

AN UNDERGRADUATE THESIS
THE USE OF VIDEO BLOG AS A MEDIUM TO TEACH SPEAKING
(A Classroom Action Research at Senior High School 1 Cikande)

BY:
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ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHING TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDENT OF METRO
1444 H/ 2023 M

AN UNDERGRADUATE THESIS

THE USE OF VIDEO BLOG AS A MEDIUM TO TEACH SPEAKING

(A Classroom Action Research at Senior High School 1 Cikande)

Presented as a partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

By:

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Assalamualaikum Wr.Wb.


Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka
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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyahkan, demikian harapan
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Wassalamu'alaikum Wr.Wb.

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To:
The Honorable the Head of Tarbiyah Department
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Assalamu'alaikum Wr. Wb.

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you.

Wassalamu'alaikum Wr. Wb.

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RATIFICATION PAGE


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An Undergraduate thesis entitled: THE USE OF VIDEO BLOG AS A MEDIUM TO TEACH SPEAKING (A Classroom Action Research at Senior High School 1 Cikande) Written by: Fretia Meisella, Student Number 1801070030, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, March 20th, 2023 at 08.00-10.00 a.m

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THE USE OF VIDEO BLOG AS A MEDIUM TO TEACH SPEAKING
(A Classroom Action Research at Senior High School 1 Cikande)

ABSTRACT

By:

FRETIA MEISELLA

The Purpose of this study was to see video blog (vlog) in learning media to talk to students and to see the development and speaking skills of students using video blog (vlog).

The kind of this research was Classroom Action Research which was conducted in three cycles. Each cycles consists of planning. Acting, observing and reflecting. In this research the students were given pre-test before treatment and post-test after treatment. The subject of this research was 30 students in class X (D) of SMAN 1 Cikande . In collecting data the research used test, observation, and documentation.

The results of this research indicate an increase in speaking skills at the ten graders of SMAN 1 Cikande, Serang Banten. This can be seen from the increase in the average score of students in the pre-test and pos-test. In the pre-test the students average score was 48, while in the first post-test get a score 51, and in post-test two 68, and in post-test three 77. Based in the results of development and video Blog (vlog) can improve the ability to speak and can be alternative learning media.

**PENGUNAAN VIDEO BLOG SEBAGAI MEDIA UNTUK
MENGAJAR BERBICARA**

(Penelitian Tindakan Kelas di SMA Negeri 1 Cikande)

ABSTRAK

Oleh:

FRETIA MEISELLA

Tujuan dari penelitian ini untuk mengetahui video blog (vlog) dalam media pembelajaran berbicara kepada siswa dan melihat perkembangan peningkatan berbicara siswa menggunakan video blog (vlog).

Jenis penelitian ini adalah penelitian tindakan kelas yang dilaksanakan dalam tiga siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Dalam penelitian ini siswa diberikan pre-test sebelum treatment dan post-test setelah treatment. Subyek penelitian ini adalah siswa kelas X (d) SMA Negeri 1 Cikande yang berjumlah 30 siswa. Dalam pengumpulan data penelitian ini menggunakan tes, observasi, dan dokumentasi.

Hasil penelitian ini menunjukkan adanya perkembangan dan peningkatan keterampilan berbicara pada siswa kelas X (d) SMA Negeri 1 Cikande. Hal ini terlihat dari peningkatan nilai rata-rata siswa pada pre-test dan post-test. Pada pre-test nilai rata-rata siswa adalah 48, sedangkan pada post-test pertama mendapatkan skor 51 dan post-test kedua 68, dan post-test ketiga 77. Berdasarkan hasil adanya perkembangan dan video Blog (vlog) dapat meningkatkan kemampuan berbicara dan dapat menjadi media pembelajaran alternative.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name : Fretia Meisella
Student Number : 1801070030
Department : English Education (TBI)
Faculty : Tarbiyah and Teacher Training

State that this undergraduate thesis is originally the result of the researcher's research, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, 26 December 2022



FRETIA MEISELLA
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ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Fretia Meisella
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 26 December 2022



FRETIA MEISELLA
St. Number 1801070030

MOTTO

خَيْرُ النَّاسِ أَنْفَعُهُمُ لِلنَّاسِ

“ The best human being is the most beneficial for humans ”

“Sebaik-baik manusia adalah yang paling bermanfaat bagi manusia.”

(HR. Ahmad, ath-Thabrani, ad-Daruqutni.).

DEDICATION PAGE

Firstly, my beloved parents, Mr. Agistan and Mrs. Tini, who have been my inspiration in life, always pray for and support me for my success with their endless love. In Addition, There also my sister Frelintina Citra Utami, my older brother Ahmad Madzkur and my two younger brothers Vandy Vallen and Seffan Ragyl Adithia who have always been a support system and my entire extended family.

Secondly, my adviser Mr. Andianto, M.Pd who have sincerely guided the writer to accomplish this undergraduate thesis in time. Not only that, my beloved lecturers of English Education Department, and my beloved campus IAIN Metro.

Thirdly, I also want to say big thanks to all my best friends who have always been there until now. They are Ageng, Ilda, Fitri They always help and support me to finish this undergraduate thesis.

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In this opportunities, the researcher would like to express her deepest gratitude especially to:

1. Dr. Hj.Siti Nurjanah, M.Ag. PIA, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the chief of English Education Department of IAIN Metro Lampung.
4. Andianto, M.Pd As supervisor 1, I'd like to express my sincere gratitude to you for your helpful advice to researchers.
5. All English education department lecturers at IAIN Metro Lampung who provided the researcher with their thoughts and experiences

All comments and suggestions for enhancing this thesis are welcome. I believe this thesis will contribute to the development of English-Tadrish skills

Metro, Desember 2022



Fretia Meisella
Npm. 1801070030

TABLE OF CONTENTS

COVER	i
TITLE PAGE	ii
APPROVAL PAGE	iii
NOTIFICATION LETTER	iv
RATIFICATION PAGE.....	v
ABSTRACT	vi
STATEMENT OF RESEARCH ORIGINALITY	vii
MOTTO	viii
DEDICATION PAGE.....	ix
ACKNOWLEDGEMENT	x
TABLE OF CONTENTS.....	xi
LIST OF TABLES	xii
LIST OF FIGURES	xv
LIST OF APPENDICES	xvi
CHAPTER I INTRODUCTION.....	1
A. Background of Study	1
B. Problem Identification.....	5
C. Problem Limitation	5
D. Problem Formulation	6
E. Object and Benefits Study.....	6
F. Prior Research	7
CHAPTER II THEORETICAL RIVIEW.....	11
A. The Concept of Speaking	11
B. The Concept of Media.....	23
C. The Concept of Video Blog	28
D. Action Hypotesis	34
CHAPTER III RESEARCH METHOD	35
A. Variable an Operational Definition of Variable.....	35
B. Research Location	36

C. Subject of the Research.....	36
D. Research Procedure.....	36
E. Data Collecting Technique.....	42
F. Data Analysis Technique.....	44
G. Indicator Success.....	44
CHAPTER IV RESEARCH RESULT AND DISCUSSION	46
A. Result of the Research.....	46
1. Implementing Duties and Functions	46
2. The Description of Research Data	50
B. Discussion.....	70
CHAPTER V CONCLUSION AND SUGGESTION	72
A. Conclusion	72
B. Suggestion.....	73
BIBLIOGRAPHY	75
APPENDICES	77
CURRICULUM VITAE.....	110

LIST OF TABLES

Table 1	The measurment of speaking skill	21
Table 2	The whole Data of Class X SMAN 1 Cikande	36
Table 3	Students pre test score.....	52
Table 4	Point evaluation rubric.....	53
Table 5	Speaking assessment rubric	53
Table 6	Frequency of the students score.....	54
Table 7	The Student's Speaking Score of Post Test 1	56
Table 8	Frequency of the Student's Score of PostTest 1	57
Table 9	The Comparis on Between Pre-test and Post-test I Grade in Cycle I	59
Table 10	The Comparison of Student's Pre Test and Post-Test I in Cycle I	60
Table 11	The Student's Speaking Score of Post Test 2	62
Table 12	Frequency of the Student's Score of Post Test 2	63
Table 13	The Comparis on Between Post-test 1 and Post-test 2 Grade in Cycle II.....	64
Table 14	The Comparison of Student's Post-test 1 and Post-Test 2 in Cycle II	65
Table 15	The Student's Speaking Score of Post Test 3	67
Table 16	Frequency of the Student's Score of Post Test 3	68
Table 17	The Comparis on Between Post-test 2 and Post-test 3 Grade in Cycle III..	69
Table 18	The Comparison of Student's Post-test 2 and Post-Test 3 in Cycle III	70

LIST OF FIGURES

Figure 1.1 Design of Classroom Action Research Model	37
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LIST OF APPENDICES

Appendix 1. Lesson Plan in Cycle I, II, III	78
Appendix 2. Letter of Pra survey	132
Appendix 3. Response Letter of Pra survey	133
Appendix 4. Thesis Guidance Card.....	134
Appendix 5. Permit of Research	135
Appendix 6. Letter of Assignment	136
Appendix 7. Response Letter of Research	137
Appendix 8. The Result of Originality Report	138
Appendix 9. Library free Letter	141
Appendix 10. Plagiarism	143
Appendix 11. Documentation	147

CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language that many people around the world need to learn. Speaking is a two-way social communication process that uses both verbal and non-verbal to convey meaning. Communication can find speakers, listeners, messages and feedback. When a person converses with another person, both the process of speaking and the process of receiving it are involved. Furthermore, speaking is very important for students in the tenth grade to be mastered by High Schools.

Students have the opportunity to practice speaking in high school. Students' communication skills are at the core of language education. When language acts as a system for expressing meaning and speaking success is measured by the ability to hold a conversation in that language, it becomes an important aspect of learning success in language lessons. It cannot be denied that there are many enabling and disincentives that influence classroom success.

In most cases, numerous issues arise during the process of learning English. One of them is to stimulate interest in English classes, especially speaking, and make learning fun for students. Speaking is an important part of English for communicating and saying something to others. Ideas can be easily shared when people can communicate in English. In addition, if students practice speaking English regularly, they will not feel shy or nervous

when speaking in public. As such, it is a key factor in keeping students interested in improving their speaking skills. Based on observations, researchers found several problems faced by students, especially those related to speaking skills. They have a limited vocabulary, don't know how to explore and express ideas, lack confidence in speaking English, and are confused about what to say.

To conclude, the researchers suggest that using video blogs/vlogs is more effective in teaching speaking to X graders in SMAN 1 Cikande. According to researchers, using vlogs as a learning medium provides a great opportunity for students to improve their speaking skills. Speak in a structured way for a few minutes, conveying different aspects of your topic. This allows you to practice outside the classroom as well as in the classroom. Moreover, using the latest technology as a learning medium will make students more interested in learning English. If students can see and rate their own performance, it is hoped that vlog-based media can be used to provide highly accurate feedback to students.

