THE APPLICATION OF VLOG IN LEARNING ENGLISH

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Abstract
In solving the students' problem related to students lack of confidence in speaking English in transactional interaction materials (musts, prohibitions and appeals, the current research were aimed at knowing (1) how vlogs can improve transactional interaction speaking skills, (2) whether vlogs can improve transactional interaction skills, (3) what changes in students' attitudes after using vlogs. The research method is action. The research participants were VIIIA SMPN 8 Pontianak in 2019/2020. Data obtained through observation, field notes, video recordings, tests. The results showed that (1) vlog was able to increase the transactional interaction ability. The vlog process and stages are (a) expressing ideas, (b) making scripts, (c) producing, (d) video editing, (e) finalization. (2) Vlog can improve speaking ability. This is evidenced by the mean of cycle I = 72.41 and II = 77.59, completeness of cycle I = 51.72% and completeness of cycle II 72.41%. the average and the completeness increased by 7.15% and 20.69%. The advantages of vlogs are displayed attractively containing images, audio, text combined in a unified whole. (3) A change of attitude that can be observed is the emergence of courage to speak the increase of students' confidence.

Keywords: transactional interactions, vlog

INTRODUCTION
One of the factors that make students reluctant to speak is that they are not accustomed to use English in class. Ideally, the seventh grade students of junior high school should be brave enough to speak in English. Therefore, to solve the problem, the teacher who is also the researcher used vlogs as learning media. The Video blogging (vlog) is an increasingly popular as a form of self-presentation. The performer of a vlog is called a vlogger. Vlogging is one of the dominant forms of contents on YouTube. Videos that are included as vlogs are usually in the form of monologues that are recorded using a camera or webcam. The recording technique is relatively simple (Burgess & Green, 2009, p.94).

The lack of facilities in forms of teaching materials, books or print media is one of the sources of the problem. The lack of availability of learning media in the classroom make students experience a decrease of their interest in learning. Initially, the use of the internet has not been maximized by both he teacher and students. Therefore, vlogs are used as a learning medium to solve the problem
related to reluctance of speaking. This is an obstacle for many teachers and students who do not understand how and what are the stages of using vlogs as learning media. Efforts that have been made by the teacher include making study groups and discussing with their classmates. The plan of action to overcome the problem related to learning media is the use of vlogs.

The formulation of the problem is as follows: How can vlog improve transactional interaction speaking skills in English? Can vlog improve speaking skills in English, especially related to transactional interactions? What is the change in behavior/attitude of the students after being exposed to vlogs? The purpose of the study was to determine the process of using vlogs, to find out the results of using vlogs, and to determine changes in behavior/attitudes in students after the utilization of vlogs.

Solving problems using vlogs is important to provide a stimulus to the imagination of students in understanding transactional interactions, namely giving orders, prohibition and giving suggestion. Ideally students are able to understand transactional interactions topics as they are involved in the process of creating vlogs. The choice of using vlogs is intended to foster students’ interest in speaking in English because in the vlogs, students are required to speak according to the themes and materials that have been determined. This is in line with these elements of vlogs, in which they can affect the mind of the reader. Students make their own vlogs, upload them on YouTube as the final result.

LITERATURE REVIEW

Vlog comes from the word video blog. Vlogs contain videos that are uploaded on the website (Gunelius, 2019, p. 1). Vlog or video blogging is a blog that contains videos, (KBBI). Vlogs are videos that have certain themes that are packaged in the concept of journalistic documentation that can be published on a website or social media. Vlog is a blog that is displayed or presented in the form of a video. Vlogs are also a collection of the most famous videos that are self-owned and uploaded on the website (Sieglehrst, 2019, p.1). A vlogger is called a vlogger. The use of video can give vloggers the freedom to give their opinion and interact with the audience. Vloggers can communicate and express ideas, inspiring others to do the same as vloggers. Here are the steps to make a vlog:

![Figure 1, Steps in creating Vlog](image)

METHODOLOGY

This study is classroom action research that follow the model by Kemmis & Taggart (Kemmis & Taggart, 1990, pp.11-12).

This research began in the Odd Semester of the 2019/2020 Academic Year. The research subjects were the students at VIII A class of SMP Negeri 8 Pontianak. This study uses three techniques to collect the data, namely: field notes, video recordings, and tests. The data were then analyzed both quantitatively and qualitatively was in forms of calculating the average value, and the percentage for both quantitative and qualitative data. The research procedure for cycles I and II, began with baseline observations of the teaching and learning process, pre-research test results, daily test scores and end of semester tests and/or interviews with students, followed by planning, implementation, observation and reflection.

RESULTS AND DISCUSSION

The initial observation that was used as the baseline was the result of the KD 3.3 test when the pre-action had the highest score of 80 and the lowest score of 50. The test was followed by 29 students. The mean score at pre-action was 52.45. Students who were below KKM (the minimum score) were 27 students (93.10%). The KKM for English subject is 75. There were two students who reached the KKM (6.89%). This showed that the process and results were in need of improvement.

The Analysis Results of Cycle I

At the planning stage, there were some activities that the researcher did. These include creating lesson plans, students’ worksheets, power point slides, teacher performance assessment instruments 1, and teacher performance assessment instruments 2. The researcher who was the teacher then carry out teaching learning process according to lesson plans. The learning procedure followed the following action steps: explanation of the material, video playback, examples of problem solving, and practice questions that were done independently. To explain the material, power point media was used. The power point media can be seen in Figure 3.
The next stage was the delivery of material for making vlogs. Basically, this was used to ensure that students understood and knew to create vlogs. Making vlogs is easy without any particular technique and most importantly has a video to record. The following is the material for making a vlog that is packaged in the form of a power point.

