

IMPROVING STUDENTS' SPEAKING ABILITY USING VIDEO BLOGGING PROJECT

(A Classroom Action Research at the Eleventh Grades
at SMA Sultan Agung 1 Semarang in the Academic Year 2020/2021)

A FINAL PROJECT



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2021**

APPOVAL PAGE

A Sarjana Pendidikan Final Project

**IMPROVING STUDENTS' SPEAKING ABILITY
BY USING VIDEO BLOGGING PROJECT
(An Experimental Study of the Eleventh Grades at SMA Sultan Agung 1
Semarang in the Academic Year 2020/2021)**

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Semarang, August 19th 2021

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VALIDATION

A Sarjana Pendidikan Final Project on

IMPROVING STUDENTS' SPEAKING ABILITY BY USING VIDEO BLOGGING PROJECT

(An Experimental Study of the Eleventh Grades at SMA Sultan Agung 1
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Defended before the board of Examiners
On August 19, 2021
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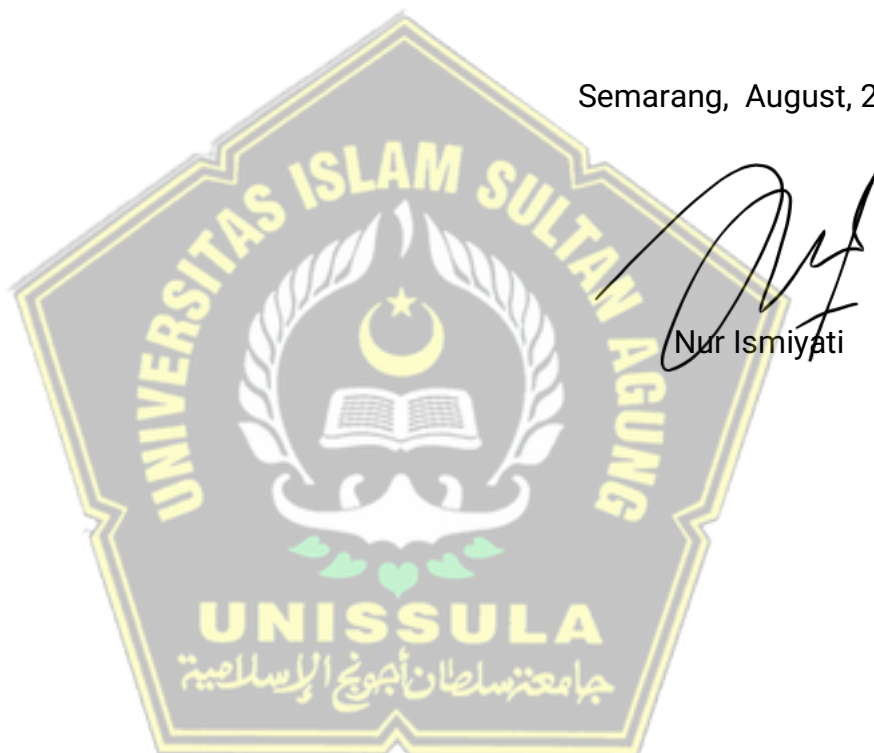
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STATEMENT OF WORK'S ORIGANLITY

Hereby, I honestly declare that the undergraduate final project I wrote does not contain the works or part of the works of other people, except those which were cited in the quotations and the references, as a scientific paper sould. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained form that paper.

Semarang, August, 2021



MOTTO

MAN JADDA WA JADDA
“Whoever Strive Shall Succeed”

DEDICATION

Dedicated with affection, love and gratitude to my beloved parent and my family. Faculty of Language and Communication who always give support and pray for in completing this final project.



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ABSTRACT

Ismiyati, Nur (2021), Improving Students' Speaking Ability by Using Video Blogging Project A Classroom Action Research at the Eleventh Grades at SMA Sultan Agung 1 Semarang in the Academic Year 2020/2021. English Education Departement. Faculty of Language and Communication Science. Sultan Agung Islamic University. Advisor : H.Hartono, S.S., M.Pd.

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.

I



INTISARI

Ismiyati, Nur (2021), Improving Students' Speaking Ability by Using Video Blogging Project A Classroom Action Research at the Eleventh Grades at SMA Sultan Agung 1 Semarang in the Academic Year 2020/2021. English Education Departement. Fac3AAulty of Language and Communication Science. Sultan Agung Islamic University. Advisor : H.Hartono, S.S., M.Pd.

Penelitian ini bertujuan untuk mengetahui efektivitas 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 belajar mengajar di kelas. Jenis penelitian ini adalah Penelitian Tindakan Kelas (Classroom Action Research). Populasi dalam penelitian ini adalah 27 siswa kelas XI SMA Islam Sultan Agung 1 Semarang tahun ajaran 2020/2021. Data penelitian dikumpulkan dengan menggunakan triangulation data (perencanaan, tindakan, refleksi dan observasi),

observasi untuk mengumpulkan data tentang motivasi siswa dalam meningkatkan berbicara dengan menggunakan video blogging. Hasil penelitian menunjukkan data kemampuan berbicara dianalisis menggunakan teks explanation, untuk mengetahui peningkatan rata-rata siswa setelah siklus I dan siklus II. Berdasarkan rata-rata siklus I, kemampuan berbicara siswa adalah 61,7, maka pada siklus II, rata-rata kemampuan berbicara siswa meningkat menjadi 71,7, dan Siklus III, rata-rata kemampuan berbicara siswa adalah 76. Dari data tersebut dapat disimpulkan bahwa video blogging dapat meningkatkan kemampuan berbicara Bahasa Inggris siswa.

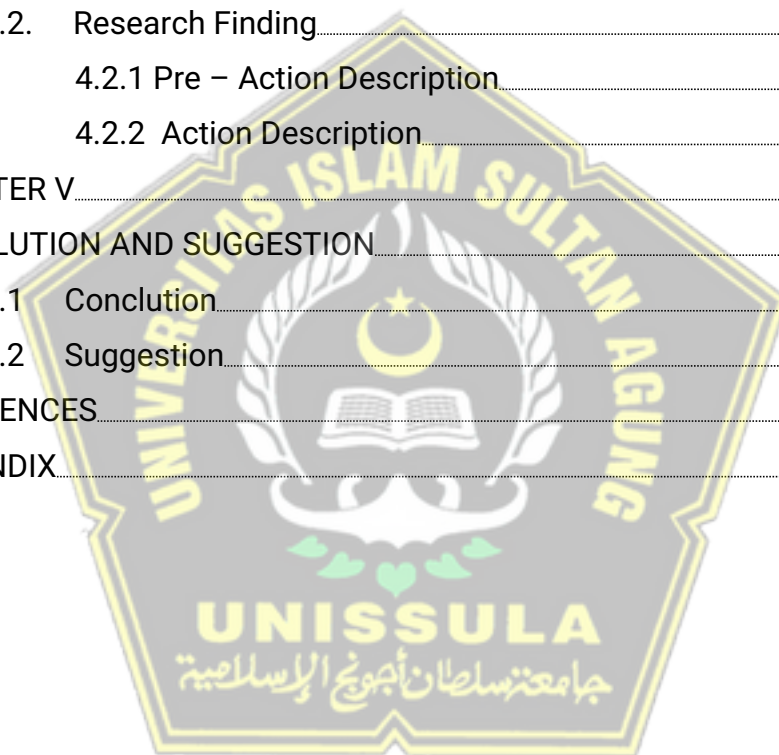
Keywords : Meningkatkan, Kemampuan Berbicara, Video Blogging

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CHAPTER I

INTRODUCTION

This chapter deals with introduction. The first is about the Background of the study, Reason for Choosing the Topic, Research Question, Hypothesis, Objective of the Study, Definition of Key Term and Outline of the Study.

1.1. Background of the study

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).

Learning is important because it will open more opportunities. Learn English helps us to communicate with nearly all the people around the world various backgrounds. Our government makes English as one of the subjects which are through from Junior School until the University. That was learning English should be kind of daily routine which is for our life. (Broughton Geoffrey : 2002)

In the process of learning English, four basic language skills should be mastered. They are reading, writing, listening and speaking. These are

related one by one. When you read or listen, you are using a language, and when you speak, you can generate that language. Speaking is more difficult than other skills. Because when we speak, we are not only making words. But students must also construct or produce words that others should understand.

Some student at the university get some difficulties in learning English. Now days, we have to be able to communicate. Every speaker adjusts the way he speaks (or writes) according to the situation he is in, the purpose which motivates him, and the relationship between himself and the person he is addressing. (Broughton Geoffrey : 2002). The benefit of mastering in English will give lots of advantages to the learners. Mastering English with good pronunciation is very important.

Nowdays, the COVID-19 pandemic has taken the world by surprise. Students should continue their education at home through online learning and video calls with teachers. Teachers should creatively provide materials online.

Millennial students tend to use technology to support their English learning. In fact, students have many resources to improve their speaking skills. It is also provided for academic and educational aspects. It makes sense to use media in the teaching process. The use of media to support students to improve their oral skills in the teaching and learning process has some benefits. It brings motivation to learners' learning, and students

will be more interested in what they do.