Teachers can also use media with the aim of conveying and increasing educators' understanding. And where teachers can help educators to improve an educator's achievement in speaking using video blogs/vlogs. Video-blogging is the newest variation of blogging. Blogs, short for "Web" and "logs" are informational web pages that are made up of separate units called "posts". Blogs can be personal, academic, or professional. Blogs can also be used to record material and can encourage student learning as a vehicle for

group work. Video-blogging or commonly abbreviated as vlog/ vlog / is a new type of blog. According to Biel and Perez (2010), "Video-blogging is a collection of videos that function as a documentary on audiovisual life and as a vehicle for communication and interaction on the internet. Video-blogging supports several types namely text, images, and other data. There are many types of vlogs or what can be called video-blogging, such as video tricks, tips, and others. Involvement in online video activities can provide opportunities for students to practice their language wherever students can demonstrate their abilities so that students can be involved in the existing process. Another technology that is currently becoming popular is what can be called a vlog or youtube. Youtube is an adequate facility for various kinds of videos that allow users to upload, watch, and share videos. (Dean, 2008; Weinberg, 2009). Gunelius (2018) also adds that vlogging is a type of blog where it is full of video content. By having a Youtube channel, people can create vlog content and then upload it to their channel. Therefore, due to this phenomenon, teachers or students can also use Youtube vlogs or create their own to engage them in the environment of the teaching-learning process.¹

In addition, no doubt, many teachers also have more technology with mobile devices, brought into their classrooms to facilitate the teaching and learning environment. For example, in language learning, the use of mobile devices in language teaching has shown several positive results such as speaking, writing, and listening, as well as authentic enrichment of classroom

¹ Ananda Taqwa, VernandaNopita Sandi, " Student's Experiences of Using Vlogs to Learn English " Journal of Foreign Teaching & Learning VOLUME 4, NO. 1, 2019.

activities through the use of mobile applications or online sites. The study argues that blogging or blog is a very effective and influential tool or means on students' speaking skills.

Video blogging is a new trend in blogging. This time video blogs are essentially text blogs with an externally linked video for each entry, Video blogging offers a richer Web experience than plain text blogging because it combines movies, sound, still images and text, increasing information and the possibility of emotions being shared with users.

Most people who have vlogs usually describe various topics, for example: hobbies, tips, short speeches, and so on. This is one of the reasons why vlogs are usually considered an online diary they can reveal anything in the vlog video.²

Judging from the development of technology, it is quite influential on the education system which includes the substance in teaching and learning. This fact also supports the media to play a role in accordance with its provisions. Media is an educational tool that is used as transmitter in learning process to increase effectiveness and efficiency in acquiring learning goals.

The pre-survey that the researchers carried out revealed that in class x, there are 12 classes and 30 students in each. Additionally, the lack of vocabulary makes it challenging for students to assemble or parse the words they will use to practice their speaking skills, which presents a challenge for the teacher in enhancing the students' English language proficiency.

² Lisa Rakhmanina, Dian Kusumaningrum "The Effectiveness of Video Blogging in Teaching Speaking Viewed From Student's Learning Motivation " ISELT-5 2017.

Additionally, students lack self-confidence, making it difficult for them to demonstrate their speaking abilities. Additionally, the students at Sman 1 Cikande believe that English classes are difficult, which is why they frequently have trouble speaking English. In addition, it is not yet maximized in the learning process, but there is still interaction and reciprocity between teachers and students.

This study examines "The use of video blogs as a medium for students learning to speak". The purpose of this study was to see video blogs in learning media to talk to students and to see the development and speaking skills of students using video blogs/vlogs.

B. Problem Identification

Based on the background discussed above, the researcher would like to identify the problem as follow :

1. The student not active in learning process
2. The study are lazy and shy to speak English with others.
3. Students are less able to speak English because they are ashamed and afraid to make mistakes in speaking.
4. English teachers do not use media to teach speaking in class.
5. Students' speaking interest is very low

C. Problem Limitation

Based on the identification of the problem, the researcher focuses on the used of video blog (vlog) on speaking skills in Recount Text at the X grade of SMA Negeri 1 Cikande the academic year of 2022/2023.

D. Problem Formulation

Based on the background above, the problem that the writer wants to know is as follows: “Can the use of video blogs as learning media improve the student’s speaking skills of class X students of SMA Negeri 1 Cikande?”

E. Objective and Benefits of Study

1. The Objective of the Study

Based on the problem formulation above, the purpose of this study is to find out whether the use of video blogs/vlogs can improve students' speaking skills.

2. The Benefits of the Study

a. For the Student

Students can improve their fluency and achievement in speaking English by using video-blogging with project-based learning strategies.

b. For the Teacher

English teachers can improve their students’ understanding and skills in teaching speaking using various techniques, especially by using video-blogging with learning strategies.

c. For the research

This research can also improve the writer’s ability and knowledge as a prospective teacher who will later teach speaking for learning to speak with various techniques; especially by using video-blogging with project-based learning strategies.

F. Prior Research

The previous study was written by Lisa Rakhmania and Dian Kusumaningrum entitled “ The Effectiveness of Video Blogging in Teaching Speaking Viewed From Students’ Learning Motivation “ The aims of the research, an experimental method is carried out in faculty of Law, University Prof. Dr. Hazairin, SH, Bengkulu. The population was all of the second semester in 2016/2017 academic year. Two out of four classes consisting of 25 students from each were taken as the sample by applying cluster random sampling. They were Class A as the experimental group and Class B as the control group. The experimental group was learning speaking using Video blogging strategy, while the control group was learning using expository strategy. The instruments for collecting the data were a questionnaire on speaking motivation and a speaking test. Cronbach Alpha formula was used to measure the reliability of items on the instruments. Based on the two formulas, it was found that all of 44 items in the speaking motivation questionnaire were valid. Furthermore, it was found out that the data were in normal distribution and homogeneous based on the normality testing and homogeneity testing. The writer analyzed the speaking test scores of students who had high and low reading motivation in the experimental and control groups. Multifactor analysis of variance (ANOVA) and Tuckey test were applied.

The result of data analysis, it can be concluded that: (1) Learning speaking through video blogging is more effective than expository strategy; (2) the students who have high learning motivation have higher speaking

ability than those who have low one; and (3) there is an interaction between teaching strategies and motivation for the teaching of speaking. Therefore, it is recommended that: (1) teacher apply video blogging process in teaching students speaking; (2) to promote students' learning motivation, it is important to give students chance to develop their own ideas and share the ideas in their personal video blog (vlog); and (3) future researchers may conduct the same kind of research with different sample and condition.³

The next previous study was written by Agus Qowiyuddin, entitled “ Using Video-Blogging (Vlogging) to Enhance Student’s Speaking Skill “ The researcher is planned to do the action research. He proposed to uses Video-blogging (Vlogging) to improve student’s speaking skill. The steps were planning, implementing, observation and reflection. There were two criteria of successful. The individual successful score of the was if the students got ≥ 75 and the classical successful of the test was if the average scores of the students got $\geq 85\%$. After carrying out video-blogging (Vlogging) in cycle I the students motivated to speak up. 13 students or 73% could achieve criteria of success in cycle I. But the criteria of success were not fulfilled yet. So, it continued in cycle II with some revision. And at the end of cycle was evaluated.

³ Lisa Rakhmanina, Dian Kusumaningrum “ The Effectiveness of Video Blogging in Teaching Speaking Viewed From Student’s Learning Motivation “ ISELT-5 2017.

The result in test of cycle 2 was 85% (16 students) which they could achieve criteria of success. It showed that video-blogging (vlogging) could improve significantly in speaking skill.⁴

The last previous research was written by Ananda Taqwa and Vernanda Nopita Sandi entitled “ Student’s Experience of Using Vlogs to learn English. This study aims to investigate the EFL students’s experiences of using vlogs, as one of the technology products to learn English. in conducting this research, the research adopted exploratory study as the approach and employed the hermeneutic phenomenology as the research design. These design have relations to description and interpretation of the meaning of EFL students’ experience. One student participated in this study.⁵

The researchers employed the student’s reflection as part of the assignment after making vlogs as well as a one-on-one in-depth interview to obtain the data. At this point, two research questions are underlying this study, namely: (1) How are the student’s experiences in learning English using vlogs?; (2) What does the student learn from it? From the data analysis, the researchers found several findings in this study. For the first research question, there are three findings found, namely, losing words to say, conveying English language expression, expression his identity, looking for additional information in English. For the second research question, there are four

⁴ Agus Qowiyuddin “ Using video Blogging (Vlogging) to Enhance Students’ Speaking Skill” *Lintang Songo: Jurnal Pendidikan*, Vol. 2 No. 1 Februari 2019.

⁵ Ananda Taqwa, VernandaNopita Sandi, “ Student’s Experiences of Using Vlogs to Learn English “ *Journal of Foreign Teaching & Learning* VOLUME 4, NO. 1, 2019.

findings revealed. Those were detailed guideline making, better editing, confidence gaining, and vocabulary improvement.

CHAPTER II

THEORICAL REVIEW

A. The Concept Speaking skill of English Language

1. Definition of Speaking

Speaking is one of the skills that students need to acquire in order to communicate in English. It's a way of expressing ideas, thoughts, and feelings, sharing information, and building social relationships. This means that speaking is important to improve your oral communication skills by presenting your thoughts in real life. ⁶According to Brown, there are three important things to keep in mind when speaking. First of all, productive ability means the ability of a person to actively produce speech by coordinating the speech organs such as the lips, tongue, teeth, vocal cords, larynx, pharynx, etc. Second, the purpose of producing language in verbal communication is to transmit ideas and experiences so that the speaker can communicate meaning to the listener. Third, being observable directly allows us to hear or see the implementation of speaking directly, and to measure it empirically by looking at the accuracy and effectiveness of the speaker. When it comes to speaking skills, often public speaking is what's being discussed. But speaking is more than just speaking in front of people. Views that focus on the communication itself rather than its specific purposes are more broad. To inform someone, ask for their

⁶WelliSeptiaDionar, Aryuliva Adnan, "Improving Speaking Ability of Senior High School Students by Using Truth or Dare Game", Journal of English Language Teaching Volume 7 No 2.

explanations, or to describe speaking in terms of its basic competences used in daily communication, one might say that one is informing, asking for explanations, or describing speaking in terms of its basic competences.

Speaking is one of the four language skills (reading, writing, listening, etc.). Speaking of It is a means by which learners communicate with others To achieve a particular goal or to express an opinion, intention or desire perspective. A person who has learned a language is called a "speaker" this language. Moreover, speaking is the most commonly used language skill in almost all situations⁷.

