to readable format.

In cycle 2, the students' interest was improving. They had better attention, willingness, and participation in joining the speaking class. They also felt happy and joyful during the teaching learning process, thus they could easily state that learning English is fun. It was proven in the result of questionnaire. They thought that their confidence increased and they were able to speak better after using digital vlogging. The result of the students' behaviour in cycle 2 was satisfactory. There was good impact because all students stated that they had interest in speaking English and also learning English in general.

The writer concluded that there was enhancement of students' interest, especially their responses toward digital vlogging. The average is 62.3% in Pre-cycle. Then after using digital vlogging, it increases to 71.4% in cycle 1 and reaches 80.5 in cycle 2.

The Enhancement of Students' Review Text Speaking Skill

The writer compared the result of pre-cycle, cycle 1, and cycle 2 tests to know the enhancement of review text speaking skill of the students. The enhancement of students' review text speaking skill by using digital vlogging can be seen in the table 3.

Table 2. The Result of Test in Pre-cycle, Cycle 1, and Cycle 2

Assessment Aspect	Mean of Score			Enhancement		
	Pre-cycle (PC)	Cycle 1 (C1)	Cycle 2 (C2)	PC-C1	C1-C2	PC-C2
Speaking	64.2	71.6	80.4	7.6	8.8	16.2

The mean of score in pre-cycle is 64.2. Then, after applying digital vlogging technique to the review text speaking skill of the students, the mean of score increases to 71.6. The enhancement from pre-cycle to cycle 1 is 7.4. The last, the students' mean of score increases to 80.4 in cycle 2 and the enhancement from cycle 1 to cycle 2 is 8.8. Overall, the enhancement from pre-cycle to cycle 2 is 16.2. This result indicated that the teaching learning process in cycle 2 was successful to enhance the review text speaking skill.

Conclusion

The use of digital vlogging can enhance the students' learning interest to the review text speaking skill of the twelfth graders of SMAK Pendowo Magelang in the school year 2018/2019. The students had good interest, attention, participation, and understanding in review text speaking skill. It can be considered as great interest with the total enhancement from pre-cycle to cycle 2 which is 18.2%.



The enhancement of the review text speaking skill of the twelfth graders of SMAK Pendowo Magelang in the school year 2018/2019 who are taught using digital vlogging is great with the total enhancement reaches 16.2 points. Digital vlogging significantly enhances students' speaking ability and it can boost students' encouragement and confidence. The mean of score in cycle 2 test is 80.4. It can be categorized as good and reaches 75 as the standard minimum score for English in SMAK Pendowo Magelang. The students who got scores higher than 75 in speaking test reached 75% of total number of students.

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