In this study, the writers use Video Blogging Project to improving speaking ability of the eleventh grades in SMA Sultan Agung 1 Semarang in the Academic Years of 2020/2021?

1.2. Reason for Choosing the Topic

The role of teaching is very important to help students improving their speaking skills. Because the goal of teaching is how to communicate efficiency showing down their speaking fluency and accuracy. Sometimes when students produce a language naturally, they do miss ordering in speaking.

In speaking class, some of students often think that they have ability to speak and produce a language. Students who lack confidence do not understand what the other to speak. As a teacher, we must create a real way to manage communication by providing activities that combine language input and communicative output. It allows errors to be corrected by communicating output to students and gives them the confidence to practice spoken English. Creating a video blogging project in class can help students share ideas that may be difficult for them to share. Students may share their ideas more comfortably and provide information independently. Students can make video blogs via their smartphones or cameras. After that, they can start to create ideas based on the theme given to them by the teacher. Then upload it to social media such as

youtube or instagram. The video can be edited by themselves or group work. It could be share in classroom. So, everyone can see and give feedback by discussion or debate.

1.3. Research Question

Based on background of the study above, the problem that is going to be answered were as follows :

“Is video blogging project improve the speaking of the the eleventh grades in SMA Sultan Agung 1 Semarang in the Academic Years of 2020/2021?”

1.4. Objectives of the study

Based on the writer’s experience about the students problem in speaking, the writer is interested conducting a research that is “video blogging project for improving speaking ability in class of the year-XI students of SMA Sultan Agung 1 Semarang in the Academic Years of 2020/2021?”

1.5. Significance of the Study

This study may have significance as follows :

1. Practical Significance

The result will be able to make teacher realizes that especially

teachers about the effective of using media such as Video Blogging can improve students' speaking ability in learning English .

2. Pedagogical Significance

By conducting such innovative media for teaching english, the researcher hopes to be able to increase students interesting in learning english.

1.6. Definition of The Key Terms

This study have some definition of key term as follows :

1. Speaking

Speaking is one of basic language skills. When some one speak something they produce a language. (Kurum :2016) Many learners starting learn a foreign language usually they seek and improved competency in their productive skill. These learn asses their progressin target language in term their ability to speak fluency in communication.

According to (Burns : 2016), Speaking is a conceptual preparation involve selecting a topic or they can retrieve from their long term memory and their ideas must be formulated. It means that the ideas should be mapped on their specific

grammar and vocabulary have available in speech. Speaker must have control of the sounds and intonations of the language. It help the language can be understood by another people.

Speaking is more than producing language, but how to pronounce it well. As a teacher we have to create a practice environment within the classroom itself tp give motivation to accelerate in speaking mastery.

2. Speaking Ability

In speaking process they are many elements that need to be understood such as vocabulary, grammar, pronunciation and intonation. Each element has connection one and others. Speakers can express their idea and information without any problems. Another elements is pronunciation where English sound voice produced.

If any mistaken happen in pronouncing, it will made miss understanding in communication. The most important things in speaking are how to speak more accuracy and fluency. Be master in speaking will help listener understand with what the speaker deliver in speaking. In summary, it is important to providing input in learning English to enchance speaking ability.

3. Video Blogging

Technology provide student to learn english for enchance Speaking Skills. One of the media can give input to the student is Video Blogging. Now days Video Blogging are popular media because it easy to access by smartphone.

Vlog are generally short and personal. It will be visible to public and they can comment and share your videos that you make. The differences between vlog and blog are we will be using videos to share the information instead of text and videos have more visual effects than a text content along with images.

Vlog is advance in video technologies. This does not takes much time time to share ideas than a text blogging. All you need is good speaking skills and you are done publishing your own video to share your ideas and information. But you need to make a draft to guiding you to create a good content.

Effective vlog is fewer two minutes long or more than six minutes long. If you are a professional vlogger, you can make vlog more than six minutes. In teaching english, video blogging will help student learn independently to create ideas and provides information. It has many advantages to enchange students skill in classroom.

1.7. Outline of the Study

This proposal is divided to several chapter to facilitate the readers understanding the sequence of academic writing with process and the objectives of the study.

Chapter I consist of Background of the Study, Reason for Choosing Topic, Research Question, Objectives of the Study, Significant of the Study, and Outline of The Study. In this chapter researcher describe and elaborates the reason underlying the student to understand what are going to be discuss in this study.

Chapter II is the Review of the Relate Literature. It discuss the literature that is related to the topic of discussion which consist of English as Second Language, General Concept of Speaking, The Problem in Speaking, Definition of Media, Video Blogging in Classroom and Review of Previous Studies.

Chapter III discuss the Research Method, It consist of the Research Design, Subject of The Study, Variable of The Study, Instrument in the Research, Methods of the Data Collection, Technique of The Data Analysis, Validity to the Test, and Methods of Analyzing Data.

Chapter IV discuss the Research Finding and Discussion, It is consist of the A Description of SMA Islam Sultan Agung 1 Semarang, Research Finding and Analysis and Observation.

Chapter V discuss the conclution and solution.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter deals about review of related literature which is the fundamental theory of the study. They are English as a Foreign Language, General Concept of Speaking, The Teaching Speaking, The Problem in Speaking, Concept of Media, The Video Blogging Project to Improving Students Speaking.

2.1. English as a Foreign Language

According to (Paul : 2003), English as a Foreign Language refers to the learning English by students in a country where English is not the native language. It means that English have a choice of language variety to a large extent than second language. In a foreign language situation kind, therefore the hundreds of thousands of learners of English tend to have an instrumental motivation for learning the foreign language. (Geoffrey : 1980).

Learning speaking is challenging because speaking is a highly complex and dynamic skill that involves the use of several simultaneous process, cognitive, physical and socio-cultural – and a speaker's knowledge and skill have to be activated rapidly in real – time but speaking is considered a skill to practice and master.

2.2. General Concept of Speaking

Speaking is one of major skill in English that needs to be mastered. (Hammer : 2001) states that speaking is happens when two people are communicate each other. Its means the process to delivering message to the others in the order to give information. Speaking can be mastered if we practice every time.

Speaking is important because it helps learners to communicate something and delivered information with their friends. When the students trying to speak naturally, they can express their ideas easily when they are speaking. It is essential means of communication in daily life. Students can learn also using English for interaction on their activities.

Speaking is require language learners to learn : grammar, pronunciation, and vocabulary. They are elements that sudents need to apply appropriately in their speaking.

2.3. The Teaching Speaking

Teaching Speaking is communicative efficiency. Students should be able to avoid confusion in pronunciation, grammar, and vocabulary and apply in communication. According to (Goh and Burn : 2012) the mastery speaking English is a priority for second language learners. It means students will get communicative output., the lerarner's can be able complete a task, such as obtaining information.

In Indonesia students tend to talk more with their friend rather than with native speaker of English. English is only practice in several occasions, for example academic purpose, particular event like seminar and conferences, and it is mainly studied at schools or language institutions. English curriculum was affect the developing teaching learning process. And teaching learning process is being developed in English Syllabus. The English language teaching in Indonesia need to give information about cultures of native speakers. Students must be prepared to be able to use English to talk their own cultures.

Teacher should create the communicative methods to helps the learners succeed in their learning process. It is important for teacher make a student have high motivation in their learning. That is way teacher should be able to make students more interested, happy and motivated in teaching learning process. It will be a teacher homework to make students focus in their explanation. There are some aspect of speaking performance :

a. Fluency

When students are able to talk directly, they can tell something without getting difficulties in speaking. Students should be able to be fluent in speaking and world clearly.

b. Pronunciation

Students provides some information related with pronunciation.

When students wrong in pronouncing it can get wrong in meaning.

c. Grammar

When students deliver the information, they should know about grammar formula. Knowing the grammar makes students good in speaking.

d. Vocabulary

Vocabulary is important thing that students must know before make sentences. They need memorizing and know the meaning of that words. It can help students to communicate something easily.

e. Accuracy

Accuracy is important aspect in speaking performance. Accuracy refers to how much a learner speaks without errors in real-time communication. It is often compared to fluency when we talk about a learner level in learning speaking.

2.4. The Problem in Speaking

Speaking is more complex than other language skills. Most student found speaking English as stressful activity and they became passive in speaking class. Students have many problem in speaking skill. According to (Rababa in Almira : 2014) there are some factors cause students having

difficulties in speaking as foreign language such as lack vocabularies, difficult to get meaning or understanding the conversation, worrying to making sentences and not confidence to speak. It means some students have low motivation to speak English and high anxiety.

In classroom they just following the instruction from the teacher without give their own opinion. According to (Harry : 2006) anxiety and depression are just two effective factor that contribute to learn difficulties or a result of learning difficulties. It means that students feel shy, nervous and fearful to speak.

Teaching Speaking is challenging for teacher itself. Teacher should teach students to learn how to speak effectively and success to give information. Teacher can use cooperative learning as a strategy to make student more interest in speaking. Giving an oral presentation or group work in classroom require students to enrich their vocabulary and grammatical competence.

It is important to keep their enthusiasm from the beginning they learn and give motivation to learn English use interesting media.

