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IMPROVING STUDENTS' SPEAKING ABILITY USING VIDEO BLOGGING PROJECT

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Abstract
The objective of this study is to find out the effectiveness video blogging project to improve student speaking ability and how it motivate the student to apply it in their English. The research was guided by a conceptual framework to the using video blogging to improve their motivation to speak English during the process of classroom interaction. The research type was an Classroom Action Research. The subject consisted of 27 students of the eleventh grades of SMA Islam Sultan Agung 1 Semarang in the academic year 2020/2021. The research data were collected using triangulation data (planning, action, reflect and observe), observation for collecting data on student motivation in improving speaking by using video blogging project. Data on speaking ability were analyze using the explanation text, to know the improvement in mean student after first cycle and second cycle. Based on, the students average was 61,7, then second treatment, the students average increase to be 71,7, and the third treatment, the students average was 76. It can conclude that video blogging project can improve student's speaking ability.

Keywords : Improving, speaking ability, video blogging project

Abstrak
Tujuan dari penelitian ini adalah untuk mengetahui efektivitas proyek video blogging untuk meningkatkan kemampuan berbicara siswa dan bagaimana memotivasi siswa untuk menerapkannya dalam bahasa Inggris mereka. Penelitian ini dipandu oleh kerangka konseptual penggunaan video blogging untuk meningkatkan motivasi mereka berbicara bahasa Inggris selama proses interaksi kelas. Jenis penelitian ini adalah Penelitian Tindakan Kelas. Subjek penelitian terdiri dari 27 siswa kelas XI SMA Islam Sultan Agung 1 Semarang tahun ajaran 2020/2021. Data penelitian dikumpulkan dengan menggunakan data triangulasi (perencanaan, tindakan, refleksi dan observasi), observasi untuk mengumpulkan data tentang motivasi siswa dalam meningkatkan berbicara dengan menggunakan proyek video blogging. Data kemampuan berbicara dianalisis menggunakan teks eksplanasi, untuk mengetahui peningkatan rata-rata siswa setelah siklus I dan siklus II. Berdasarkan rata-rata siswa adalah 61,7, kemudian perlakuan kedua, rata-rata siswa meningkat menjadi 71,7, dan perlakuan ketiga, rata-rata siswa adalah 76. Dapat disimpulkan bahwa proyek video blogging dapat meningkatkan kemampuan berbicara siswa.
Kata kunci : Peningkatan, kemampuan berbicara, proyek video blogging.

Kata Kunci: *Improving, speaking ability, video blogging project*

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INTRODUCTION

English as foreign language. It can take you around the world which is a goal in itself for many people. If you want to cover the whole globe, is fascinating out of things about yourself are discovering them. A new environment helps you to sort out the things you want to do with the thing you previously just when along with being to exposed to other cultures truly in inspires his imagination. (Maxom : 37).

In learning English, there are four basic language skills that should be mastered, they are reading, writing, listening and speaking. Those are related one and each other. When you are reading or listening, you are consuming a language and when you are speaking, you are be able producing the language. Speaking is more difficult than other skills. Because in speaking we are not only producing words. But students also have to construct or produce the words which should be understood by others.

Now days, The COVID-19 pandemic took the world by surprise. Students should continue their education from home through online learning and via video calls with their teachers. And teachers should be creative to delivers the material by online.

Millennial students, tend to use technology to support their learning in English. In fact, students have many resources to enchance their speaking skill. It also provides to the academic and education sides. Using media in teaching learning process is meaningful. There are some advantages of using media in teaching and learning process to support students to enhance their speaking skill, giving motivation to learners in learning and students will be more interested at what they doing.

METHOD

Research Design

The research belonged to classroom action research by using one class. In this case, the classroom action research would get the result that student speaking skills can improve or not.

Participants

The participants of the research were the eleventh graders of SMA Islam Sultan Agung Semarang. The research took one class as participants. They were and XI MIPA 2 as sample.

Instruments

In this study, the writers using triangulation data (planning, action, reflecting and oberve) and the student producing explanation texts. In cycle I, cycle II and cycle III the teacher assess students to make a video blogging project to know student speaking ability.

Procedures

The writer selected the sample from the population. After that the writer did the research by taking, pre – test, giving; treatment, and then post test to get result of the research. It show as follows : Cycle 1 :

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a. Planning
    To Plan, the researcher plans some actions to be done. The activities are describe to follows :
    -   Preparing syllabus material to deliver of lesson plan, rubric, material amd media
    -   Preparing the students attendance list, and student scoring list
    -   Preparing media of learning in classroom
    -   Preparing pre – test and post – test
    -   Preparing the mobile phone to record the speaking
    The circumstance of the classroom can described as video blogging media, power point and white board as the educational tools. The topic is giving opinion. Therefore, the research provides all supporting aids to achieved the purposed result.

b. Action
    The teacher does the planning which present as follows :
    -   Presenting presentation of giving opinion by Power Point
    -   Showing the material by video blogging media
    -   Giving opportunity for the students to give question based on the material
    -   Giving opportunity to the student to work in pair
    -   Giving guidance as the students do some oral practice which is record
    -   Giving feedback, reinforcement, and motivation for the students.