Furthermore, Richards states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.⁸

To do this, language learners must have a working knowledge of the sounds, structures, vocabulary, and cultural systems of the English language. Learners also need to think about the ideas they want to express. You should be able to express the sounds of the English language well by changing the position of your lips, jaw and tongue. Learners should also recognize appropriate functional expressions and the grammatical, lexical, and cultural features necessary to express ideas, and be sensitive to

⁷ Aidil Syah Putra, “ The Correlation Between Motivation and Speaking Ability “, Journal of English Language Education and Literature, Vol. II No. 1 2017.

⁸ Richards, Jack , and Theodore Rodgers S, Approaches and Methods in Language Teaching,(Cambridge: Cambridge University Press, 2001), p.128

changes in the tone and style of the person they are speaking to. not. requirement. Finally, learners need to be able to redirect their thoughts based on people's reactions. It means that speech is a form of abstract system that includes both the phonological and grammatical systems of language, and is produced in an interchange in which both reception and production play a role.

2. Types of Speaking

In learning to speak, Brown further states that there are several basic types of speech as in the following taxonomy:⁹

a. Imitative

At this stage, the child's ability to imitate words or phrases is developing. There are many opportunities to develop ideas here. When students are speaking, they can focus on the speech that is heard, as well as on the voices and intonation in the speech, which can play important roles in communication. While the production of language at this level is purely phonetic, many aspects of language can be included in the performance of the criteria.

b. Intensive

The production of short segments of speech to demonstrate competence in a specific area of grammar, vocabulary, or pronunciation.

⁹ Brown, H. Douglas, *Language Assessment: Principles and Classroom Practice*, (San Francisco State University, 2004), p. 251

c. Responsive

Reactive includes testing for interaction and comprehension, but to a somewhat limited extent, including very short conversations, standard greetings and small talk, and simple requests and comments. They are a type of short response to a teacher or student's questions or comments, giving directions and instructions. These answers are usually sufficient and meaningful.

d. Interactive

The difference between reactive and interactive speech lies in the duration and complexity of the interaction, which sometimes includes several exchanges and/or a number of participants. Interaction can take both forms of transactional language, aimed at exchanging specific information or exchanging between individuals to maintain social relationships.

e. Extensive (Monologue)

Extensive oral production tasks including speeches, oral demonstrations, and storytelling, where the audience's opportunities for oral interaction are very limited (possibly for nonverbal responses) or completely excluded.

3. Elements of Speaking

Thornbury states that the components of speech are pronunciation, grammar, vocabulary, and fluency. That the following is a description of the degree of speaking skills.¹⁰

- a. Pronunciation: 1) It is often difficult to understand 2) Still makes many mistakes and is still influenced by the dialect which is difficult to understand, always wants to learn again. 3) The local accent is forced to be near-accurate, making the accent less intelligible. 4) Do not make mistakes in expression, speak close to standard. 5) Speak correctly (close to native speakers).
- b. Grammar: Grammar; 1) Using grammar is almost always wrong. 2) There was a bug in using the permanent prototype that still interfered with communication. 3) If the error is common in some models, because of poorer accuracy, it may interfere with communication. 4) That sometimes error when using a certain model, but does not affect communication. 5) It's just a small error, but not in the use of models.
- c. Vocabulary: Vocabulary; 1) Use of incorrect vocabulary in involving very simple conversations. 2) Gaining vocabulary limited to basic personal needs (time, food, transportation, family). 3) Choice of vocabulary that wrong and the limitation in understanding is disturbing public conversations and professional issues. 4) Accurate use of technical vocabulary in speaking about a specific problem, but general

¹⁰Scott Thornbury, *How To Teach Speaking*, (New York: Pearson Education Limited 2005), p.96

use vocabulary is complete. 5) Use of technical vocabulary and the general vocabulary is larger and more accurate in community conversation. 6) Use of both techniques vocabulary and general vocabulary is very large and precise.

- d. Fluency: 1) Conversation always stops in the middle and hinders communication. 2) The conversation is slow except for short sentences and about casual conversation. 3) Conversation often seems unclear, incomplete sentences. 4) The conversation is sometimes hesitating, the grouping of words is sometimes incorrect. 5) conversation flows and flows smoothly, but sometimes still doesn't fit.

4. Teaching Speaking

Teaching speaking is a way students can use to understand the meaning of communication. And it takes a lot of practice and instruction to master it. According to Tornbury, talking is such a part of everyday life that we take it for granted.¹¹This means that students need a training partner, because you basically have to keep practicing and rehearsing. In addition, orally, it requires the participation of appropriate conversational formulas and the ability to express well the phonetic features of a language, as well as excellent fluency with a degree of. Thus, the mastering techniques should use the proper techniques and strategies, so that scholars can speedily reply to the material. now no longer forgetting

¹¹ Scott Tornbury, *How To Teach Speaking*, (England: Pearson Longman),p.1

additionally an appropriate phonological functions of a language, and the virtues of mastery stress.

Harmer states that there are principal motives to get college students to talk in class:¹²

- a. Speaking activities can provide practice opportunities to safely practice speaking in real life.
- b. A speaking task in which students try to use one or all of the languages they know to provide feedback to the teacher and students. The more students have the ability to activate different brains, the more students automatically use this item. As a result, students gradually become autonomous users of the language. This means they will be able to use words and phrases fluently without thinking too much.

According to Nunan, teaching speaking means involving learners in teaching languages to:¹³

- a. Produce the English speech sounds and sound patterns
- b. Use word and sentence stress, intonation patterns and second language rhythm.
- c. Choose the words and sentences that match appropriate social setting, audience, situation and subject affairs.
- d. Organize their thinking meaningfully and logically order.
- e. Using language as a means to express values and values evaluation.

¹²Jeremy Harmer, *The Practice of English Language Teaching*,...P.123

¹³David Nunan. (ed.), *Practical English Language Teaching*. (New York: McGraw-Hill, 2003), p.18

- f. Use language quickly and confidently with little unnatural pauses, which is referred to as fluency.
- g. In teaching speaking, how learners speak in the classroom can involve them in several instructors to become a goal in teaching speaking itself that must be realized by teachers.

The characteristics of teaching speaking in the classroom should be student center, cooperative learning and students must be active in discussing assignments and practice in their small groups. Teaching stages speak is:¹⁴

- a. Pre-production stage or idle period. In this class students put restrictions on what the teacher said.
- b. Initial production stage; In the second stage, students still can't use some expressions in short language correct.
- c. stage of speech emergence; At this stage, students have good vocabulary and can use it in simple phrases and sentences when communicating with friends.
- d. medium fluency; students can use more complex sentences to express their feelings in speaking, and able to ask questions to clarify what they are learning class, and they have been able to work with several teachers support.

¹⁴AinunJariyah (SRN.14.32.2.1.167), "The Effectiveness of Blogging Videos (Vlog) In Teaching Speaking to The Eight Grade Students of SMP Al-Islam 1 Surakarta In The Academic Year 2017/2018", *Thesis*, (Surakarta: Program PascaSarjana IAIN Surakarta, 2018), p. 47-48

- e. Advanced fluency; In the last stage, students have improve the facilities in the discussion using their vocabulary without proper preparation.

5. Characteristics of Successful Speaking Activity

The purpose of learning to speak is communication efficiency. Learners should be able to understand themselves and make full use of their current knowledge. Also, be mindful of the social and cultural rules that apply to each communication situation.

- a. Learners talk a lot

In fact, much of the time allotted for activities is spent talking to learners. This may seem obvious, but often most of the time is spent talking to teachers and taking breaks.

- b. Participation is even

Classroom discussions are not dominated by a chatty few participants. Everyone has a chance to speak, and contributions are fairly evenly distributed.

- c. Motivation is High

Learners like to speak: Either because you are interested in the topic and have something new to say about it, or because you simply want to contribute to the achievement of the task's goals.

- d. Language is of an acceptable level

Learners express themselves with verbal accuracy that is relevant, understandable and acceptable.

6. Teaching speaking in Senior High School

The subjects of this study were students of class X SMAN 1 Cikande. Knowing student characteristics is the first step for teachers to help students. It also helps teachers prepare students for self-help efforts. Students must learn how best to enhance their learning. High School Features.

Meanwhile, Harmer states that adult learners are notable for a number of special characteristics:

- a. They can engage with abstract thought.
- b. They have a whole range of life experiences to draw on.
- c. They have expectations about the learning process and may already have their own set patterns of learning.
- d. Adults tend to be more discipline than some teenagers and crucially, they are often prepared to struggle on despite boredom.
- e. They come to class with a variety of experiences that allow teachers to use a variety of activities with them.
- f. Unlike young children and teens, they often have a clear understanding of why they want to get out of it.¹⁵

Importantly, teachers should engage students in more indirect learning through communicative speaking activities. You can also use your intellect to learn consciously when you need to. They encourage students to include their own life experiences in the learning process.

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching 3th edition*,... p. 40

As stated in the school-based curriculum, the aim of English subjects in secondary school is to develop competence in communicating in spoken and written English through the development of related skills. Therefore, dropouts are expected to reach the information level. Learners can support their next level of learning through their English communication skills.

Speak English in a foreign language that they later understand, students can pronounce the new language correctly, and under the guidance of the teacher, students can Evaluate whether your voice is correct or not. or not.

7. The Measurement of Speaking Skill

Based on the Weir Cyril J. There are some indicators that be supposes to measure the speaking skill:¹⁶

Aspect	Category	Indicators
Fluency	4 (Excellent)	General natural delivery, only occasional halting when searching for appropriate word/expression.
	3 (Good)	The student hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts
	2 (adequate)	Speech is slow and hesitant. Maintain speech in a passive manner and needs regular prompt.

¹⁶ Weir Cyril J. *Languange Testing and Validation*, (London: Palgrave Macmillan, 2005) P.195-196

	1 (Fair)	The students speak so little that no “fluent” speech can be said to occur.
Pronunciation	4 (Excellent)	Occasional errors of pronunciation a few inconsistencies of a rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (Good)	Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation
	1 (Fair)	Words are unintelligible.
Vocabulary	4 (Excellent)	Effective use of vocabulary for the task with few improperties.
	3 (Good)	For the most parts, effective use of vocabulary for the j with some examples of inappropriate.
	2 (adequate)	Limited use vocabulary with frequent inappropriate.
	1 (Fair)	Inappropriate and inadequate vocabulary.
	4 (Excellent)	Effective use of vocabulary for the task with few improperties.

Grammatical accuracy	3 (Good)	For the most parts, effective use of vocabulary for the j with some examples of inappropriate.
	2 (adequate)	Limited use vocabulary with frequent inappropriate.
	1 (Fair)	Inappropriateand inadequate vocabulary.