2.5. Definition Of Media

Media can help teacher to make material to be easy to understand. The use of media is very important for teacher during teaching learning process in pandemic situation. It is means that media can help teacher to teach more effective and efficient. Vlog can makes student more enjoy

and interested in teaching and learning process.

Arsyad (2005 : 15) states that, use of teaching media in the orientation phrase of teaching will help the learning process and effectiveness of delivery and content of the subject at the time, as it also raised the motivation. It us means that media can a good tools to catch student attention.

2.6. The Concept of Video Blogging

2.6.1 Definition of Video Blogging

Vlog is extremely similar to blogging which is where people post information or ideas on a web site. The main difference being that medium is a video instead of text. Many people think of vlogging as video blog. There are a lot of media that can be used in teaching speaking. Vlog is one of media lates technology that open new ways in communication through public create media (Baran : 2007).

If blog is writing some information sharing on web page, but vlog is a creative video that everyone can create then edit as creative as possible (add images, text, sounds) then upload or share on the social media platform as like youtube, facebook and others (Fiddan and Debbag : 2018).

(Maulidah : 2017) stated that reveals the definition of video blogging which is familiar with vlogging as the video component that provides a series of online broadcasts which is allowing everyone to create and post contents. It is mean that the video blogging serve both as

an audio visual life documentary and as a vehicle for communication.

Watkins (2012) explains that vlog is the portmanteau of word video and blog. It refers to how people share the information, opinion, even the public diary which form in 37 video in limited presence of spoken transaction to the unplanned audience. Video is a technology of electronically capturing, recording, processing, transmitting, and reconstructing a sequence. It is means that video blogging explain information more personal and served opinion allowing creative post content.

2.6.2 Video Blogging in Classroom

According to (Kahler, Jacob Raftery and Ditner : 2017) that students are accustomed to watching videos for their classes and course work in collage and universities; 68% of students report that they watch videos in their classes. However, the suitable media used in this research is producing the videos. Because it makes student be active in share their ideas and information with their own opinion. So that, it can be effective to helps students improving their speaking.

Moreover involving more vlogging in oral communication class also increas student talk time. More oral communication practice helps students to improve mastery of new vocabulary and grammar, decess shyess while blostering confidence, and develop fluency. (Watskin : 2012). According to Rakhmanina and Kusumaningrum (2017), the video blogging

project can help learners develop their speaking skills, communication skills and also creativity.

Vlogging in classroom can give feedback when student watch and evaluate their performance also in presenting something. Teacher can applied teaching strategy, produce a videos is more simple, easy also in learning process.

2.6.3 Video Blogging Project to Improving Students Speaking

According to (Saric : 2018) as a vlogger (video blogger) you record videos of your life, thought, experiences and opinion, and share them with the world. It means that video in nowadays, teacher can use vide because it is short, simple and also easy to apply in teaching learning process.

Video blogging bring many advantages to teach and learning to speak. It is interesting and give motivation for student to learn. Video blogging offers a richer experience than the sites with blogging in the form of text, because it combines video, sound, pictures and text increase the information content, and emotions which are share with other internet users.

In teaching learning process, sometimes students get difficult to show their sentences, they just keep silent in front of the people because they feel unconfidence. The researcher use vlog in classroom to support students progress in speaking. Vlogging gives student ability to collaborate with each other and individuals around the world. Students

may feel more comfortable sharing thoughts and ideas through the vlogging.

Teacher give instruction about how producing a vide blogging in teaching learning process. Students prepare their topic at home then they can give another topic that they already know to others. The purpose is Students focus on exploring a topic and explore their own information. Sometimes student like to learn by picture and videos. It make this learning is interesting and able to improve the speaking skill.

2.6.4 Video Blogging in Teaching and Learning Process

Video Blogging enhance millennial students skill in English especially in speaking as the most crucial skill to be learnt, they tend to use technology to support their learning in English. Technology provides student with many media to learn English especially for enchancing speaking sill. One media that used by students is English Vlog.

The content of vlog are more natural and interest than any written blog, while in relation with speaking skill. Student can use the general type of English Vlog where native speaker talk about their daily life. Teacher create a strategy to make student more active in speaking class by producing vlog and student will produce it with their smartphone.

By producing vlog can increase students ability to speak English and get another benefit such as explain their ideas through video,

pronunciation and enrich new vocabulary.

2.6.5 Producing Video Blogging in Classroom

Speaking is way of conveying ideas, expressing feeling and sharing information by using spoken languages. That is why speaking as one skills that students should be mastered. Speaking in classroom may be served in various activities, one of them is video blogging project.

Vlogging allows students to share ideas and demonstrate knowledge without confidence of text. Producing a vlog can give students the ability to explain what they know. They also can feel confidence to do it in a way that they feel the most comfortable in speak. It will give them a good motivation in Speaking English.

Vlog allows students to learn and share information at a time and place that is convenient for the students may feel less pressure when they are allowed to think about a topic and listen to a lesson as many times as needed without the pressure from a class to move on. Student may focus better in different times of day or in a different environment and class.

In classroom, teacher as facilitator assess students to produce a vlog with some interesting topic. After that, students produce a vlog by themselves or group work consist of two students. They will explain about their project and teacher will evaluate it., such as performance, creativity, pronunciation, grammar and vocabulary. Video blogging offers

students to think creatively and build their speaking skill and self-confidence.

2.7. Review of Previous Study

In guiding of making this researcher uses some previous studies. The first by Ernawati (2012) which is title is Video Clips to Improve the Speaking Skills. In this study, the use of video clips gives contribution as valuable media to the language teaching. Students were more enthusiastic and motivated in speaking english.

The second by Muhammad Arofiq (2013) which is title is The Effectiveness of Using Media Skype Software for Improving Speaking Skill among Beginner Student of Third Semester in Sultan Agung Unissula Semarang (The Case of Sultan Agung English Club). In this study, he used software for improving student speaking skill. He stand that using such software, the teacher can enhance student interest and make learning activities more joyful.

The third by Lisa Rakhmanina (2017) which is title is The Effectiveness of Video Blogging in Teaching Speaking Viewed from Students Learning Motivation. In this study, video blogging is recommeded for speaking class. It help the student to improve their communication, learning awarness and motivation

Based on the result and study above, there are different between qurent research with first, second and research in media and instrument.

It can conclude that video can help students to enhance speaking skill is effective. Video blogging is recommended for speaking class. Basically, the content are interesting and useful to enhance student improving their speaking.



CHAPTER III

METHODS OF INVESTIGATION

This chapter discusses the methods of investigation which consist of six part namely : (1) research design (2) subject of the study (3) variable (4) validity of test (5) reliability of test (6) methods of collecting data (7) procedure of the study (8) scoring technique (9) methods of analyzing data.

3.1 Research Design

According to Kothari (2004) Research is academic activity and as such the term should be used in technical sense. Research is an original contribution to the existing stock of knowledge making advancement. It is the pursuit of truth with the help of study, observation, comparison and experiment. Based on the definition, the research design in this study is classroom action research. Because it is aims to collecting actionable data of the study. This study was find out the student's reason of their condition why they rarely to speak.

According to Wijaya Kusuma (2009) that Design of Classroom Action Reserch is divided into six model, there are Kurt Lewin, Kemis Mc Taggarts Model, Dave Ebbut Model, John Elliots Model, Hopkins Model, MacKernan Model. Regarding to the six models, the researcher would

explain and apply Kurt Lewin Model become basic reference, specially in classroom action research. Kurt Lewin introduce Classroom Action Research for the first time.

There are many ways to improve knowledge about teaching. One of them is Classroom Action Research (CAR).

In this study the researcher used Classroom Action Research (CAR) because it is an approach of improving education through change, by encouraging teachers to be aware on their own practice and to be prepared to change it. Classroom Action Research defined as one of the problem solving strategies that utilize concrete action and capacity building process in detecting and resolving problem. It is a very effective way to improve teaching speaking (Namiditya, 2017).

Based on the statement above, the writers paid attention to the agreement of research design. In this case, the writer used One Group One Pretest Posttest Design. It is used in order to know the effectiveness of video blogging project to improving speaking ability in class of the year-XI students of SMA Sultan Agung 1 Semarang in the Academic Years of 2020/2021 in academic year 2020/2021. The group of pre-test posttest design is presented as follows :

Table 3.1 Pre – test Post – test Design

INPUT	PROCESS	OUTPUT
-------	---------	--------

Pre – Test	Intervenenes (x)	Post – Test
01	→	02

Explanation :

01 : First Measurement

X : Treatment

02 : Final Measurements

1891)

Best (81 –

The group in the design above was used as subjects of the study and it was not randomized. The writer observed the quality of the subject by giving pre – test. It was used to know the students basic speaking ability. Then the treatment (X) was given to the students. The subject group was taught produce a video blogging project. After the treatment had been given, the students was given post – test. The aims of this test was to compare the differences of the result between the first test and second test (01 and 02) after treatments had been given.

3.2 Variables of the study

3.2.1 Independent variable

The independent variable (also called the treatment, causal, or manipulated variable) is the intended cause of the dependent variable (also called the effect, outcome, or criterion variable). The independent variable treatment is manipulated by the researcher. The independent variable is the cause (Airasian, 2000:151). In this research independent variable was uses Video Blogging Project.

