

# **IMPROVING SPEAKING ABILITY THROUGH VLOG (DRAMA)**

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The research was to examine if the vlog (drama) can improve students' speaking ability and to investigate how far the improvement students' speaking skill is. This research was applied to the eleventh – grade students of SMAS NU Centini Laren Lamongan. The research was categorized into classroom action research. The aim of this study was to show the processed of the students' speaking improvement. The participant from the teaching and learning activity in class XI IPA. This study is using qualitative and quantitative. The qualitative data were obtained by speaking test and questionnaire. The preliminary study was an action to prepare before doing the treatment. The preliminary study was an action to prepare before doing the treatment. In the pre-test, the data showed that students score was not good. Students' ability to speak up was still low during the teaching and learning process.

The researcher using Vlog techniques were given to the students to help them improve their speaking ability. The average score of students speaking in the first cycle was not been improved. In cycle two the students already achieve the KKM score. Based on the students, it could be concluded that there was a good improvement from the pre-test to the post-test. The use of vlog for the students, they get more chance to speak up and they can build their idea and imagination while for the teachers, he or she can use the media to got students' attention and focus on the materials. Based on those findings, that vlog was an efficient and effective way to improve speaking ability of the students of SMASNU Centini Laren Lamongan.

***Keyword: Vlog, Students' Speaking Ability, Classroom Action Research***

## **INTRODUCTION**

Mastering English will be much needed in this time, because now English will become forces of the world. English is even primarily taught at kindergarten level as a local content subject. The objective of English teaching learning process is to make student be able to use English to communicate in both oral and written form, it is hoped that mastering English will help them to help themselves in further study or working world.

There are some techniques which popular enough, among them are retelling story, dialogue, debates, drama, etc. The appropriate technique to teach your pupil is by using the one which still has relation to their world. In this case, teachers were supposed to be creative in developing their teachings learning process. In teaching and learning a language, it needed to be contextualized. By contextualizing, the process would be more meaningful and learners would get appropriate situation based on the condition.

Moreover, getting learners to speak in front of the people may be the most difficult task and a challenge for the teacher to have creative idea creating the media which can make students pay attention to the materials. Based on the result of an observation in Eleventh grade students of SMAS NU Centini. That is learning and teaching process the teacher already used a very good method but the students still could not maximize the way of learning; sometimes they were busy with their gadget and made them did not pay attention to the material.

Some students never asked a question so the teachers did not know whether the students understood about materials or not. According to (Curriculum) states that "teachers

will be more creative, while learners will be more active". It means teachers try to find another media that can make the learners producing sentences. "An important new study by the Kaiser Family Foundation shows that kids spend much more time entertaining themselves with cell phones and iPods than they spend reading or even in the classroom" (Henderson) states . It means the students spend so much of that time using the media. Observation showed that the learners use their gadget as their soulmate. On their phone, there is an application called as video. (Harmer), (Intajuck), (Canning) "video clips provide important visual stimulus for language production and practice such as settings, emotions, expressions, gestures, illustrations, visuals, pictures, perceptions, mental images, figures, impressions, likeness, cartoon, charts, graphs, color, replicas, and reproductions". Thus, the video is a real thing that can be authentic assessments as a real to check the English progress of the learners. According to the statement above, students could be more interested and used it to help them improve their speaking ability. Therefore, the study of the title "Vlog to Improve Students Speaking Skill: A Classroom Action Research" was conducted.

### ***The Important of Vlog in Teaching and Learning Process***

According to (Saric), "as a vlogger (video blogger) you record videos of your life, thoughts, experiences, and opinions, and share them with the world. It means vlog was helpful to support all the activities in teaching and learning process. In this research, vlog can consist of some minutes not too long but useful to practice students' learning process. These vlogs can be accessed to the gadget and computer. It is easy to access.

It is clear that short segments of vlog are more effective in the teaching-learning process because the teacher can choose any part which of certain language that will be learned and practiced by the students. At least, they can be easier to use a gadget to record their video. Not only record but the learners also can check how far the progress their speaking skill.

### ***Vlog Selecting Criteria***

Learners can make vlog without spent much money because they can use their handphone. They can use the camera to record it. But to make real vlog they need to speak more clearly and have one topic to make a vlog. When the students want to make a vlog, the first thing that he or she has to know is deciding the topic. The learners prepare the topic about what they want to tell into the vlog. They prepare the gesture when they want to deliver the topic. So then they need to combine topic between gestures before record the video. Here, learners should pay attention before taking vlog.