B. Media

1. Definition of Media

Media is a means to convey or convey messages and in a teaching and learning perspective convey content to students, to achieve effective instruction components from learning resources or physical media containing teaching materials in a student environment that can stimulate student learning. ¹⁷With the development of science and technology, especially in the field of education, the use of learning aids or teaching materials is becoming more widespread and interactive, such as time-keeping computers and the internet. Based on the thoughts above, it can be concluded that the media is a tool to convey messages or facts to the recipient in the process of mastering techniques in the classroom.

The media used in this study is a video blog/vlog where the media is in the form of information media in the form of a video that is

¹⁷ Dr. Ahsan Akhtar Naz, Dr. Rafaqat Ali Akbar, “ Use of Media for Effective Instruction its Importance: Some Consideration “ Journal of Elementary Education A publication of Deptt. Of Elementary Education IER, University of the Punjab, Lahore-Pakistan Vol. 18(1-2) 35-40.

packaged in a simple way that is operated through a blog or YouTube. Learning media is something that can convey messages, can stimulate students' thoughts, feelings, and goals that will inspire the emergence of a mastery technique in students.

2. Types of Media

It is impossible to separate the importance of media in the teaching process with other types of media in education today. In general, there are three types of vehicles. Specifically, visual media, audio media and audio-visual media.¹⁸

a. Visual Media

Visual media is also known as printed media. Visual media are all types of media that students can see or touch. The main components of this medium are verbal text and visual material. Arsyad says the two key components of the technology are student spreadsheets, enhanced verbal and visual materials related to visual perception, reading, information processing, and learning theory.

- 1) Visually real text, on the other hand visually transcended by room
- 2) Text and visuals are receptive and communication modes
- 3) Text and visuals are displayed statistically
- 4) In developing this media rely on the principles of language and visual Perception.
- 5) Student oriented

¹⁸Nurwiyanti, *The Effect of Using Color Pictures as Media of Teaching Vocabulary to the Student's Achievement of Fourth Year in SDN Ketanon 01 Tulungagung*. (Tulungagung: STAIN Tulungagung, 2008), p. 23-24

6) Information can be reset by user

Visual aids can be whiteboards, manuals, physical objects, image files, charts, pocket charts, memory cards, magnetic cards, number cards, felt or felt boards, magnetic boards computers, translucent projectors, overhead projectors and transparencies, film strips and various materials.

b. Audio Media

Audio media, additionally referred to as listening media, is normally used to pay attention and recognize reading. The traits of this media is conversation this is the manner together with radio, tape recorder and others.

c. Audio Visual Media

Audio visual media is a characteristic of forms of media, specifically audio media and visible media. Audio-visible media calls for digital mechanics to carry audio-visible messages. Based on the above reasons, the instructor can pick out and display the proper media to college students. Teachers need to recognize that using media is to switch cloth this is interesting, green and enables college students to extra effortlessly recognize the cloth. Therefore, the media used need to be extra contextual and contain college.

3. Learning Media

Learning media are those that can be used to convey a message, stimulate the emotions, thoughts, motivation and attention of students and

enhance the learning process (Miarso, 2009). On the other hand, according to Musfiqon (2012), learning media can be defined as tools in the form of physical and non-physical teachers to deliver teaching materials more effectively and efficiently to students. The use of learning media is expected to facilitate student learning by making it more acceptable to students as learning materials.¹⁹

Learning media can therefore be interpreted as hardware or software tools used by teachers to provide materials to students in the learning process. In learning, media are expected to facilitate a more effective and efficient learning process, depending on the purpose of learning.

Today's generation has grown accustomed to digital technology, so it's no surprise that speaking a foreign language is limited to online learning and the latest technology applications. People can speak English because they are used to listening, watching movies, watching videos on YouTube, playing games, and watching memes. This study aimed to develop a video-based media curriculum to enrich learning in high school. It was hoped that the information and material developed and presented will be an added value and can increase creativity for students involved.

¹⁹YuniariDwiPuspitarini, Muhammad Hanif, “ Using Learning Media to Increase Learning Motivation in Elementary School: Anatolian Journal of Education,” October 2019, Vol.4, No.2

4. Functions and Principles of Media in Learning

a. Functions of Learning Media

One of the functions of learning media is a tool in delivering the material in the learning process. Aside from being a tool for conveying materials in the process of learning other functions in Asyhar (2012) are as follows:²⁰

(a) Media as a learning resource; (b) The semantic function is related to the word, term, sign or symbol. (c) Manipulative function is the ability of the media to reload an object/event in, various ways, according to its conditions, circumstances, objectives, and targets; (d) Fixative function that is in capturing, storing and recasting an object or event that has long occurred; (e) Distributive functions of the media used in the learning process can be followed by students in large numbers or unlimited media coverage; (f) Psychological functions, learning media has the function of attention, affective function, cognitive function, imaginative function and motivation function; and (g) socio-cultural functions. The use of media in learning can overcome the socio-cultural barriers between students with different customs, habits, environments, and experiences.

b. Principle of Learning Media

While the principle of media usage in learning process according to Musfiqon (2012) can be divided into three main

²⁰Ibid.,

principles, namely: ²¹(a) Principles effectiveness of efficiency. Effectiveness in the concept of learning is the achievement of a learning process in achieving learning objectives. While efficiency is to achieve learning objectives by using time, cost, facilities/infrastructure, and other resources to a minimum;(b) Principles of relevance. As a teacher, one should be able to choose the media that is compatible with the objectives, content, learning strategies, and evaluation of learning; and (c) Principles of productivity. Practice in the learning process is the goal of optimal goals by utilizing natural resources and human resources are available.

C. Video Blogs (Vlog)

1. Definition of Video Blogs (Vlog)

A Vlog (Short for video blog) is a blog (short for weblog) which uses video as the primary content as it is linked to within a video blog post and usually accompanied by supporting text, image, and additional meta data too provide a context for the video.²²

Vlog means video blog and sometimes video cast or vodcast. According to Gunelius (2018), vlog is also a type of blog filled with video content. The name vlog is also used by video streamers whodon't blog but post scheduled videos through online video hosting like YouTube.

²¹Ibid.,

²²Agusqowiyuddin, “ USING VIDEO-BLOGGING (VLOGGING) TO ENHANCE STUDENT’ SPEAKING SKILL “ LintangSongo: Jurnal Pendidikan, Vol. 2 No. 1 Februari 2019

²³However, live streams that are considered vlogs are also available on Youtube. Having a channel on YouTube means creating vlog content and then uploading it to their channel. In addition, the public can also give their opinion on the videos posted on the channel. Teachers or students can also use YouTube vlogs or create their own vlogs to engage them in the teaching and learning environment. Vlog stands for video and blog. Video is a technology for capturing, recording, processing, transmitting and rearranging moving images. Although a blog is a personal file that is regularly updated and distributed to the Public.

Video bloggers often edit their videos with video editing tools, add background music, audio or text, and upload them to their video blog to share their vlogs with their audience. Video bloggers share their videos in the community, get feedback on their videos, and chat with their audience. Currently, vlogs often create vlogs regularly, daily, weekly or even monthly. There is also the term takeaway vlogging which means narrating the vlogger's daily life for a long time like going to the mall, the beach, then riding a motorbike, then going home and sleeping is included in a video.

According to Maulidah, vlog is defined as a video components that provide a series of online broadcasts, namely: let everyone create and

²³ Ananda Taqwa, VernandaNopita Sandi, “ Student’s Experiences of Using Vlogs to Learn English “ Journal of Foreign Teaching & Learning VOLUME 4, NO. 1, 2019.

post content and consider it as a collection of videos that work well as an audiovisual life documentaries and as a means of communication.²⁴

Also, vlogs are websites where writers post stories about their interests, opinions or thoughts and/or information on topics in the form of videos that can be updated on social media.

2. The Benefits of Video Blogs

Vlogs can help students to improve their English speaking skills ability. Students can be better at storytelling, expressing ideas and others. Jariyah added that the benefits of using vlogs provide: unexpected experiences for students.²⁵

- a. Demonstrating something that wasn't possible at first seen.
- b. Analyzing changes in a certain time period.
- c. Provide experiences for students to feel the situation and students discussion.

Based on the above explanation, the existence of video media is certainly in learning. Through its vlog, students can witness an event that cannot be seen live and students can also replay the vlog whenever they need and need it. Therefore, teaching speaking through video blogs (vlogs) is increasingly attracting and motivating students to always be more interested. lesson.

²⁴Izzah Maulidah, Vlog: the Mean to Improve Students' Speaking Ability, *International Conference on English Language Teaching* (Volume 145, 2017), p. 12

²⁵AinunJariyah (SRN.14.32.2.1.167), "The Effectiveness of Blogging Videos (Vlog) In Teaching Speaking to The Eight Grade Students

3. Advantages and Disadvantages of Video blogs (Vlog)

There are many advantages of vlogs that can be used by English teacher in teaching speaking. According to Yulianti, The advantages of vlogs are as follows:²⁶

- a. Vlog is an important medium because it allows students to replay, rewind, stop, fast-forward videos until they understand the contents well.
- b. Vlogs provide a new enjoyment experience for both teachers and students.
- c. Vlogs allow students to learn from experts directly without Leave school.

It helps students understand the topic when they are able to see their teacher or someone else demonstrating the topic through the vlog. Use vlogs to demonstrate ideas too gives students the ability to watch and listen to videos as as much as they want.

While the disadvantages of using vlogs include:

- a. Small screen monitors will limit attendance, unless: network monitor and improve video projection system.
- b. When used, the video equipment must be ready available at the point of use. Nature of one-way communication and must be balanced with search feedback form another.

²⁶Ayu Rahmawati, dkk., The Use of Vlogging to Improve The Students' Speaking Skill, *JurnalMahasiswa Universitas Muhammadiyah Ponorogo 2 (1)*, (2018), p. 89-91

Due to the repeatable or paused nature of videos, then the teacher can invite to communicate with students about viewed video content/messages, as well as frequently ask questions about the video to be recorded. So communication not just one way.