3.2.2 Dependent variable

The dependent variable depends on how well the type of reinforcement function (Airasian, 2000 : 151). The dependent variable is the effect brought by the independent variable. In this research the dependent was improving speaking ability.

3.3 Subject of the study

This part of the study explain about population and sample that was used as subject of this research. The discussion is as follows :

3.3.1 Population

Polit and Hungler (1999:37) refer to the population as an aggregate or totality of all the objects, subjects or members that confirm to a set of specifications.

From the statement above, the writers conclude that the population

is a number of people totally consist of the objects, subjects of interest to researcher and become the subject of the research.

The subject of the research was the second year of the second students in speaking class of Language UNISSULA Semarang in the academic years of 2019 – 2020. They were student of the second semester who were in class chosen by the researcher. Classroom action research dealt with the problem faced by the students when they wrote or said. Referring to the problem found by the researcher, the examined problem causes and tried to find problem solution. Problem solution that conducted was teaching speaking through video blogging. Therefore their speaking skills might be improved but the fact, they still rarely spoke English in their daily communication.

Students are divided into two groups, first group as experimental groups and second group as control group. Students in first group will be focused on pronunciation and second group will focused on speaking skill.

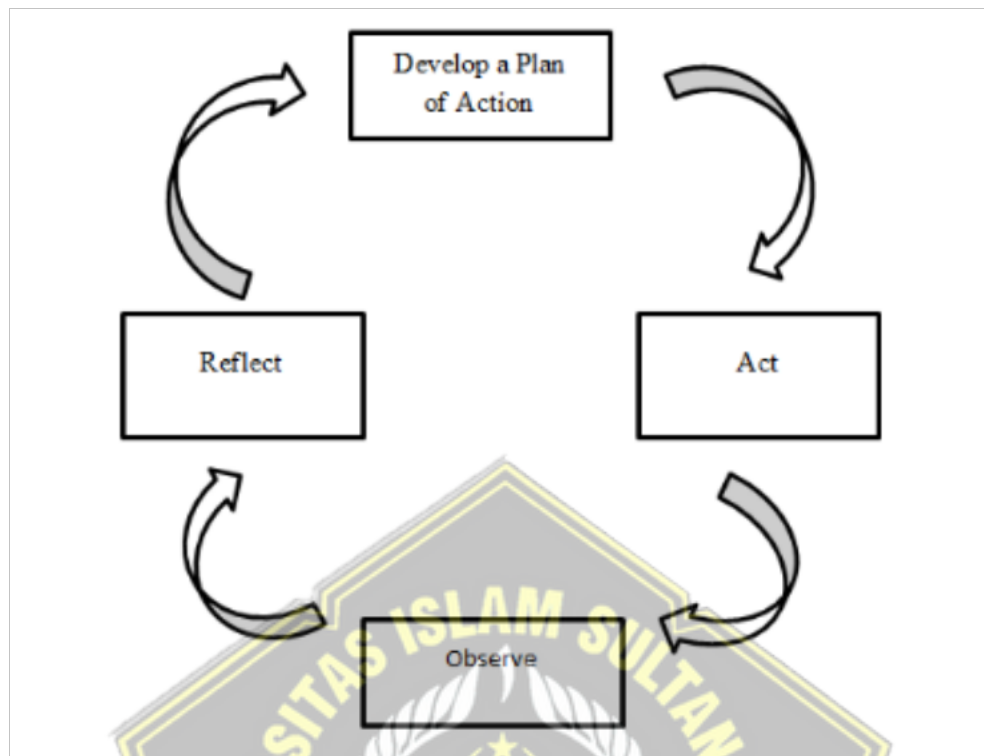
3.3.2 Sample

Polit & Hungler (1999:227) states that a sample is a subset of a population selected to participate in the study, it is a fraction of the whole, selected to participate in the research project. It is mean that sample is part of total population. The larger the sample the more representative it is going to be impossible to research all population. The researcher used

one of group as the sample of the study. It was the students consist of 15 students.



Figure 3.1 The Model of Action Research



Model Action Research : Kurt Lewin

According to Kurt Lewin (2008) basic competence to design class Action Research, there are four cycle. They are planning, acting, observing and reflecting. They cycle depend on the problems in class that need to solve.

Cycle 1 :

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.

3.3.3. Methods of Collecting Data

To support in data collection, it will be great for the researcher to do some data collection techniques. In this case, the researcher will focus on the test as the main method to collect data in CAR.

According to Harmer (2007) stated that several classroom activities namely action from script, communication, prepared talks, quisionnaires, simulation and role – play.

- a. The first is action script. The activity can be in the from of acting out scenes from plays or their coursebook and out dialogue they have written by themselves.
- b. The second is communication. The activity is provide fluency activities for the students
- c. The third is Prepare talks. Students who can not make oral presentation and talk spontaneously because they need to prepare. The teacher will help them and giving feedback then give

opportunities to them to rehearse their presentation.

- d. The fourth is questionnaires. This is an interactive activity to get something related what information should be gained based on list questionnaire prepared.
- e. The last simulation is and role – play student get great benefit as they simulate a real life encounter as if they were doing in the real world.

In conclusion, these speaking activities are able to improve students' speaking skills, teachers should apply those activities in the classroom.

3.3.4. The Criteria of the test

Heaton (1990 : 159 – 162) explain that there are three characteristics of a good test : validity, reliability, and practicality. This is the explanation of validity and reliability.

3.3.5. Credibility of the test

According to Burns (1999), there are five types of validity that should be fulfilled in doing an Action Research study as proposed by Anderson. They are (1) democratic validity, (2) outcome validity, (3) process validity, catalytic validity and dialogic validity.

Brown (2004) stated that the most feasible rule of thumb for achieving content validity in classroom assessment is to relate performance directly. The test compatible to the content of the course and

the materials the learners learn or not.

3.3.6. Dependability of the test

According to Best reliability means that the test consistently measures what is supposed to measure from one to another. In this research, the writer used scoring criteria guidance with rated 1 – 5. The scoring criteria accent, gramamar, vocabulary, fluency and comprehension. It is mean that the researcher involved scorer in assessing the student performance.

3.3.7. Procedure of the study

Before conducting the research, 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 :

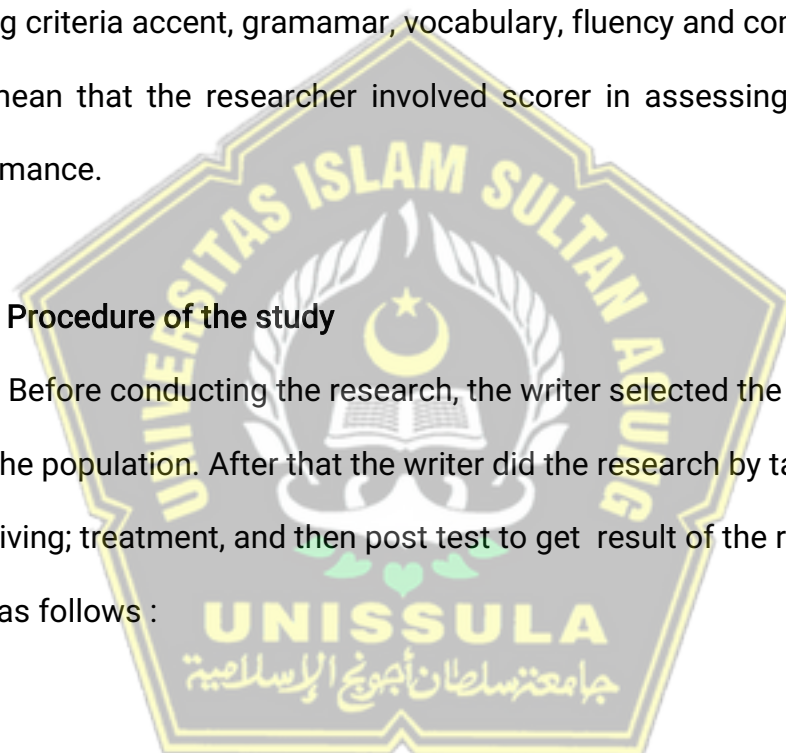


Table 3.2 Research Schedule

Date	Activity	Material	Giving Material	Vlog Project
	Choosing the subject	Explanation Text	10 minutes	-
	Depandability test	-	10 minutes	-
	Pre test	Make a video about Tourim Destination in Semarang	10 minutes	-
	Pra test	Make a video about Favorite Tourism Destination	10 minutes	
	Post test	Make a video about Learn From Home During Pandemic	10 minutes	

Table 3.2 was the schedule for conducting the result. Then the procedure of the study was as follows :

1. Choosing the populations of the result. It was the second students in speaking class of Language UNISSULA Semarang in the academic years of 2019/2020.