Cycle 2 :

c. Planning
    To Plan, the researcher plans some actions to be done. The activities are describe to follows :
    -   Preparing syllabus material to deliver of lesson plan, rubric, material amd media
    -   Preparing the students attendance list, and student scoring list
    -   Preparing media of learning in classroom
    -   Preparing pre – test and post – test
    -   Preparing the mobile phone to record the speaking

d. Action
    The teacher does the planning which present as follows :
    -   Presenting presentation of giving opinion by Power Point
    -   Showing the material by video blogging media
    -   Giving opportunity for the students to give question based on the material
    -   Giving opportunity to the student to work in pair
    -   Giving guidance about how to do the video blogging project
    -   Giving guidance as the students do some oral practice which is record
    -   Giving feedback, reinforcement, and motivation for the students.

Data Analysis

The writer evaluated the triangulation data by categorizing the students' scores to evaluate the students' speaking skills using the following criteria:

Table 1 Analytical Rating (Explanation of Criteria)

Accent	Rating
- Pronounciation frequently intelligible	1
- Frequently gross error and very heavy accent make understanding difficult, require frequent repetition	2
- Foreign Accent requires concentrated listening and misspronounciations lead occasional misunderstanding and apparent errors in grammar and vocabulary	3
- Mark foreign accent, and occasional misspronounciations that do not interfee with undersanding.	4
- No conspicuous miss pronounciations	5

Grammar	Rating
- Grammar almost entirely inaccurate expect in stock phrases	1
- Constant errors showing control for very few major patterns and frequently preventing communication	2
- Occasional errors showing imperfect control of some patterns but no weakness that cause miss understanding.	3
- Few error no patterns of failure	4
- No more than a few minor error during the interaction	5

Vocabulary	Rating
- Vocabulary inadequate for even the simples conversation	1
- Vocabulary limited to the basic personal and survival areas (time, food, transportation, family, etc)	2
- Choice of words sometimes innacurate, limitations of vocabulary prevent discussion at some stage of the interaction	3
- Vocabulary adequate to participate in the interaction with some circumlocution	4
- Vocabulary broad and precise, adequate to cope with more complex problem	5

Fluency	Rating
- Speech is so halting and fragmentary that conversation is virtually impossible	1
- Speech is very slow and unieven expect for short or routine sentence.	2
- Speech is frequently hesitant and jerky, sentences may be left uncompleted	3
- Speech is occasionally hesistant with some unevenness caused by rephrasing and groping for some words	4
- Speech is effortless and smooth, but perceptively non-native in speech and eveness	5

Comprehension	Rating
- Understanding to little for the simplest types of conversation.	1
- Understand only slow, very simple speech on the most basic topics. Requires concistant repetition and rephrasing.	2

- Understand careful, somewhat simplified speech directed to him/her but requires conciderable repetition and rephrasing.	3
- Understand quite well normal speech directed to him/her occasional repetition and rephrasing.	4
- Understand everything in normal conversation except for every low colloquial or low frequency item or exceptionally rapid or slurred speech.	5

From the table above, there are 5 items and for each of them the highest score is 5. Then the maximum score is 25. The score based on the analytical methods to inform our student about their achievement. The score will multiply 4 to get more meaningful data in this research. Final score will be rating 1 – 100 as the table below :

Table 2 Element of Speaking Score

Element of Speaking	Score
Accent	5
Grammar	5
Vocabulary	5
Fluency	5
Comprehension	5
Total	**25**
Total score x 4	**100**

From the table above, there are 5 items and for each of them the highest score is 5. Then the maximum score is 25. The score based on the analytical methods to inform our student about their achievement. The score will multiply 4 to get more meaningful data in this research. Final score will be rating 1 – 100 as the table below :

Table 3 Element of Speaking Score

Element of Speaking	Score
Accent	5
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Vocabulary	5
Fluency	5
Comprehension	5
Total	**25**
Total score x 4	**100**

Treatment

The researcher told the students that they were going to learn speaking by produce a video blog. The researcher gave the students a chance to learn the material, practice to share their ideas about the topic that they have learned. In this action the researcher treated the students with same tasks as in the first treatment also with the same topic as pre-test. After the student had given the treatment they were given post – test which is intended to know whether the treatment were successful or not. Acting phrases is the implementation of the planning that have been plaed by the researcher. After doing pre – test the researcher was doing the action.

The purpose of the test was to find out the speaking ability of the students. In this meeting the teacher explained to the student about the test. They had to mention their ideas though video blogging.

FINDING AND DISCUSSION

Video blogging contribute to the development of the ability in learning speaking of the eleventh grades of the students of SMA Islam Sfultan Agung 1 Semarang in the academic year 2020/2021. Analysis of the test, cycle one and cycle two show that there is a difference in students' improving speaking during activity using video blogging in teaching and learning process. Video blogging inspire the student to learn and improving speaking better.

Video Blogging contributes to the development of the positive attitude in teaching speaking of the eleventh grades students' of SMA Islam Sultan Agung 1 Semarang in the academic year 2020/2021. The students are more attracted, more active and more interest during teachinng and learning process. The students were interested in learning process by video blogging project. Based on the teachers observation of the students gave better response towards the teaching and learning process when the teacher using video blogging. The students response the lesson as well, and seemed that they enjoy the entire lesson.

The research data were collected using triangulation data (planning, action, reflect and observe), observation for collecting data on student motivation in improving speaking by using video blogging project. Data on speaking ability were analyze using the explanation text, to know the improvement in mean student after first cycle and second cycle. Based on, the students average was 61,7, then second treatment, the students average increase to be 71,7, and the third treatment, the students average was 76. It can conclude that video blogging project can improve student's speaking ability.

CONLUSION

Video Blogging helps students get rid of their boredom with conventional English learning. In short, using video blogging can attract students' interest in learning English. This media is very useful to teach students in learning to speak.

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