4. Categories of Video Blog/Blogging

The main concept of video blogging, which refers to the definition, is to share information about videos with specific content in which the information provider is engaged. Lee (2017) points out differences regarding video blogging categories. they are:

a. Solo Vlog

Solo Vlog is a vlogging feature that emphasizes someone's expression in front of the camera. Usually the content delivered is in the form of comments (Denny Sumargo), tutorials (Kathleen Lights and Skinny fabs), summaries (Agung Hapsah), or personal diaries (Lydia Eliss Millen). There are many solo vloggers around the world. However, the main point of a solo vlog is to position yourself as a visual object.

b. Collaborative Vlog

Collaborative vlog means that the main vlogger (account owner) invites some participants to post in the video. Video bloggers usually talk about specific topics. It's like a reality TV show. The vlog owner invites participants related to the topic being discussed. For example, Indonesia recently acquired a large number of Youtube

channels. Some well-known accounts even partner with other vloggers to target a wider audience. Conducting transactional conversations is good practice.

c. Gaming Video

Ever since the game hit the big screen, there have been videos of the game. Vloggers comment on gameplay and post videos to react. However, this type of video blog has peculiar expressions such as interjections, collocations and exclamation marks.

d. Live Video

Live video is just like live on TV. Vloggers post videos for viewers to watch online. What a vlogger usually says depends on the viewer's question or request. A video blogger in this case usually comes from an artist or someone with a lot of fans.

e. The Weakness of Video Blog

The weaknesses of vlogs are:

- 1) At this time, vlogging on YouTube is for entertainment purposes only. No one was assigned to study at school.
- 2) Limited support devices such as cameras and microphones that support vlogging with good quality and sound quality.
- 3) Creating a vlog takes a lot of time. Beginning with brainstorming, image and sound recording and video editing.
- 4) A reasonable internet connection is required to upload and access vlogs.

D. Action Hypotesis

The action hypothesis of this research, as follows:

By using speaking skill to improve the students English Language on SMA Negeri 1 Cikande. The author believes that the use of vlog media in teaching questions and giving opinions is quite effective in overcoming student constraints. In front of the camera, student become individuals who are confident in their opinions and can train students` speaking.

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

There are two variables in this research, they are:

1) Independent Variable

The independent variable in this research is the variable that observes and measures the effect of the independent variable. The dependent variable in this study is video blogs which are applied to improve students' speaking skills which can be defined as a tool to help students in the process of their learning activities. This media is useful for developing them in spoken language activities.

2) Dependent Variable

The dependent variable of this research is the variable which is observe to determine the effect of the independent variable. Speaking skill as the dependent variable of someone that has develop or practiced in the classroom of language teaching.

A dependent variable is one that can be increased by an independent variable. The oral examination is the dependent variable in this study. This dependent variables indicators are as follows:

- a. The Learners should express themselves in English using appropriate vocabulary.
- b. The learners are able to communicate easily in English.
- c. The learners are required to hear what they say when listening.

- d. The learners to express themselves in English by using acceptable statement constructs.

B. Research Location

The researcher will conduct the Classroom Action Research at SMA Negeri 1 Cikande. The location of research is on Jl. Autonomous, Situterate, Kec. Cikande, Serang Regency, Banten.

C. Subject and of Study

The subject of this research is the Ten graders students of SMA Negeri 1 Cikande. Researcher chooses them as sample because most the students have problems is speaking. Bellow of the data :

Table 2
The Whole Data of Class X SMAN 1 Cikande

Class	Gender	
	Male	Female
X	10	20
Total	30	

D. Research Procedure

The research that would be conducted is a classroom action research (CAR). Simply put, action research is a methodological approach to solving educational problems and bringing about change. Action research includes elements of both, but differs from quantitative and qualitative research. Behavioral researchers collect and analyze data using appropriate

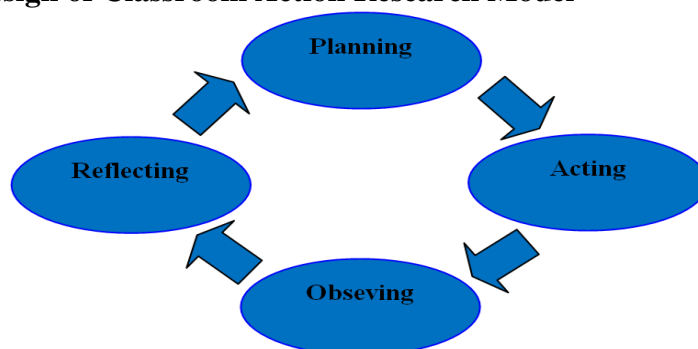
interventions to take action to address educational problems, action research is suitable for educators as a practical method.

According to Anne Burn, action research is part of a larger trend in education that has been going on for some time. It is associated with the concepts of reflective practice and the teacher as researcher. As a result, one of the main goals of classroom behavioral research is to identify problem scenarios or problems that participants (including teachers, students, managers, administrators, and even parents) deem worthy of further systematic investigation. is to identify

Jean Mc Niff also talked that, Classroom Action Research is a name given to particular way of research in your learning. This is a practical way to look at your practice to check if that what you feel²⁷.

In this Classroom Action Research (CAR), present the cycle consist of four step planning, acting, observing and the last reflecting. The researcher describes for cycle in classroom action research design.

Figure 1
Design of Classroom Action Research Model



Classroom Action Research model of Jean and Jack²⁸

²⁷Jean Mc Niff and Jack Whitehead, *Action Research Principle and Practice*, (New York: RoutledgeFalmer, 2002) Second Edition, P.1

²⁸ Ibid.,

CAR was applied in this study because it is considered important to develop the speaking skill of Class Ten Students of SMAN 1 Cikande by applying Video Blogs/Vlog, by implementing this technique it is expected to be able to solve students' problems process of speaking activity teaching and learning.

a. Cycle 1

The first cycle in this classroom action research consist of acting, observing, and reflecting as follow:

1) Planning

The researcher created a lesson plan that included the teaching technique, medium, and pertinent content to be used during the acting phase.

- a. Researchers examine the syllabus to determine the basic competencies that will be conveyed by students using video blogs/vlogs.
- b. Researchers make lesson plans with a discussion approach, as well as assessment instruments used in the end-of-cycle class action research.
- c. The instrument for evaluating was made by the researcher.
- d. Researchers observe student activities during the learning process.

2) Acting

The scenario learning process is the action; it is the implementation of the researcher's planning. The activities are as follows:

- a) In each class, English lesson consist of 45 minutes. In this class learned about expression of introduction. Furthermore, the teacher separated the students into groups, with each group consisting of two to four students. The teacher must strike a balance between serving individual student needs and covering as many fundamental ideas and activities as feasible.
- b) If the time provided for small group discussion technique interaction is shorter than 45 minutes, or if students develop at such a rate that the lesson does not get completed, it is still necessary to incorporate review and reinforcement into each session.
- c) Every class began with a welcoming exercise.

3) Observation

The activity of recording events or actions is called observation. In this study, researchers discover and create all the difficulties necessary during the teaching and learning process, based on placed observational papers. Researchers then make assessments based on the results of their studies to see how far they have come. Finally, through action research, researchers give students the opportunity to make suggestions.

4) Reflecting

Review of collected data continued until the study was closed. Reflections are discussed as well as senior lecturers while teachers plan their studies for the next cycle. The study schedule is set for the next cycle repaired from the previous cycle. The study schedule is set for the next cycle repaired from the previous cycle.

b. Cycle II

1) Planning

Researchers give assignment to students. The task is to make a recount text which will be presented to students orally or speaking. The researcher tells students to make a good recount text later and presented in front of the class one by one.

2) Acting

The scenario learning process is the action it is the implementation of the researcher's planning. The activities are as follows:

Researcher observe the effectiveness of students before researchers conduct research in class. In order to give full attention to the researcher when the study time is in progress. And the researcher and told the purpose of learning today is about learning

Talk, especially about recount text then researcher ask to make a vlog videos about recount text.

3) Observation

In observation, collaborators observe student activities, researchers as teachers provide talking that are taught at meeting 1 cycle 1. During the implementation of treatment, student activities during the learning process are also observed. Then the researchers make an assessment based on the result of their study how far the progress has been in the learning.

4) Reflecting

Review of collected data continued until the study was closed. Reflections are discussed as well as senior lecturers while teachers plan their studies for the next cycle. The study schedule is set for the next cycle repaired from the previous cycle. The study schedule is set for the next cycle repaired from the previous cycle.

c. Cycle III

Based on cycle 1 and cycle 2 evaluation of the weakness perceived, and then the cycle of action are formed and so on. The stages of cycle 2 have gone up and cycle 1, cycle 3 are said successful if the signs of success have been achieved.

E. Data Collecting Technique

The following actions will be taken by the writer in order to collect data:

1. Test

Researchers used tests to determine students' speaking ability. The result of this exam is the speaking score depends on the technique used by the students. The purpose of this test is to assess students' speaking ability.

a. Pre-Test

In preparation for the research, a pre-test was conducted before implementing Using of video blogs as a medium to teach speaking. In this study, the pre-test is an essay test where students are asked to talk about the recount text.

b. Post-Test

After using video blogs as a medium to teach speaking skills, a post-test was conducted. In this study, the Post-test is an essay test that requires students to make a video about recount text in English.

2. Observation

The purpose of observation is to describe the circumstances under investigation: the activities, people, or individuals involved in an activity, and their relationships. Observations are documented methodically not just to be stored in human memory, and are interpreted and analyzed carefully using systematic and planned techniques.²⁹ That is, observation is a data collection strategy in which the subject's activities are visually examined. In

²⁹ Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition* (India at Gopsons Papers Ltd, Noida, 2006), 58.

this study the author will observe the learning process of class X SMAN 1 Cikande students in their class. The author will observe the active participation of students in learning to make videos about recount text experience using video blogs/vlogs during the learning process.

3. Documentation

Cohen, er. Al., states that the documentation or document is data collection technique which is useful in rendering more visible the phenomena under study for instance field note, diary and journal, record, biography, autobiography, directories, archive, photograph, book, article and others. The researcher use the method to support data collection object located to get information documentation such as history of the school, total of classroom, total of teachers, located of the school, official employed and students at SMAN 1 Cikande.

4. Field Note

Field notes are observational Instrument used in CAR to record what is happening during an observation, including descriptions of places, people, things, actions, activities, events, purposes, times, and feelings. In this study, the authors used field notes to record student activity during the learning process. In this study, the author conducted field notes to learn from her X grade students of SMAN 1 Cikande, students' activities, events at each learning step, learning objectives, learning time, and students' emotions. Get complete data about learning process.

F. Data Analysis Technique

The data was analyzed by taking the average of the pre-test and post-test. To determine students' achievement, tests were administered at the beginning and end of each cycle. The minimum mastery criterion (KKM) for English Subject for Ten-grade students at SMAN 1 Cikande is 75.

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

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

Where:

X : The mean score

$\sum x$: The sum of all scores

N : The number of students

Moreover, to know the result the researcher compared between pre-test and post-test. The result was matched by the minimum standard in this school at least 75. If from cycle 1, there are some students not successful, so the researcher conducted cycle II. The minimum cycle in CAR is two cycles if from cycle II of the students were successful, the cycle able to be stop until cycle II only.