Conducting real experience though some steps are follows :

a. Test

Test the researcher uses is to assess the students' speaking skills. The researcher point out some purposes to conduct the test such what Louma (2004) said. The purpose of the test is to construct-related information that the score must deliver. The researcher needs some activity of students to be manages into some scores.

b. Pre-test

Pre-test is used to examine the students' recent condition. The researcher will get some scores to guide the students' development in speaking skills before exploring video blogging media and after then. The researcher will make some topics and ask the students to answer. As the settled conversation is occurring, the researcher will take a record.

c. Treatment

Treatment was given after pre – test. The researcher give treatment four times. Before make a video blogging project, lecture will introduced them about some sentences related to the topics. There were some different treatments for the group that can be do by the students.

d. Post-test

Post-test is used after the students have gotten some treatments in each cycle by produce a project. . In post test, the students will have some activities to do oral production while video blogging proposed in this research. From here, the researcher will take the students' speaking performance into data. It is aimed to measure the improvement of their speaking after the treatment given.

e. Documentation

In this study, the documentations used by the researcher are photo, recordings, and video. It aims to make the authentic evidence of the progress running during the research.

f. Analyzing Data

g. Testing the hypothesis TRIANGULATION DATA

h. Concluding the answer from the post test and assessing them .

3.3.8. Scoring Technique

In giving score to students speaking skill, the researcher used the scoring guidance taken from O'Sullivan (2008). It is related to The Foreign Language Services Institut (FSI) Analytic Rating. The scoring criteria are accent, grammar, vocabulary, fluency and comprehension.

Table 3.3 Analytical Rating (Explanation of Criteria)

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

<p>stock phrases</p> <ul style="list-style-type: none"> - Constant errors showing control for very few major patterns and frequently preventing communication - Occasional errors showing imperfect control of some patterns but no weakness that cause miss understanding. - Few error no patterns of failure - No more than a few minor error during the interaction 	<p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>Vocabulary</p> <ul style="list-style-type: none"> - Vocabulary inadequate for even the simples conversation - Vocabulary limited to the basic personal and survival areas (time, food, transportation, family, etc) - Choice of words sometimes innacurate, limitations of vocabulary prevent discussion at some stage of the interaction 	<p>Rating</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

<ul style="list-style-type: none"> - Vocabulary adequate to participate in the interaction with some circumlocution - Vocabulary broad and precise, adequate to cope with more complex problem 	
<p>Fluency</p> <ul style="list-style-type: none"> - Speech is so halting and fragmentary that conversation is virtually impossible - Speech is very slow and uneven expect for short or routine sentence. - Speech is frequently hesitant and jerky, sentences may be left uncompleted - Speech is occasionally hesistant with some unevenness caused by rephrasing and groping for some words - Speech is effortless and smooth, but perceptively non-native in speech and evenness 	<p>Rating</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>Comprehension</p> <ul style="list-style-type: none"> - Understanding to little for the simplest types of conversation. - Understand only slow, very simple speech on the 	<p>Rating</p> <p>1</p> <p>2</p>

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

O'Sullivan (2008)

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 3.4 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

O'Sullivan (2008 : 22)

3.4 Time Schedule

The writer will do the treatment of video blogging project to improving students' speaking ability in SMA Sultan Agung 1 Semarang on September. This research will be carried out after the completion of this proposal writing and getting permission from the faculty to continue the research treatment in improving students' speaking ability by video blogging project.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

In this chapter, the writer would like to present the description of the data obtained and presents the result of Improving Students' Speaking Ability Using Video Blogging Project in SMA Islam Sultan Agung Semarang and also the discussion concerning the finding of obtained from Video Blogging Project in teaching speaking.

4.1. The Description of SMA Islam Sultan Agung 1 Semarang

This research was conducted at SMA Islam Sultan Agung 1 Semarang. SMA Islam Sultan Agung 1 Semarang is established 1966 and addressed at Jl. Mataram Number 657 Semarang. It is located at a village and surrounded with many citizen houses, offices, and restaurants. It is still conducive, comfortable and saves.

Sometimes in teaching English, they also find some problems in motivating students, especially in teaching speaking. They are difficult to find suitable methods in order the students enjoy the material given. Furthermore in this research, the researcher has observed about the teacher solution in teaching speaking by video blogging project. The teacher believes that Video Blogging Project can improve students' ability in speaking.

In SMA Islam Sultan Agung 1 Semarang, the students get an

English lesson one time in a week. In this research the writer only observes the condition of the teaching English in the eleventh grades student. That class taught by one teacher. He is Mr. Jamal and the English subject in class eleventh grades is on Monday until Friday. The students only study 60 minutes in every meeting. From the observation to the eleventh grades students of SMA Islam Sultan Agung 1 Semarang, the objectives of language teaching is to develop the communicative competence to improve speaking ability. The competence of language teaching and learning process in this school to make students active in speaking English. If they are active in speaking, it can make their pronunciation, grammar and vocabulary are correct. Students would have self-confidence in speaking English.

4.2. Research Finding

4.2.1 Pre – Action Description

The pre – action was conducted in Desember, 2020. In this occasion, the researcher get opportunity for doing teaching practice in SMA Islam Sultan Agung 1 Semarang, and join the speaking class and observed the initial condition and students' activity in the class to identify the problem. The researcher found that many students get difficulties in speaking English because students have little practice in speaking. They had difficulties in speaking, they like to use their native language more than English to express their opinion, they

worrying to making sentences and less motivation in speaking activity.

To overcome the problem in that school, the researcher used video blogging project to support the teaching and learning process. The researcher teaches the students using video blogging project as a techniques of teaching the students in order to improve their speaking skill.

4.2.2 Action Description

This research was held in SMA Islam Sultan Agung Semarang on February to March. Here, the researcher attempts to discuss about the preparation for the action research. Each cycle of the research implementation which consist of planning, action, observing and reflecting activities are describes in this chapter. In this research, the researcher plans to conduct three cycles in classroom action research. The researcher will describe the cycle through the scheme of action research steps and each of the phases will be explained briefly. The creadibility of this current research is valited by the Expert Judgement. The Expert is Mr. Jamal, The English Teacher of SMA Sultan Agung 1 Semarang.

a. Cycle 1

The first cycle consisted of third meeting. It was conducted

February 01, 2021, February 08, 2021 and February 15, 2021. The process of teaching and learning was represented and described as follows :

1. Planning

When the field problem had been formulated and the efforts in overcoming the problem had been decided, the researcher and the teacher implemented effort in action. There were three challenge tasks to be given in one meeting of teaching in online classroom. The researcher handled the teaching activities, while the English Teacher of SMA Islam Sultan Agung 1 Semarang, did the observation activities. This was implemented the field on Monday, February 1, 2021. The researcher chooses a teaching material and technique to solve the problem. She used video blogging project to applied in the teaching class. In the first cycle the researcher made preparation to conduct the research. She made a lesson plan, prepared teaching material based on the syllabus that was about explanation text. She choose explanation text about student experience with the topic about Semarang Tourism Destination. The technique was implemented by producing video blogging project.

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. The next action was implemented on Monday, February 8, 2021. 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.

2. Action

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. In this actiong, the researcher present in following action;

The first activity was conducted on February 01, 2021. There were 27 students. 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.

The second activity was conducted on February 01, 2021. The researcher opened the class by saying salam and greeting to students then asked students' condition. After greeting the

students, the researcher check the students attendance. Before started the lesson, the students asked to praying then after that the researcher told the objectives of the lesson. She said that the students would like to learn learn about explanation text. After the researcher explained about explanation text, and asked them to mention about explanation text they know. Then the researcher checked students' understanding about the material.

The researcher gives appreciation to student that active in the online classroom. The researcher gave instruction to each students to create a video blogging project by using explanation text related to the topic Semarang Tourism Destination. As long they tried to speak english, she should pronouced as well. And student were like this activity so much. While to closed the class, the researcher closed it by saying salam.

Next, The third activity was conducted on February 15, 2021. The class began with share their ideas though video blog. Then it would be contiued with the online activities.

From the analysis above , the average of the students' achievement result in test has been stipulated by the teacher.

3. Observation

Observing the students activity in the classroom is the researcher duty. She observed every single thing that happened in the classroom while teaching and learning process.

From the result of the student test, it was found that 23 students get lower than 70 and 2 students got high than 70. Farayhan and Orchidita get highest score in first cycle, and the score is 76. Assifa, Putri and Sita get less than 55. It is mean the test more than half of the students did not master vocabulary well. The detailed result of the test should seen in appedix. From the analysis above, the average of the students of the achievement result in the best was 61 of less than the criterion of the assessment that has been stipulated by the researcher.

4. Reflection

It was the time to reflect the student's activities. Whether the implementation of video blogging project can improve student speaking skill or it did not. Based on the data have been collected and analyzed by the teacher and the researcher as well., it shown that there was improvement of student speaking ability in the classroom action research by video blogging project. Although the target not achieved yet. There was so may thing to do as well. Concerning the improvement as aspect that the students are clearly need to practice and improve their

speaking.

b. Cycle 2

The first cycle consisted of third meeting. It was conducted February 01, 2021, February 08, 2021 and February 15, 2021. The process of teaching and learning was represented and described as follows :

1. Planning

When the field problem had been formulated and the efforts in overcoming the problem had been decided, the researcher and the teacher implemented effort in action. There were three challenge tasks to be given in one meeting of teaching in online classroom. The researcher handled the teaching activities, while the English Teacher of SMA Islam Sultan Agung 1 Semarang, did the observation activities. This was implemented the field on Monday, February 8, 2021. The researcher chooses a teaching material and technique to solve the problem. She used video blogging project to applied in the teaching class. In the first cycle the researcher made preparation to conduct the research. She made a lesson plan, prepared teaching material based on the syllabus that was about explanation text. She choose explanation text about

student experience with the topic about Favorite Tourism Destination. The technique was implemented by producing video blogging project.