In cycle I, there were several procedures that were carried out, namely: (1) explanation of the material about ordering, prohibiting and suggesting. These materials include; *We must arrive home before dark, (obligation), I must not be late (prohibition). You should have a rest for a while (suggestion)*. The material provided is new material, in which the students had not learned it before. This was the first time for the students to learn it so that some students understood and some do not understand. For those who did not understand, the teacher tried to re-explain and provided examples in everyday life situations. After understanding the teacher's explanation, the students practiced observing the pictures given by the teacher. Quantitatively, the score of practice questions in the first cycle was low, with an average of 72.41 and the percentage of completeness of 51.72% (15 students). The learning outcomes of students in cycle I are as
follows.

In the reflection stage, the researcher considered several factors. The first factor was based on the results of consultations with colleagues. From this, there were suggestions that it was necessary for the teacher to repeat the material that has been given and provide examples of real vlogs in everyday life. The second factor was from the results of the IPKG of cycle I. The result of the IPKG can be representative in bar chart as follows:

The results of analysis of the second cycle

The planning stage started with the result of the reflection of the first cycle to improve things that have not been done in the first cycle. The improvements made are (a) the improvement in the formulation of learning objectives that had to be explained in detail and clearly by using operational words (b) the improvement related to the suitability of characteristics of the students, the sequence of materials, and the elaboration of the time allocation.

Similar to the first cycle, the teacher carried out teaching and learning in accordance with the lesson plan. The learning procedure followed the following action steps. (1) Explanation of the parts of the material that students have not
understood, (2) explanation of the software installation and video editing, (3) practice questions that were done independently. Again, to explain the material, power point media was used and the material can be seen in figure 7.

**TAMPILAN LAYAR ANDROID**

**Sentuh Ikon**

![Sentuh Ikon](Sentuh-Ikon.png)

**Untuk membuka aplikasi Kinemaster**

**Catatan:**

- Spesifikasi Smartphone (HP)
- Layar 4” atau lebih
- Video HD atau full HD 720p
- Minimal RAM 2 GB atau lebih
- terkoneksi dengan internet

![Sentuh Ikon](Sentuh-Ikon.png)

Figure 7. Kinemaster Display

From the results of the observation of cycle II, there were several procedures that have been carried out, namely: an explanation of installing software in the form of kinemaster and an explanation of video editing. Students installed the programs on their own cellphones and practiced video editing. In the implementation, some students were still confused about how to use the software. Students who already understood and knew how to teach other students. Quantitatively, the score of the second cycle of practice questions increased, with an average of 77.59 and the completeness percentage is 72.41%. The learning outcomes of students in cycle II can be described in a bar chart as follows:

![The Second Cycle](The-Second-Cycle.png)

Figure 8. Bar chart of the mean score of the second cycle

The results of reflection of the second cycle indicated several things. Based on the results of consultations with colleagues, there were suggestions that were useful for the improvement in taking actions in cycle II. The suggestion was that the teacher had to repeat the material that has been given and provided examples of real vlogs in everyday life. From the results of the IPKG of the second cycle, it can be illustrated in a bar chart as follows.
Discussion

The current research findings/research results are in line with the action hypothesis (1) Vlog is able to improve students’ speaking skills related to transactional interactions such as making prohibition and suggestions in English. The stages of making a vlog are ideas, scripts, production, video editing and finalization. This is in line with previous research conducted by Rohendi (2013) that claimed using blogging as class media result in an increase in students' understanding of ICT concepts. (2) There are evidences in quantitative forms in which Vlogs are able to improve students’ speaking skills related to transactional interactions such as making prohibition and suggestions in English. The mean score in the first cycle was 72.41 and 77.59 in the second cycle. Additionally, the completeness of the first cycle was 51.72% and the second cycle of completeness was 72.41%. The advantage of vlog is that when it is displayed attractively, which contains images, audio, text and are combined in a unified whole can make students to be creative and confident in speaking. In this case, vloggers can create tutorials, travel vlogs, vlogs of daily activities. (3) There were changes in behavior / attitudes of the students. Just like in this research, the students started to appear confident in speaking in English, especially related to transactional interactions, such as giving orders, prohibitions and suggestions. In this case, the ability of students grows slowly in the use of expression should to suggest, must not to prohibit and must to give advice.

CONCLUSION AND SUGGESTION

The research findings can be summarized into several points, namely: (1) Vlog is able to improve speaking skills related to transactional interactions, namely: giving orders, prohibitions and giving suggestions in English. The stages of making a vlog are ideas, scripts, production, video editing and finalization. This is in line with previous research conducted by Rohendi (2013) in which using classroom blogging media can increase students’ understanding of ICT concepts. (2) Vlogs are able to improve students’ confidence in speaking in English, especially related to transactional interactions, such as giving orders, prohibitions and giving suggestions. This is evidenced by the mean in the first cycle of 72.41
and 77.59 in the second cycle, the completeness of the first cycle was 51.72% and the second cycle of completeness was 72.41%. The advantage of vlog is that when it is displayed attractively containing images, audio, text that are combined in a unified whole, it can make the students work creatively. In this case, vloggers can make makeup tutorials, travel vlogs, and vlogs of daily activities. (3) Vlogs changed the behaviors/attitudes of the students. For example, the students started to look confident in speaking English, especially in expressing transactional interactions with material giving orders, prohibitions and suggestions. In this case, the ability of students grow slowly in using the word must to show obligation must not to prohibit and should to give suggestions.

REFERENCES