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

P = Class percentage

F = Frequency

N = Number of student

G. The Indicator of Success

The success indicator is derived from the method and outcome of the action research. The research was deemed successful if 70% of students received a minimum score of at least 75 and students become more active in the

eaching and learning process. As a result, the students become more engaged and excited about studying English.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

This chapter will be divided into two parts of presentations, the first is result of the research and discussion.

A. Result of the Research

1. History of Senior High School 1 Cikande

a. School Identity

School Name : SMAN 1 Cikande

Address : Jl.Situterate Autonomous-Bandung, Kec.Cikande, Kab.
Serang, Banten 42186

b. Vision and Mission

School Vision Indicator

- 1) Students have intellectual intelligence (Intelligence Quotient/IQ), emotional intelligence (EmotionalQuotient/EQ), and spiritual intelligence (SpiritualQuotient/SQ).
- 2) Students have 18 character values (religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit/nationalism,love of the mother land, respect for achievement, communicative, love peace, love to read, care for the environment,care for the social,and responsibility) as a provision to build national character.

Explanation of the School Vision

The word "perceka" in Sundanese means someone who has many skills, intelligence and is good at communicating. Perceka in this vision is an acronym for "Smart and Characterized Students". There are three indicators in the school's vision, namely:

1) Learners

Learners are synonymous with the words pupils, students, students are members of society who are trying to develop their potential through the learning process (Wikipedia Bahasa Indonesia).

2) Intelligent

In the Big Indonesian Dictionary, "intelligent" means perfect development of the mind (to think, understand and soon); sharp minded.

3) Character

Character is the same as character, character, psychological traits, morals or manners that distinguish one person from another. Character means shaping personality, character, character. There are 18 values in the development of cultural education and national character created by the Ministry of Education and Culture.

c. School mission

- 1) Develop attitudes and behavior based on religion and national cultural character.
- 2) Encouraging, assisting and facilitating students to excel and be able to continue on to higher education.
- 3) Encouraging, assisting and facilitating students to develop their talents, interests and abilities optimally and maximally so that they have competitiveness in the midst of global competition.
- 4) Making Adiwiyata schools clean, beautiful, healthy, friendly and fun.

d. School Objectives (Phase II Year 2017–2021)

- 1) Increasing the practice of religious teachings in accordance with the religion adhered to, for Muslim students to diligently attend recitations and be accustomed to praying in congregation.
- 2) Increasing the application of character education values through habituation activities, intra-curricular and extra-curricular.
- 3) Increase academic achievement gradually and sustainably.
- 4) Increase the number of graduates accepted at state universities;
- 5) Increase the results of winning the National Science Olympiad (OSN), O2SN National Student Sports Olympiad, and the National Student Art Competition Festival (FLS2N).
- 6) Increasing graduates who have an entrepreneurial spirit to be able to live independently in the midst of local, national and global

competition.

- 7) Increasing the level of adiwiyata schools, from district-level adiwiyata school to provincial-level adiwiyata schools.

e. Target (Year 2021)

- 1) 20% of students are active in studying and deepening religion at school;
- 2) 70% of students are used to praying mid day and afternoon prayers in congregation at school;
- 3) 70% of students memorize juz'amma with tartil reading.
- 4) Student have at least 9 characters from the 18 character values developed.
- 5) Mastery of material for all subjects at least 75%;
- 6) 100% of students pass the National Examination;
- 7) The average National Examination score for science program subject exceeds the district average.
- 8) The average National Examination score for IPS program subject equals the district average.
- 9) 30% of students go on to tertiary institutions, 20 % of the more accepted at state universities;
- 10) 50% of students have the provision of entrepreneurship education to be able to live independently.
- 11) Four subjects won OSN at the district level, one subject won at the provincial level.

- 12) Four points for provincial-level O2SN championship contest, one point for national-level championship competition.
- 13) Three points for the provincial level FLS2N competition, one point for the national level championship.
- 14) Became the first champion at the district level adiwiyata school and became a participant at the provincial level adiwiyata school.

2. Implementing Duties and Functions

The teacher's duties are explained in detail in Permendiknas No.35 of 2010 concerning Technical Instructions for Teacher Functional Positions and Credit Scores. Among the teacher's duties, the participant's functional duties as an English teacher at SMAN1 Cikande related to the issues raised in this actualization design are:

- a. Planning and implementing learning, evaluating and assessing learning outcomes, analyzing learning outcomes, carrying out follow-up results of learning assessments;
- b. Carry out guidance and counseling in the class that is his responsibility;
- c. Become a supervisor of the assessment and evaluation of the learning process and results.

3. The Description of Research Data

This research used classroom action research (CAR) that aim to improve the student's activity in learning speaking and the result of the study in Senior High School 1 Cikande. It was conducted in three cycles. The researcher used Video Blogs/Vlogs to improve the student's speaking

skill.

This research are conducted in three cycles: cycle I, cycle II, and cycle III. Each cycle consistsof two meetings and each meeting takes 2x45 minutes. Each cycle includes of planning ,action, observation and reflection. In this research, there searcher is as an English teacher and Mrs. Erna Irawati is as the collaborator.

4. Pre-Test Activity

The researcher conducted the pre-test on October 16th 2022 at 08.00 until 09.30. In thepre-test acivity, all students were ready to learn. The researcher greeted all the students. The researcher told the students that the researcher would conduct pre-test in their class inorder to know their speaking skill before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of test was speaking test that asked to the students to practice their speaking skill, the researcher asked them tore-tell about their past activity orally to improve speaking skill.

Table 3
Student's Pre-Test Score

No	Name	P	V	F	G	Total Point	Total Grade	Category	
1	ARP	1	1	2	1	5	31	Incomplete	
2	A	4	3	3	4	14	87	Complete	
3	ANK	1	2	2	1	6	37	Incomplete	
4	AMP	2	2	3	2	9	56	Incomplete	
5	ARR	3	2	3	1	9	56	Incomplete	
6	AW	1	1	2	3	7	44	Incomplete	
7	BNA	2	1	2	2	7	44	Incomplete	
8	CAS	2	1	1	2	6	37	Incomplete	
9	DNA	1	2	2	1	6	37	Incomplete	
10	DI	1	2	2	2	7	44	Incomplete	
11	DOF	2	3	3	3	11	69	Incomplete	
12	IZM	3	2	2	2	9	56	Incomplete	
13	FE	1	1	2	1	5	31	Incomplete	
14	FS	1	2	1	1	5	31	Incomplete	
15	JRS	2	1	2	1	6	37	Incomplete	
16	MK	2	1	1	2	6	37	Incomplete	
17	M F	1	2	1	1	5	31	Incomplete	
18	EF	3	2	4	4	13	81	Complete	
19	HM	4	2	4	3	13	81	Complete	
20	NA	2	1	2	2	7	44	Incomplete	
21	NA	1	1	2	2	6	37	Incomplete	
22	PE	1	2	2	1	6	37	Incomplete	
23	RB	2	1	2	1	6	37	Incomplete	
24	RF	3	3	3	4	13	81	Complete	
25	SD	2	1	2	2	7	44	Incomplete	
26	SA	1	1	2	1	5	31	Incomplete	
27	N	1	2	2	1	6	37	Incomplete	
28	TM	3	2	2	2	9	56	Incomplete	
29	S	4	2	3	3	12	75	Complete	
30	ZD	1	1	1	1	4	25	Incomplete	
		Total of all students'						1431	
		Grade							
		Total all of the students(n)						30	
		The highest grade						87	
		The lowest grade						25	
		Average						48	

Table 4
Point Evaluations Rubric

Point Evaluations	Explanations
Grade1	1. Response too over and over/ choked up and interrupting the storyline 2. Respon seconsists only of one word or sentence 3. Response only have a little grammar or not even structure dat all
Grade2	1. Response overlap or over and over again so annoying story line 2. Minimal storyline, with using vocabulary words and grammar simple 3. Response has that mistake cause confusion
Grade3	1. Response fluent/perfect 2. Story streak and use vocabulary and the grammar complex. 3. There is no response that mistake cause confusion
Grade4	1. Response fluent/perfect 2. Story streak and use vocabulary and the grammar complex. 3. There is no response that mistake cause confusion

Table 5
Speaking Assessment Rubric

SPEAKING ASSESSMENT RUBRIC		
Aspect	Score	Description
Pronunciation	1	Serious pronunciation problems so can't Understood
	2	Hard to understand because there are Pronunciation problems, often asked to repeat
	3	There are pronunciation problems that make listeners must be full concentrated and sometimes there is misunderstanding
	4	
	4	Easy to understand even with a certain accent

Vocabulary	1	Vocabulary is very limited
	2	Using vocabulary in correctly and vocabulary limited and difficult to understand
	3	Often uses inappropriate vocabulary, Conversation become slimited due to limited vocabulary say
	4	Sometimes using the wrong vocabulary Appropriate
Fluency	1	Speech is disjointed and stops resulting in a Conversation impossible to happen
	2	Often he sitates and stops because of limitations language
	3	Smoothness is somewhat disturbed by Problems language
	4	Smoothness seems lightly compromised by Issues language
Grammar	1	Grammatical errors osevere that they are difficult to correct understood
	2	Lots of grammatical errors get in the way Meaning and often rear range sentences
	3	Often makes grammatical errors affect Meaning
	4	Occasionally makes grammar mistakes but does not affect meaning

Table 6
Frequency of the Student's Score

No	Grade	Frequency	Percentage	Explanation
1	≥ 70	5 students	17%	Complete
2	<70	25 students	83%	Incomplete
	Total	30 students	100%	

Source: The result score of speaking pre-test at X class of SMAN 1 Cikande.

Base dont he data above, it could be inferred that 25 students (83%) were not successful and another 5 student (17%) was successful. The

successful students were those who got the minimum mastery criteria of English subject at SMAN 1 Cikande at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 48, so the result was unsatisfied. Therefore, the researcher used Video Vlog technique to improve the student's speaking skill.

1. Cycle I

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students's activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. There searcheral so planned to give evaluation to measure the student's mastery on the given materials.

2) Acting

1) The first meeting

The first meeting was conducted November, 7th 2022 at 07.30 until 09.00 and followed by 30 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator observed theres earcher to make sure the student's effectiveness before the researcher was doing research in the class. It

showed that most of students gave their full nice attention to there searcher when the study time came.

The Researcher announce the purpose of the learning today it was about speaking, in specific it is about recount text but in orally or we can say it as re-telling past story by making a video vlog, then there searcher asked the students to make a video vlog about heirpast story.

2) The second meeting

The second meeting was conducted on November, 8th 2022 at 09.00 until 10.30. In the second meeting, the researcher began the lesson by praying, greeting, checking attendance list and asking the student's condition.