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. The next action was implemented on Monday, February 8, 2021. 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.

2. Action

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. In this actiong, the researcher present in following action;

The first activity was conducted on February 08, 2021. There were 27 students. 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.

The second activity was conducted on February 08, 2021. The researcher opened the class by saying salam and greeting to students then asked students' condition. After greeting the students, the researcher check the students attendance. Before started the lesson, the students asked to praying then after that the researcher told the objectives of the lesson. She said that the students would like to learn learn about explanation text. After the researcher explained about explanation text, and asked them to mention about explanation text they know. Then the researcher checked students' understanding about the material. The researcher gives appreciation to student that active in the online classroom.

The researcher gave instruction to each students to create a video blogging project by using explanation text related to the topic Favorite Tourism Destination. As long they tried to speak english, she should pronouced as well. And student were like this activity so much. While to closed the class, the researcher closed it by saying salam.

3. Observation

In this cycle, the researcher gave student text about

explanation text. After that, the researcher reviewed the students video blogging project. The researcher hope that the student could learn from their mistake. Beside that, the students problems that they got were still in pronouncing the words.

Students could share their problems and get solution without being ashmed. The progress in their speaking ability can seen from the students explanation. Although they still made a mistake when pronouncing some words and still made a mistake

From the result of the student test, it was found that 10 students get lower than 70 and 18 students got high than 70. Febiola, Natasya, Nayyara, Orchidita are get highest score in Cycle II and the score was 80. It is mean the test more than half of the students did not master vocabulary well. The detailed result of the test should seen in appedix. From the analysis above, the average of the students of the achievement result in the best was 71,7% of less than the criterion of the assessment that has been stipulated by the researcher.

4. Reflection

After implementing the second cycle, the researcher compared the result of first cycle and the second cycle. There were some differences. It included the class situation and the students comprehension. The class situation more enjoy and no pressure in doing exercises. It make students feel more closer with the researcher.

Based on the second cycle post-test result, the researcher conclude that there were some improvement points. The improvement aspect, it is found that student fluency, grammar, vocabulary and comprehensions are still low, because the researcher find weakness students in speaking. Students need to practice more.

The improvements score in second cycle post – test the student means score was 71,1. It was better score than first cycle post – test score that was only 61,7.

c. Cycle 3

1. Planning

In the cycle three, the researcher also prepared the material that was about explanation text. This was implemented the field on Monday, February 15, 2021. The researcher chooses a teaching material and technique to

solve the problem. She used video blogging project to applied in the teaching class. In the three cycle the researcher rmade preparation to conduct the research. She made a lesson plan, prepared teaching material based on the syllabus that was about explanation text. She choose explanation text about student experience with the topic about Learn from Home During Pandemic. The technique was implemented by producing video blogging project.

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 and second treatment also with the same topic as first post - 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.

3. Action

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. In this actiong, the researcher present in following action;

The third activity was conducted on February 15, 2021. There were 27 students. 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. The researcher opened the class by saying salam and greeting to students then asked students' condition. After greeting the students, the researcher check the students attendance. Before started the lesson, the students asked to praying then after that the researcher told the objectives of the lesson. She said that the students would like to learn about explanation text. After the researcher explained about explanation text, and asked them to mention about explanation text they know. Then the researcher checked students' understanding about the material. The researcher gives appreciation to student that active in the online classroom.

The researcher gave instruction to each students to create a video blogging project by using explanation text related to the topic about Learn From Home During Pandemic . As long they tried to speak english, she should pronouced as well. And student were like this activity so much. While to closed the class, the researcher closed it by saying salam.

4. Observation

This phase is the same as in observation phase within the second cycle. The researcher notice everything that happened in the classroom during teaching and learning process. Overall, the students are participating enthusiastically and students seem more enjoy to present their ideas through video blogging.

From the result of the student test, it was found that 3 students get lower than 70 and 24 students got high than 70. Student's who get lowest score are Putri, Safia, and Sita. It is mean the test more than half of the students did not master vocabulary well. The detailed result of the test should seen in appedix. From the analysis above, the average of the students of the achievement result in the best was 76 of the assessment that has been stipulated by the researcher.

5. Reflection

From the data observation and post test result of the third cycle, the researcher and English teacher felt satisfied to the action result. Because the implementation of video

blogging project in teaching English especially in teaching speaking showed amount chance than before do the classroom action research. From explanation of each cycle, it could be conclude that the students ability to speak improved from cycle one to three cycle. It was regarded from the mean score obtained and the students' achievement in each cycle. Therefore, it could be conclude that the use of video blogging project in implementing during teaching learning process can improve the students ability to speak English.

C. Analysis of observation

At the start of the lesson within the first cycle, some students looked enthusiastic of the writer's coming. Therefore, she explained the procedures to the students and ask them to relax and enjoy the time during the study. She would answer their questions if there were something they did not understand. Most of student were curious about following the study using video blogging. it absolutely was true that the atmosphere in teaching and learning was getting move by using video blogging because most of student were wanting to share their ideas.

At first, the student feel confused with the methods that teacher used, but they were able to adapt to the situations during the activity of

the primary cycle until the last cycle. Most of the students got immersed within the teaching and learning process. However, it couldn't be denied that sometimes there have been some students who failed to give much attention to the teacher's explanation during the study.

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 61. The average score of the students speaking skill in the post – test I. The post – test of two meetigs was 71. The average score of the students speaking skill in the post – test II. The post – test II of two meeting was 76. 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.

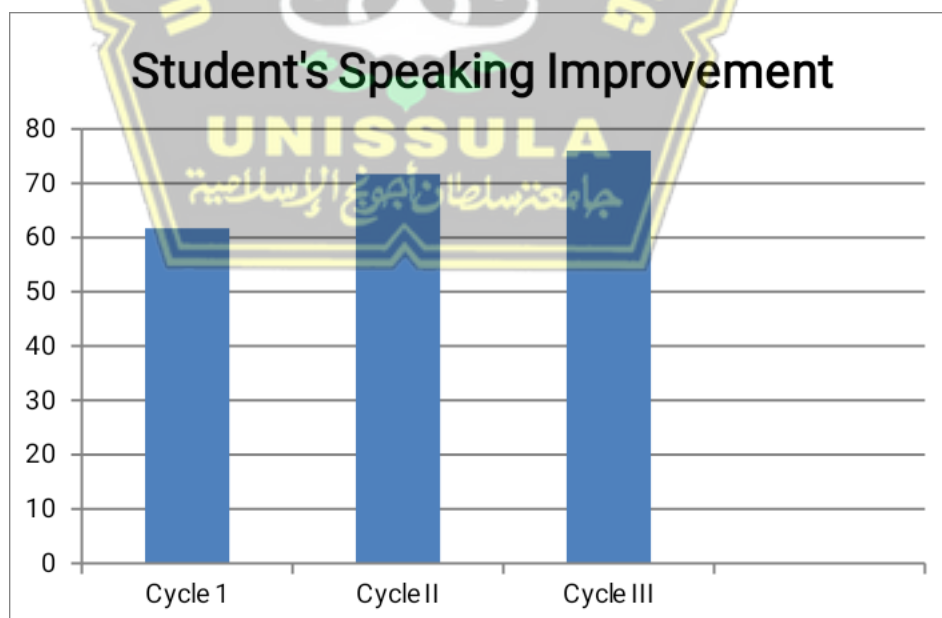
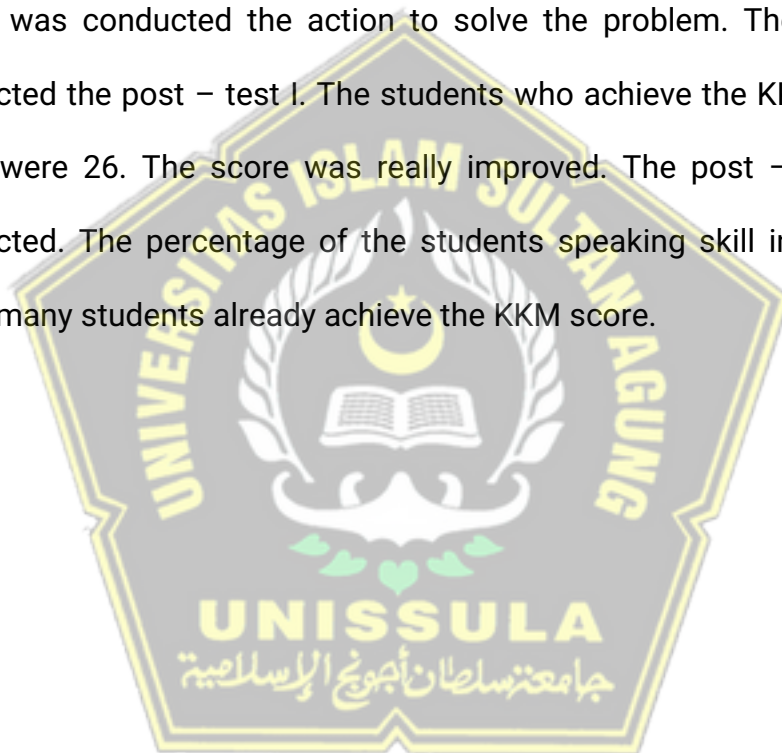


Figure : 4.1 The Chart of Indicators of Speaking Cycle I,

Cycle II and Cycle III

Each percentage would consist of pre – test, post - test I, and post - test II to show of percentage that student speaking skill were improved. The students who achieve the KKM in pre – test were 2. The result showed that so many students still did not achieve the KKM score. The action was conducted the action to solve the problem. The researcher conducted the post – test I. The students who achieve the KKM in post – test I were 26. The score was really improved. The post – test II was conducted. The percentage of the students speaking skill in the post – test II many students already achieve the KKM score.