According to (Petter), first "you need to talk to people on your level and then everybody grows at the same time together". It means the students could collaborate. Second "right now on Youtube, there is a trend of drama". It means the students, to be honest. Third "the students have to be consistent in its message".

If learners are not confident about the record, she or he can repeat again as long she or he believes that the video is satisfied. When the students finish making the video, they can show to their parents and also friends. They can also ask opinion from the other person. From that learners also learn how to know their lack of without getting angry from other opinions

## **METHODOLOGY**

### ***Research Design***

Classroom action research was a way that could be used to fix how the learners get better output and input in learning. It is in line with (Jung) "action research something called "practitioner research", was a reflective investigation of person interested, problem or challenge".

### ***Research Setting and Participants***

This research applied to the seventh-grade students in a Middle School. It was located in the Village Sidomoyo District Sleman Province Daerah Istimewa Yogyakarta. The class consisted of 32 students, which were distributed into 10 males and 22 females with the range of age between 12 to 14 years old. The other side, the teachers were visited and contacted to support the teaching and learning process.

### ***Data Collecting Technique***

In this research, the data analysis was taken by two types of data. First, the qualitative data were obtained through observation and interview. Second, the quantitative data were obtained by speaking test and questionnaire.

- a. Observation "is to obtain data about everything that would happen in the class". For example, the observation was to know the students' attention to the teacher's explanation. The note was written to know what happened in the teaching and learning process.
- b. Interview "is to know the effectiveness of the actions". For example, vlog was used to know sufficient or not in teaching and learning process.
- c. Questionnaire "is to know of gathering information from respondents. At the end of the treatment, the learners would fill the questionnaire that consisted of ten questions related to it.
- d. Test "is conducted at the beginning of the treatment as a pre-test and at the end of the treatment as a post-test". The rubric speaking was taken from (Madrid) and the data were in the form of scores from 1 to 55.

### ***Data Analysis Technique***

The most important aspects in learning and teaching process will be asked inside and outside the class. Interviewed was used communicative question which is simple but clear to answer. To know the students' speaking skill ability. The learners were given such as a test to

know their speaking ability. To know the average of students score, the formula was used as follows:

$$\bar{X} = \frac{\sum x}{N}$$

$\bar{X}$  = Average of students score

$\sum$  = Total value

N = The number of students in the class

To know the percentage of students who passed the minimal mastery level criterion (KKM) formula as follows:

$$P = \frac{F}{N} \times 100\%$$

P = The percentage of students who got score 70

F = The number of students who got score

above 70 N = Total students who took the test

### ***Validity of Data***

There were five validity criteria in applying action research in practices by (Burns).

First, the discussion was conducted with the English teacher as the collaborator to give feedback and solutions on the teaching and learning process called Democratic Validity.

Second, the improvement of speaking skills learners was conducted in purpose to feel satisfied with the result called as Outcome Validity.

Third, the important note was written in the teaching and learning process called Process Validity.

Fourth, the English teacher got new techniques on how to teach speaking more effectively called as Catalytic Validity.

Fifth, the English teacher gave comments on the teaching and learning materials called Dialogic Validity.

### ***Reliability of Data***

The triangulation technique was conducted in this research. The technique in collected data was used to get reliability. (Cohen, L., Manion, L, and Morrison) "Triangulation might be defined as the used of two or more methods of data collection in the study of some aspect of human behavior". The technique consisted of three triangulation (Denzin) and (Patton):

- a. Time Triangulation "is for the reliability of data relating to changes in a processed over time. The observation was hold more than one to obtain the valid data.

English Teacher  $\longleftrightarrow$  Advisor

Figure 1 Triangulation with two data sources

- b. Investigator Triangulation "is when more than one person conducted observations or interviews". For example, every person had different perceptions in observed a problem, the observed results may differ in observing the same phenomena. Discussion was shared in one team, to get better output.