In this meeting, the researcher gave post test 1 that similar with the pre-test before. In this first post test the researcher asked the students to do a speaking test by making a video vlog about re-telling a past story.

Table 7
The Student's Speaking Score of Post Test 1

No	Name	P	V	F	G	Total Point	Total Grade	Category
1	ARP	1	2	2	1	6	37	Incomplete
2	A	4	3	3	4	14	87	Complete
3	ANK	2	3	2	1	8	50	Incomplete
4	AMP	3	2	3	2	10	62	Incomplete
5	ARR	3	3	3	1	10	62	Incomplete
6	AW	1	2	2	3	8	50	Incomplete
7	BNA	2	2	2	2	8	50	Incomplete
8	CAS	2	1	1	2	6	37	Incomplete
9	DNA	2	2	2	1	7	44	Incomplete
10	DI	1	2	2	2	7	44	Incomplete

11	DOF	3	3	3	3	12	75	Complete
12	IZM	3	2	2	3	10	62	Incomplete
13	FE	1	2	2	1	6	37	Incomplete
14	FS	2	2	1	1	6	37	Incomplete
15	JRS	2	1	2	1	6	37	Incomplete
16	MK	2	2	1	2	7	44	Incomplete
17	M F	2	2	1	1	6	37	Incomplete
18	EF	3	3	4	4	14	87	Complete
19	HM	4	3	4	3	14	87	Complete
20	NA	2	1	2	2	7	44	Incomplete
21	NA	2	1	2	2	7	44	Incomplete
22	PE	2	2	2	1	7	44	Incomplete
23	RB	2	2	2	1	7	44	Incomplete
24	RF	4	3	3	4	14	87	Complete
25	SD	2	2	2	2	8	50	Incomplete
26	SA	1	1	2	1	5	31	Incomplete
27	N	1	2	2	1	6	37	Incomplete
28	TM	3	3	2	2	10	62	Incomplete
29	S	4	3	3	3	13	81	Complete
30	ZD	2	1	1	1	5	31	Incomplete
Total of all students" grade							1544	
Total all of the studets(n)							30	
The highest grade							87	
The lowest grade							31	
Average							51	

Table 8
Frequency of the Student's Score of Post Test 1

No	Grade	Frequency	Percentage	Explanation
1	≥ 70	6 students	20%	Complete
2	<70	24 students	80%	Incomplete
	Total	30 students	100%	

Source: The grade of speaking test of post test I of X grade of SMAN 1 Cikande

Base on the result above, it could be seen that 6 students (20%) got grade up to the standard and 24 students (80%) got grade less than the standard. It was higher than the result of pre-test. The criterion of

students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was stated successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

3) Observing

In observation, the collaborator observed the student's activities. There searcher as a teacher gave speaking topic taught in meeting 1 of cycle 1 that is about recountor re-telling story by using video vlog technique.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The result of the student's learning activities could be seen as follow.

4) Reflecting

From the result observation in learning process in cycle I, it is concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between post-test grade and post-test I grade was as follows:

Table 9
The Comparison Between Pre-test and Post-test I Grade in Cycle I

No	Name Initial	Pre Test	Post Test I	Deviation	Explanation
1.	ARP	31	37	6	Improved
2.	A	87	87	0	Stuck
3.	ANK	37	50	13	Improved
4.	AMP	56	62	6	Improved
5.	ARR	56	62	6	Improved
6.	AW	44	50	6	Improved
7.	BNA	44	50	6	Improved
8.	CAS	37	37	0	Stuck
9.	DNA	37	44	7	Improved
10.	DI	44	44	0	Stuck
11.	DOF	69	75	6	Improved
12.	IZM	56	62	6	Improved
13.	FE	31	37	6	Improved
14.	FS	31	37	6	Improved
15.	JRS	37	37	0	Stuck
16.	MK	37	44	7	Improved
17.	M F	31	37	6	Improved
18.	EF	81	87	6	Improved
19.	HM	81	87	6	Improved
20.	NA	44	44	0	Stuck
21.	NA	37	44	6	Improved
22.	PE	37	44	6	Improved
23.	RB	37	44	6	Improved
24.	RF	81	87	6	Improved
25.	SD	44	50	6	Improved
26.	SA	31	31	0	Stuck
27.	N	37	37	0	Stuck
28.	TM	56	62	6	Improved
29.	S	75	81	6	Improved
30.	ZD	25	31	6	Improved
Total		1431	1544		
Average		48	51		
The highest grade		87	87		
The lowest grade		25	31		

Table 10
The Comparison of Student's Pre Test and Post-Test I in Cycle I

Interval	Pre-Test		Post TestI		Explanation
	F	%	F	%	
≥70	5	17%	10	20%	Complete
<70	25	83%	20	80%	Incomplete
TOTAL	30	100%	30	100%	

The table and the graphic above, it could be inferred that 20 students (80%) were not successful and 10 other students (20%) were successful. The successful students were those who got the minimum mastery criteria at SMAN 1 Cikande at least 70. The successful students were fewer than those unsuccessful students. From the table above we can conclude that the grade was improved, but it still need more improving.

2. Cycle II

a. Planning

In the planning stage, the researcher gave the students task. The task is making a recount text. The recount text will be presented by the students orally or speaking. The students should make a good recount text then they should present it in front of the class one by one. In the second meeting, the researcher did a post test 2 to see if the student's speaking skill improved or not.

b. Acting

1) The first meeting

The first meeting was conducted November, 9th 2022 at 07.30 until 09.00 and followed by all students. The meeting was started by

praying, greeting and checking the attendance list.

In this stage, the researcher explain the activity of that day to the students. The activity was making a recount text based on their personal experience. After they finished the task, they should presented the recount text by orally in front of the class.

After all the students presented their recount text, the researcher open a question-answer time. The researcher ask them about what new vocabulary they have just found from their friend story. Then they should write the new vocab and remind all the vocab. After that, they should pronounce it orally.

2) The second meeting

The second meeting was conducted on November,10th 2022 at 09.00 until 10.30. In the second meeting, the researcher began the lesson by praying, greeting, checking attendance list and asking the student's condition.

In this meeting, the researcher gave post test 1 that similar with the pre-test before. In this first post test the researcher asked the students to do a speaking test by making a video vlog about re-telling a past story.

Table 11
The Student's Speaking Score of Post Test 2

No	Name	P	V	F	G	Total Point	Total Grade	Category
1	ARP	3	3	3	3	12	75	Complete
2	A	4	4	3	4	15	94	Complete
3	ANK	3	3	2	2	10	62	Incomplete
4	AMP	3	3	3	2	11	69	Incomplete
5	ARP	3	3	4	2	12	75	Complete
6	AW	3	2	2	3	10	62	Incomplete
7	BNA	3	3	3	3	12	75	Complete
8	CAA	4	3	3	2	12	75	Complete
9	DNA	2	2	2	2	8	50	Incomplete
10	DI	2	3	2	2	9	56	Incomplete
11	DOF	4	3	3	3	13	81	Complete
12	IZM	3	3	2	3	11	69	Incomplete
13	FE	2	2	2	1	7	44	Incomplete
14	FS	2	3	2	1	9	56	Incomplete
15	JRS	2	2	2	1	7	44	Incomplete
16	MK	2	3	2	2	9	56	Incomplete
17	MF	3	3	3	2	11	69	Incomplete
18	EF	4	3	4	4	15	94	Complete
19	HM	4	3	4	4	15	94	Complete
20	NA	2	2	2	2	8	50	Incomplete
21	NA	2	2	2	2	8	50	Incomplete
22	PE	3	3	4	2	12	75	Complete
23	RB	3	4	3	2	12	75	Complete
24	RF	4	4	3	4	15	94	Complete
25	SD	2	3	2	2	9	56	Incomplete
26	SA	2	3	2	2	9	56	Incomplete
27	N	2	2	3	2	9	56	Incomplete
28	TM	4	3	2	3	12	75	Complete
29	S	4	3	3	3	13	81	Complete
30	ZD	2	2	2	1	7	44	Incomplete
Total of all students" grade							2042	
Total all of the students(n)							30	
The highest grade							94	
The lowest grade							44	
Average							68	

Table 12
Frequency of the Student's Score of Post Test 2

No	Grade	Frequency	Percentage	Explanation
1	≥ 70	13 students	43%	Complete
2	<70	17 students	57%	Incomplete
	Total	30 students	100%	

Source: The grade result of speaking Post-test 2 at X Class of SMAN 1 Cikande

Based on the result above, it could be seen that 13 students (43%) got grade up to the standard and 17 students (57%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was stated successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

c. Observing

In observation, the collaborator observed the student's activities. The researcher as a teacher gave speaking topic taught in meeting 1 of cycle 2 that is about re-countor re-telling story by using video vlog technique.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2.

d. Reflecting

From the result observation in learning process in cycle II, it is concluded that in the learning process has not achieved Minimum

Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' post-test 1 grade and the result of students' post-test 2 grade. The comparison between post-test 1 grade and post-test 2 grade was as follows :

Table 13
The Comparison Between Post-test 1 and Post-test 2
Grade in Cycle II

No	Name	PostTest1	Post Test2	Deviation	Explanation
1.	ARP	37	75	38	Improved
2.	A	87	94	7	Improved
3.	ANK	50	62	12	Improved
4.	AMP	62	69	7	Improved
5.	ARR	62	75	13	Improved
6.	AW	50	62	12	Improved
7.	BNA	50	75	25	Improved
8.	CAS	37	75	38	Improved
9.	DNA	44	50	6	Improved
10.	DI	44	56	12	Improved
11.	DOF	75	81	6	Improved
12.	IZM	62	69	7	Improved
13.	FE	37	44	7	Improved
14.	FS	37	56	19	Improved
15.	JRS	37	44	7	Improved
16.	MK	44	56	12	Improved
17.	M F	37	69	32	Improved
18.	EF	87	94	7	Improved
19.	HM	87	94	7	Improved
20.	NA	44	50	6	Improved
21.	NA	44	50	6	Improved
22.	PE	44	75	31	Improved
23.	RB	44	75	31	Improved
24.	RF	87	94	7	Improved
25.	SD	50	56	6	Improved
26.	SA	31	56	25	Improved
27.	N	37	56	19	Improved
28.	TM	62	75	13	Improved
29.	S	81	81	0	Stuck
30.	ZD	31	44	13	Improved
Total		1544	2042		
Average		51	68		

The highest grade	87	94		
The lowest grade	31	44		

Table 14
The Comparison of Student's Post Test I and Post-Test II in Cycle II

Interval	Post-Test I		Post Test II		Explanation
	F	%	F	%	
≥ 70	10	40%	13	43%	Complete
< 70	15	60%	17	57%	Incomplete
TOTAL	30	100%	30	100%	

The table and the graphic above, it could be inferred that 15 students (60%) were not successful and 15 other students (40%) were successful at post test 1. The successful students were those who got the minimum mastery criteria at SMAN 1Cikande at least 70. The post test II showed that the student's grade was improved. The criterion of students who were successful in mastering the materials should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥ 70 . The facts showed that the result was unsatisfied.