CHAPTER V

CONCLUTION AND SUGGESTION

In this last chapter the writer closes the discussion of her research by giving a conclusion and suggestion.

5.1 Conclusion

After concluding the research and analyzing the data, the writer concludes that :

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 teaching and learning process. The students were inquisitive 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.

Video Blogging also helped the students in eliminating their boredom of conventional english teaching learning. In short, using video blogging can attract the students in studying english. This media is very useful to teach the student in learning speaking.

5.2 Suggestion

Based on the conclusions above, some suggestions are offered.

1) For Students

In learning speaking, students need interesting media to enjoy the materials they are have to learn. Video blogging can be used as alternative media in learning speaking because it can be motivated students improving speaking ability.

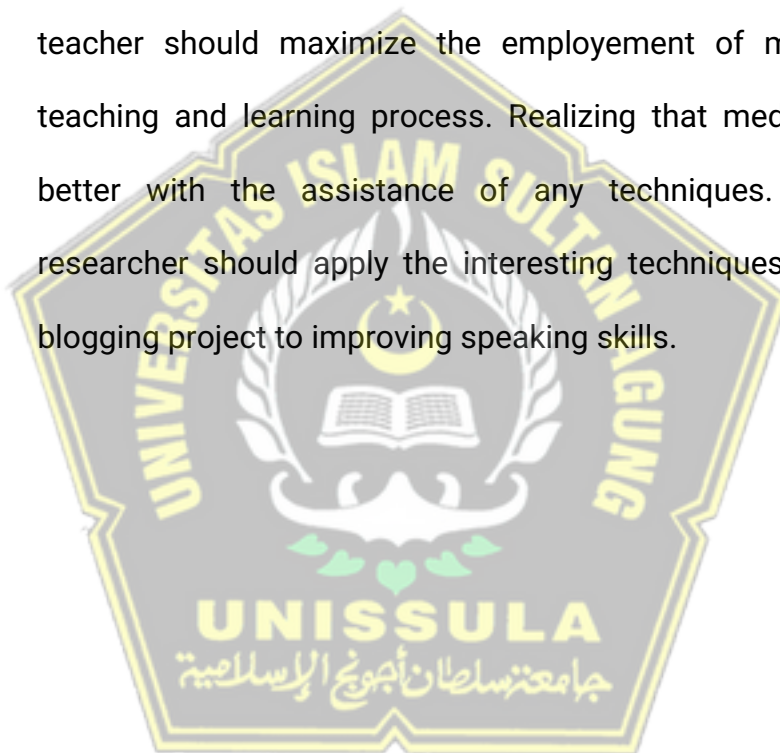
2) For English Teacher

In teaching speaking, English teachers need interesting teaching media to attract the students' attention to the teaching materials. Video blogging will be used in concert alternative media in

teaching speaking.

3) For Future Researchers

For future researchers who are going to conduct a research by using video blogging, some suggestion are offered. First, the teacher should maximize the employment of media in the teaching and learning process. Realizing that media can work better with the assistance of any techniques. The future researcher should apply the interesting techniques in by video blogging project to improving speaking skills.





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APPENDIX



1. Appendix Research Schedule
2. Appendix Research Approval Letter
3. Appendix 1 List of the Students
4. Appendix 2 Lesson Plan Cycle 1
5. Appendix 3 Test of Cycle 1
6. Appendix 4 Lesson Plan Cycle 2
7. Appendix 5 Test of Cycle 2

8. Appendix 6 Lesson Plan Cycle 3
9. Appendix 7 Test of Cycle 3
10. Appendix 8 Picture



JADWAL PENELITIAN
SMA SULTAN AGUNG 1 SEMARANG

No.	Hari/Tanggal	Kegiatan	Keterangan
1.	18 Januari 2021	Izin penelitian dan observasi	Peneliti meminta izin melaksanakan penelitian dan melaksanakan tindakan observasi di SMA Sultan Agung 1 Semarang

2.	01 Februari 2021	Pre Test	Pre test dilakukan dengan memberikan soal berupa isian kepada siswa
3.	01 Februari 2021	Pertemuan Siklus 1	Penyampaian materi dan tindakan kelas (penerapan materi video blog) <ul style="list-style-type: none"> - Siswa membuat video blog tentang "Tourism Destination" - Durasi video 1 – 3 menit
4.	08 Februari 2021	Pertemuan Siklus 2	Penyampaian materi dan tindakan kelas (penerapan materi video blog) <ul style="list-style-type: none"> - Siswa membuat video blog tentang "Favorit Tourism Destination" - Durasi video 1 – 3 menit
5.	15 Februari 2021	Pertemuan Siklus 3	Penyampaian materi dan tindakan kelas (penerapan materi video blog) <ul style="list-style-type: none"> - Siswa membuat video blog tentang "Learn From Home during Pandemic" - Durasi video 1 – 3 menit
6.	22 Februari 2021	Post Test	Evaluasi Test III



YAYASAN BADAN WAKAF SULTAN AGUNG
UNIVERSITAS ISLAM SULTAN AGUNG (UNISSULA)
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 email: informasi@unissula.ac.id web : www.unissula.ac.id

FAKULTAS BAHASA DAN ILMU KOMUNIKASI

Bismillah Membangun Generasi Khaira Ummah

Nomor : 018/D.1/FBIK/I/2021

Semarang, 28 Jumadil Awal 1442 H

Lamp. : -

12 Januari 2021 M

Hal : Mohon ijin observasi/pengumpulan data

Kepada

Yth. Kepala Sekolah

SMA Islam Sultan Agung 1 Semarang

Jln. Mataram No. 657 Wonodri, Kota Semarang-50242

Assalamu'alaikum wr. wb.

Dalam rangka membantu mahasiswa melakukan tugas observasi dalam rangka penulisan Skripsi, kami memohonkan ijin observasi/pengumpulan data di SMA Islam Sultan Agung 1 Semarang, bagi mahasiswa kami:

Nama : Nur Ismiyati

NIM : 31801800002

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Improving Students' Speaking Ability Using Video Blogging Project.

Demikian permohonan kami. Atas perkenan dan kerjasama yang diberikan, kami mengucapkan banyak terima kasih.

Assalamu'alaikum wr. wb.



H. Hartono, SS. M.Pd

Dekan

Tembusan:

1. Yang bersangkutan
2. Arsip

LIST OF STUDENTS

NO	NAMA	KET
1	Addien daya	E - 01
2	Annindita Dewi	E - 02
3	Aprilia Kumala	E - 03
4	Assifa putri	E - 04
5	Dinda aulia	E - 05
6	Eugina diska	E - 06
7	Fabella Ade Kusumawati	E - 07
8	Farayhan Ginza Aulia	E - 08
9	Febriola Lintang P	E - 09
10	Gustika sekar	E - 10
11	Inessa azalea	E - 11
12	Linova Maidiana	E - 12
13	Meylli amelia a	E - 13
14	Nabila Indar	E - 14
15	Natasya cinta	E - 15
16	Nayyara Qudsia Labiba	E - 16
17	Neza Nur Rahayu	E - 17
18	Nurul Rossa	E - 18
19	Orchidta Dewi	E - 19
20	Putri alia	E - 20
21	Safia dwista	E - 21
22	Salsabila	E - 22
23	Silvia Rizki	E - 23
24	Sita Aprilia	E - 24
25	Soraya Erdhiana	E - 25
26	Vivin Ristianti	E - 26
27	Zahra Djengar	E - 27

JURNAL PELAKSANAAN PENELITIAN
SMA ISLAM SULTAN AGUNG 1 SEMARANG

Hari : Senin, 01 Februari 2021

Jam : 07.30 – 08.30

Kegiatan : Pertemuan Siklus 1

Uraian Kegiatan

1. Kegiatan Awal

- a. Guru memberikan salam (greeting), menanyakan keadaan siswa serta menyiapkan secara online untuk mengikuti proses pembelajaran
- b. Guru mengajukan pertanyaan – pertanyaan yang berkaitan dengan materi

2. Kegiatan Inti

- a. Guru menyampaikan materi mengenai Explanation Text
- b. Guru memberikan contoh mengenai Explanation Text
- c. Guru meminta untuk menyiapkan transkrip Explanation Text
- d. Mahasiswa meminta siswa mempraktekan materi yang sudah diberikan dengan membuat sebuah video blog tentang Tourism Destination

3. Kegiatan Penutup

- a. Mahasiswa diminta untuk mereview tugas yang telah diberikan
- b. Memberikan umpan balik untuk hasil pembelajaran yang telah diberikan

Semarang, 29 Januari
2021

Mengetahui,

Guru Bahasa Inggris

Mahasiswa Peneliti

Jamal, S.Pd., M.Pd.