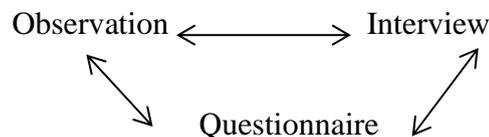


Figure 2 Triangulation with three data collection techniques

- c. Theoretical "is to use two or more theories to be put together". It needed to design a more complete data research in order to get more efficient results. According to (Parker C) "videoblogging offers a richer experience because it combines movies, sound, still images, and text, increasing the information and potentially emotions and also can with other people". Another word this was the reason could be called by online diaries. By this vlog, learners can practice the target of languages. The other side, Thomas (in Rakhmania journal) "doing the videos online gave learners opportunity to practice their language skills, anywhere and with little preparation, which keeps them involved in the process".

Morning  $\longleftrightarrow$  Afternoon

Figure 3 Triangulation with two time data collection

**Research Procedures**

The method was used from a basic of action classroom research proposed by (Madrid).

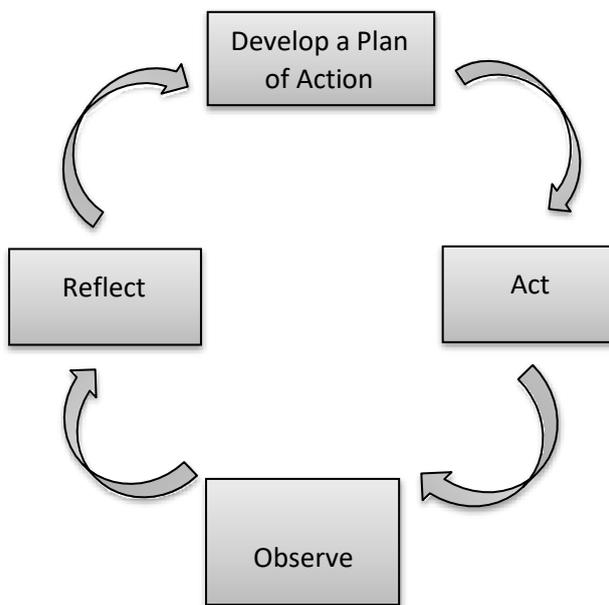
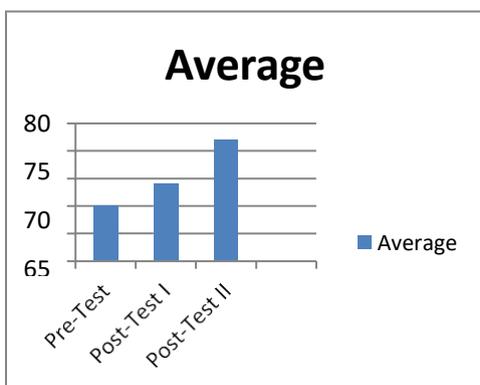


Figure 4 Basic Stages of Action Research

(Madrid) The procedure consists of four steps such as:

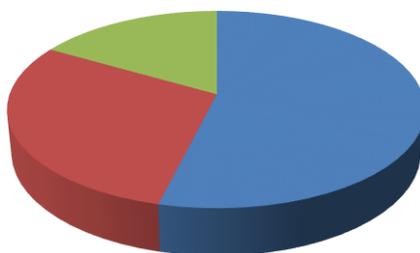
- a. Develop a plan of action, the discussion was conducted to know learners speaking ability.
- b. Action, was conducted to plan the action. It was needed to work together with the Teacher.
- c. Observation, was conducted to observe the teaching and learning process during the classroom.
- d. Reflection, was to know to the activities, it could be continued or not.



Some tests were conducted to the students. Each test consisted of pre-test, post-test I, and post-test II. The average score of the students speaking skill in the pre-test. The pre-test result was

65. The average score of the students speaking skill in the post-test I. The post-test I of two meetings was 69. The average score of the students speaking skill in the post-test II. The post-test II of two meeting was 77. Here was the chart of the score result of the pre-test, post-test I, and post-test II, to show that students speaking skill were improved.

Percentage



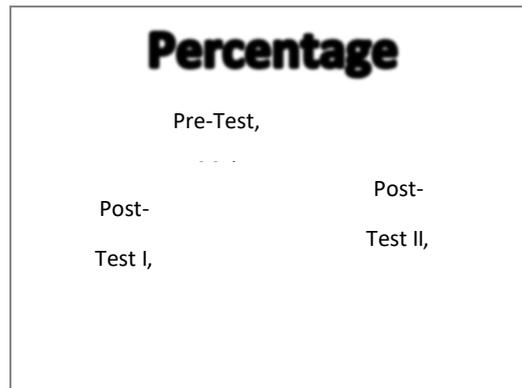


Figure 6 The Percentage of Each Test

Note:



There were 26% percentage of 8 students who achieve the KKM on Pre-Test There were 46% percentage of 15 students who achieve the KKM on Post-Test I There were 84% percentage of 27 students who achieve the KKM on Post-Test II

Each percentage would consist of pre-test, post-test I, and post-test II to show of percentage that students speaking skill were improved. The students who achieve the KKM in pre-test were 26%. The result showed that so many students still did not achieve the KKM score. The action has conducted the action to solve the problem. The researcher conducted the post-test I. The percentage of the students speaking skill in the post-test I. The students who achieve the KKM in post-test I were 46%. The score was not really improved. The post-test II was conducted. The percentage of the students speaking skill in the post-test II. The students who achieve the KKM in post-test II were 84%. It could be seen in the post-test II many students already achieve the KKM score.

#### ***The Result of Questionnaire***

The questionnaire was conducted on Thursday, May 17th, 2018. From the data showed the students speaking ability. The interview was given to clarity and support the result of the students' responses in the questionnaire.

First, their speaking ability was improved by using vlog. They got more opportunity to speak up through this media. They could fix their lack of pronunciation, vocabulary, and grammar.

Second, the students enjoyed and happy in learning English used vlog. They became the different person in the classroom situation. They looked to have fun doing the activity and the students became more comfortable to learn and deliver their questions together.

Third, the students became more motivated to learn English lesson. Last, the students were motivated to learn their speaking skill used vlog. The students' motivation showed 90% or 28 the students said they could speak up used video blog. When the students feel interested and excited about the lesson.

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### ***The Comparison Between Each Cycle***

The interview was conducted on the students. The students said that they felt did unable to speak because they did not get the chance to speak up. The students were given the pre-test to find out what was students speaking ability and the students score. Based on the students' pre-test score result, their average pre-test score was 65. They still got problems in speaking which was still low. The students were not focused and paid attention to the material, and they became busy with their gadget. The others just talking to each other. After that, the researcher started treatment cycle I. In cycle I, students could not reach the KKM or Minimum Mastery Criterion. Unfortunately, they got difficulties used vlog, thus they still needed to be helped on how to use it correctly. The other side, they thought that the score of the research was not influenced their real score of English, thus they did not make it seriously. The student average post-test I score was 69. Their speaking skill has not been improved. In the first cycle the students did not achieve the KKM yet. Thus, the two-cycle was conducted in this research.

In cycle II, interesting lesson, picture, and the video were conducted as the example. As the consequence, they became more serious, paid attention and more seriously. They did not talk with their seatmate, did not doing something else with their gadget. The score result showed that students could reach the KKM. The students average post-test II was 77. It means there was a good improvement of the students. It means video blog could bring advantages to improve students speaking skill and helped them speak up their ability. The researcher and the English teacher decided to stop the action. At the end of the lesson the students able to improve their speaking ability used vlog.

The action of vlog got positive and enthusiastic responses from the students in the learning- teaching process. It could be said that the action was successful based on the result of the students post-test and also from the questionnaire. After the used of vlog in teaching-

learning processed, she distributed the questionnaire. The questionnaire showed students were motivated and they happy improve their speaking skill used vlog. The vlog can be used one of the modern technology which gave students to speak up more than one times, in purpose to practice their speaking ability more good than before. They very enthusiastic about learning English, based on the students' questions. The researcher also should be careful to manage the time because some of the students did not seriously work on the activity.

There was also big difference before conducted the action that was the students did not pay attention to the material, talking to their friends but after conducted the action, the students became paid attention to the material, focused on the lesson, more active and talkative to give their answers and opinions. They enjoyed the lesson and changed their behavior. It could be said from students' enthusiasm. The teaching-learning process became very interesting because of the user of the vlog. The students could use gadget not only for play but also could help them to practice their speaking skill independently. Vlog could be used every time and it was effective in the learning process.

## CONCLUSION

Based on the findings and discussion, it can be concluded that the use of the video blog was more efficient and effective for teaching speaking to the seventh-grade students of Middle School. The students could fix their lack of such as pronunciation, vocabulary, and grammar. Besides, students became enjoy, happy, have fun and also comfortable to learn English together or independently. They became the different person in the classroom. During the teaching-learning process, students gave their opinion or asked something if they got difficulties. Thus, vlog had been the efficient and effective way to make other students who had low motivation became interested and excited about the lesson.

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