Nur Ismiyati



JURNAL PELAKSANAAN PENELITIAN
SMA ISLAM SULTAN AGUNG 1 SEMARANG

Hari : Senin, 01 Februari 2021

Jam : 07.30 – 08.30

Kegiatan : Pertemuan Siklus 1

Uraian Kegiatan

4. Kegiatan Awal

- c. Guru memberikan salam (greeting), menanyakan keadaan siswa serta menyiapkan secara online untuk mengikuti proses pembelajaran
- d. Guru mengajukan pertanyaan – pertanyaan yang berkaitan dengan materi

5. Kegiatan Inti

- e. Guru menyampaikan materi mengenai Explanation Text
- f. Guru memberikan contoh mengenai Explanation Text
- g. Guru meminta untuk menyiapkan transkrip Explanation Text

- h. Mahasiswa meminta siswa mempraktekan materi yang sudah diberikan dengan membuat sebuah video blog tentang Favorit Tourism Destination

6. Kegiatan Penutup

- c. Mahasiswa diminta untuk mereview tugas yang telah diberikan
- d. Memberikan umpan balik untuk hasil pembelajaran yang telah diberikan

Semarang, 29 Januari
2021

Mengetahui,

Guru Bahasa Inggris

Mahasiswa Peneliti

Jamal, S.Pd., M.Pd.

Nur Ismiyati



JURNAL PELAKSANAAN PENELITIAN

SMA ISLAM SULTAN AGUNG 1 SEMARANG

Hari : Senin, 01 Februari 2021

Jam : 07.30 – 08.30

Kegiatan : Pertemuan Siklus 1

Uraian Kegiatan

7. Kegiatan Awal

- e. Guru memberikan salam (greeting), menanyakan keadaan siswa

serta menyiapkan secara online untuk mengikuti proses pembelajaran

- f. Guru mengajukan pertanyaan – pertanyaan yang berkaitan dengan materi

8. Kegiatan Inti

- i. Guru menyampaikan materi mengenai Explanation Text
- j. Guru memberikan contoh mengenai Explanation Text
- k. Guru meminta untuk menyiapkan transkrip Explanation Text
- l. Mahasiswa meminta siswa mempraktekan materi yang sudah diberikan dengan membuat sebuah video blog tentang Learn from Home During Pandemic

9. Kegiatan Penutup

- e. Mahasiswa diminta untuk mereview tugas yang telah diberikan
- f. Memberikan umpan balik untuk hasil pembelajaran yang telah diberikan

Semarang, 29 Januari
2021

Mengetahui,

Guru Bahasa Inggris

Mahasiswa Peneliti

Jamal, S.Pd., M.Pd.

Nur Ismiyati

Pre Test Score of Class XI MIPA 2

SMA ISLAM SULTAN AGUNG SEMARANG

Hari/Tanggal : 01 Februari 2021

Mata Pelajaran : Bahasa Inggris

Durasi : 60 menit

No	Nama	P	G	V	F	C	Score
1	Addien daya	4	4	3	3	3	68
2	Annindita Dewi	3	3	3	3	3	60
3	Aprilia Kumala	4	3	2	2	3	56
4	Assifa Putri	3	3	3	2	2	52
5	Dinda Aulia	3	4	3	3	2	60
6	Eugina Diska	4	3	3	2	2	56
7	Fabella Ade Kusumawati	3	4	4	2	3	64
8	Farayhan Ginza Aulia	4	4	4	4	3	76
9	Febriola Lintang P	3	3	3	2	3	56
10	Gustika Sekar	3	4	3	2	3	60
11	Inessa Azalia	4	3	3	3	2	60
12	Linova Maidiana	4	4	3	2	3	64
13	Meylli Amelia A	3	3	3	3	2	56
14	Nabila Indar	4	3	3	3	3	64
15	Natasya Cinta	3	3	3	3	4	64
16	Nayyara Qudisia Labiba	4	3	3	3	3	64
17	Neza Nur Rahayu	4	4	3	2	2	60
18	Nurul Rossa	4	3	3	2	3	60
19	Orchidta Dewi	5	4	4	3	3	76
20	Putri Alia	2	3	2	2	2	44

21	Safia Dwista	4	3	3	2	3	60
22	Salsabila	4	4	3	3	3	68
23	Silvia Rizki	4	4	3	3	3	68
24	Sita Aprilia	3	3	2	3	2	52
25	Soraya Erdhiana	4	4	3	3	3	68
26	Vivin Ristianti	3	4	3	2	3	68
27	Zahra Djelar	4	4	3	2	3	64
Total							1668
Average							61,7

NOTES :

P : Pronunciation
 G : Grammar
 V : Vocabulary
 F : Fluency
 C : Comprehension

Semarang, 12 April 2021
 Expert Judgement,

Jamal, S.Pd., M.Pd

Post Test Score of Class XI MIPA 2
SMA ISLAM SULTAN AGUNG SEMARANG

Hari/Tanggal : 08 Februari 2021

Mata Pelajaran : Bahasa Inggris

Durasi : 60 menit

No	Nama	P	V	G	F	C	Score
1	Addien daya	4	4	4	4	3	76
2	Annindita Dewi	3	4	3	4	4	72
3	Aprilia Kumala	4	3	4	3	4	72
4	Assifa Putri	4	3	4	4	3	72
5	Dinda Aulia	3	4	3	4	4	72

6	Eugina Diska	4	3	4	3	3	68
7	Fabella Ade Kusumawati	3	3	4	3	4	68
8	Farayhan Ginza Aulia	4	3	3	4	4	72
9	Febriola Lintang P	4	4	4	5	4	84
10	Gustika Sekar	4	4	4	3	3	72
11	Inessa Azalia	4	3	3	4	3	68
12	Linova Maidiana	4	3	3	3	4	68
13	Meylli Amelia A	3	3	4	3	4	68
14	Nabila Indar	4	3	4	4	3	72
15	Natasya Cinta	4	4	3	5	4	80
16	Nayyara Qudisia Labiba	4	4	4	4	4	80
17	Neza Nur Rahayu	3	3	3	3	3	60
18	Nurul Rossa	4	4	3	3	4	72
19	Orchidta Dewi	4	3	5	4	4	80
20	Putri Alia	3	4	2	2	3	56
21	Safia Dwista	3	4	4	3	3	68
22	Salsabila	4	4	4	4	3	76
23	Silvia Rizki	3	3	4	4	3	68
24	Sita Aprilia	3	3	4	3	3	64
25	Soraya Erdhiana	4	4	4	4	3	76
26	Vivin Ristianti	3	4	4	4	4	76
27	Zahra Djenar	3	4	4	4	4	76
Total							1936
Average							71,7

NOTES :

P : Pronunciation

G : Grammar

Semarang, 12 April 2021

V : Vocabulary
 F : Fluency
 C : Comprehension

Expert Judgement,

Jamal, S.Pd., M.Pd

Test Score of Class XI MIPA 2
SMA ISLAM SULTAN AGUNG SEMARANG

Hari/Tanggal : 15 Februari 2021

Mata Pelajaran : Bahasa Inggris

Durasi : 60 menit

No	Nama	P	V	G	F	C	Score
1	Addien daya	4	4	4	4	4	80
2	Annindita Dewi	3	4	4	3	4	72
3	Aprilia Kumala	4	4	4	4	4	80
4	Assifa Putri	4	4	3	5	4	80
5	Dinda Aulia	4	3	4	4	4	76
6	Eugina Diska	4	4	4	3	4	76
7	Fabella Ade Kusumawati	4	3	4	4	3	72
8	Farayhan Ginza Aulia	3	4	4	5	4	80
9	Febriola Lintang P	3	4	4	4	4	76
10	Gustika Sekar	3	4	4	3	4	72
11	Inessa Azalia	4	4	4	3	4	76
12	Linova Maidiana	4	4	3	4	4	76
13	Meylli Amelia A	3	4	4	4	4	76
14	Nabila Indar	4	4	4	3	3	72
15	Natasya Cinta	4	4	4	5	4	84
16	Nayyara Qudsia Labiba	4	4	4	5	5	88
17	Neza Nur Rahayu	4	3	4	3	4	72

18	Nurul Rossa	4	4	4	3	4	76
19	Orchidta Dewi	4	4	4	5	4	84
20	Putri Alia	3	3	2	2	3	52
21	Safia Dwista	3	4	4	3	3	68
22	Salsabila Najwa	3	4	4	4	4	76
23	Silvia Rizki	5	4	4	5	4	88
24	Sita Aprilia	4	3	3	4	3	68
25	Soraya Erdhiana	4	4	4	4	4	80
26	Vivin Ristianti	3	4	4	4	4	76
27	Zahra Djenar	4	4	4	3	4	76
Total							2052
Average							76

NOTES :

P : Pronunciation
 G : Grammar
 V : Vocabulary
 F : Fluency
 C : Comprehension

Semarang, 12 April 2021
 Expert Judgement,

Jamal, S.Pd., M.Pd