3. Cycle III

a. Planning

In the planning stage, there searcher and the collaborator prepared are count video vlog for the students. The students have to watch the video. The researcher also gave the students some task that the students should finish. There searcher also planned to give evaluation to measure the students "mastery on the given materials.

b. Acting**1) The first meeting**

The first meeting was conducted November, 11th 2022 at 07.30 until 09.00 and followed by 30 students. The meeting was started by praying, greeting and checking the attendance list.

The Researcher announce purpose of that day's learning, the learning is about speaking. The researcher asked the student to watch a video vlog about recount. After finished watch the video, there searcher asked the students to analyse is there any wrong pronunciation, or wrong grammar in the video they've watched. And then there searcher ask students to discussion from each group and ask them to present the result of their task by orally or speaking in front of the class. They also have to find new vocabularies from the video.

2) The second meeting

The second meeting was conducted on November, 12th 2022 at 09.00 until 10.30. In the second meeting, the researcher began the lesson by praying, greeting, checking attendance list and asking the students "condition.

The Researcher did the post test 3 in order to measured the student's speaking skill, was the student's speaking skill have improved or not. There searcher asked the students to make a video vlog about recount or retelling a story orally.

Table 15
The Student's Speaking Score of Post Test III

No	Name	P	V	F	G	Total Point	Total Grade	Category
1	ARP	3	3	4	3	13	81	Complete
2	A	4	4	3	4	15	94	Complete
3	ANK	3	4	3	2	12	75	Complete
4	AMP	4	3	3	3	13	81	Complete
5	ARR	4	3	4	3	14	87	Complete
6	AW	3	4	3	3	13	81	Complete
7	BNA	4	3	4	3	13	81	Complete
8	CAS	4	3	3	3	13	81	Complete
9	DNA	3	3	2	3	11	69	Incomplete
10	DI	3	4	2	3	12	75	Complete
11	DOF	4	3	4	3	14	87	Complete
12	IZM	3	3	3	3	12	75	Complete
13	FE	2	3	2	2	9	56	Incomplete
14	FS	3	3	2	2	10	62	Incomplete
15	JRS	3	2	3	2	10	62	Incomplete
16	MK	4	3	2	3	12	75	Complete
17	M F	3	4	3	3	13	81	Complete
18	EF	4	3	4	4	15	94	Complete
19	HM	4	3	4	4	15	94	Complete
20	NA	2	3	2	2	9	56	Incomplete
21	NA	2	2	3	2	9	56	Incomplete
22	PE	4	3	4	2	13	81	Complete
23	RB	3	4	3	3	13	81	Complete
							94	Complete
24	RF	4	4	3	4	15		
25	SD	3	4	3	2	12	75	Complete
26	SA	2	3	4	3	12	75	Complete
27	N	3	2	3	4	12	75	Complete
28	TM	4	3	3	3	13	81	Complete
29	S	4	3	3	4	14	87	Complete
30	ZD	2	3	2	2	9	56	Incomplete
Total of all students' grade							2308	
Total all of the students(n)							30	
The highest grade							94	
The lowest grade							56	
Average							77	

Table 16
Frequency of the Student's Score of Post Test III

No	Grade	Frequency	Percentage	Explanation
1	≥ 70	23 students	77%	Complete
2	<70	7 students	23%	Incomplete
	Total	30 students	100%	

Source: The grade result of speaking Post-test III at X class of SMAN 1Cikande

Based on the result above, it could be seen that 23 students (77%) got grade up to the standard and 7 students (23%) got grade less than the standard. It was higher than the result of post-test II. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was stated successful when 75% students got grade ≥ 70 . The fact showed that the result was satisfied. It explained that the student's speaking skill have increased.

3) Observing

In observation, the collaborator observed the student's activities. There searcher as a teacher gave speaking topic taught in meeting 1 of cycle 3 that is about re countor re-telling story by using video vlog technique.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2.

4) Reflecting

From there sult observation in learning process in cycle III, it is concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of there search yet. At the end of this cycle, the researcher analyzed and calculated all the processes like student's post-test II grade and the result of students's post-test III grade. The comparison between post-test II grade and post-test III grade was as follows :

Table 17
The Comparison Between Post Test II and Post-test III Grade in Cycle III

No	Name	Post Test II	Post Test III	Deviation	Explanation
1.	ARP	75	81	6	Improved
2.	A	94	94	0	Stuck
3.	ANK	62	75	13	Improved
4.	AMP	69	81	12	Improved
5.	ARR	75	87	12	Improved
6.	AW	62	81	19	Improved
7.	BNA	75	81	6	Improved
8.	CAS	75	81	6	Improved
9.	DNA	50	69	19	Improved
10.	DI	56	75	19	Improved
11.	DOF	81	87	6	Improved
12.	IZM	69	75	6	Improved
13.	FE	44	56	12	Improved
14.	FS	56	62	6	Improved
15.	JRS	44	62	18	Improved
16.	MK	56	75	19	Improved
17.	MF	69	81	12	Improved
18.	EF	94	94	0	Stuck
19.	HM	94	94	0	Stuck
20.	NA	50	56	6	Improved
21.	NA	50	56	6	Improved
22.	PE	75	81	6	Improved
23.	RB	75	81	6	Improved
24.	RF	94	94	0	Stuck

25.	SD	56	75	19	Improved
26	SA	56	75	19	Improved
27	N	56	75	19	Improved
28	TM	75	81	6	Improved
29	S	81	87	6	Stuck
30	ZD	44	56	12	Improved
Total		2042	2308		
Average		68	77		
The highest grade		94	94		
The lowest grade		44	56		

Table 18
The Comparison of Student's Post Test II and Post-Test I in Cycle III

Interval	Post-Test II		Post Test III		Explanation
	F	%	F	%	
≥ 70	13	43%	23	77%	Complete
< 70	17	57%	7	23%	Incomplete
TOTAL	30	100%	30	100%	

The table and the graphic above, it could be inferred that 7 students (23%) were not successful and 23 other students (77%) were successful at post test III. The successful students were those who got the minimum mastery criteria at SMAN 1Cikande at least 70. The post test III showed that the student's grade was improved. The criteri on of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was sasid success ful when 75% students got grade ≥ 70 . The fact showed that the result was satisfied.

B. Discussion

In teaching speaking skill to the student's of SMAN 1 Cikande especially in students of X grade, the researcher Video technique to improve

the student's speaking skill.

The researcher used this technique to improve the student's speaking skill by practicing their speaking by making a recount text or retelling their story by orally. The treatment was applied to the student in order to improve their pronunciation, fluency, vocabulary, and their grammar.

Based on the explanation of cycle I, cycle II, and cycle III it was investigated that the use of Video Vlog technique could improve the student's in speaking skill. There is progress from the students get grade ≥ 70 from pre-test 17% or 5 students, post-test I 20% or 6 students, post-test II become 43% or 13 students, and post-test III become 77% or 23 students. It is inferred that there is improvement on the student's complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II and to the post-test III. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle III because the indicator of success 75% of students got grade ≥ 70 are reached.

The result of the student's activities in cycle I, cycle II, and cycle III are improved. Pay attention of the teacher's explanation from 77% to 87% and become 97%, the student's ask/answer question from 33% to 50% and become 73%, the student's activeness in the class from 40% to 57% and become 77%, the student's able do the task from 63% to 73% and become 97%. The result of student activities in cycle I is 35 % cycle II is 67 % and cycle III is 86%. Therefore, there is improvement in student's learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter shows the conclusions of the research and offers some suggestions. The conclusions and suggestions are drawn based on the research findings and discussions in the previous chapter.

A. Conclusion

Based on the result of the learning process on three cycles, the researcher would like to describe the conclusion that the speaking skill could be improved through Video Vlog Technique at the X grade of SMAN 1 Cikande.

It was investigated that the use of Video Vlog technique could improve the student's in speaking skill. There is progress from the students get grade ≥ 70 from pre-test 17 % or 5 students, post-test I 20% or 6 students, post-test II become 43% or 13 students, and post-test III become 77% or 23 students. It is inferred that there is improvement on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II and to the post-test III. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle III because the indicator of success 75% of students got grade ≥ 70 are reached.

The result of the student's activities in cycle I, cycle II, and cycle III are improved. Pay attention of the teacher's explanation from 77% to 87% and become 97%, the student's ask /answer question from 33% to 50% and

become 73%, the student's activeness in the class from 40% to 57% and become 77%, the student's able do the task from 63% to 73% and become 97%. The result of studentss activities in cycle I is 35 %cycle II is 67 % and cycle III is 86%. Therefore, there is improvement in student's learning activity.

B. Suggestion

Based on the conclusion above, there are some suggestion in tended to the improvement of teaching and learning process, as follows:

1. To English Teacher

- a. The teacher is suggested to prepare and select appropriate technique and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning enjoyable process, suchas selecting text or new teaching media. Role the teacher how to made student create to achieve material and made English language interest in their learning process.
- b. It is better for the teacher to use Video Vlog technique in English learning especially in speaking because it can improve student's speaking skill
- c. The teacher is suggested motivation to the students in order to be active in learning process. Inovation nedeed for teacher to made interest English learning.

2. To the Students

It is suggested to the students to be more active in learning process in the class and improve their ability in speaking skill so they can be successful in English learning. And also Video Vlog technique can improve their English speaking skill. They can talking about everything in video vlog.

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A P P E N D I X

Appendix 1

SILABUS SMA

Mata Pelajaran: Bahasa Inggris

Kelas: X

Kompetensi Inti

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- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleransi, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetisi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.</p> <p>1.2 Menunjukkan Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab, dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>1.3 Menganalisis fungsi sosial, struktur teks, dan unsure</p>	<p>Tindakan/kejadian yang dilakukan terjadi diwaktu lampau yang merujuk waktu terjadinya dengan merujuk pada kesudahannya (Past simple dan present perfect tense)</p> <p>Fungsi Sosial</p> <p>Menyatakan dan menanyakan tentang tindakan/kejadia yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya</p> <p>Struktur teks</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat past simple dan present perfect tense,dalam berbagai konteks. Siswa berinteraksi menggunakan kalimat past simpe, dan present perfect tense selama proses pembelajaran, dengan bimbingan guru. Dengan bimbingan dan arahan guru, siswa mengidentifikasi cirri-ciri kalimat past simple dan present perfect tense, (fungsi sosial, struktur 	<p>Kriteria Penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kelengkapan dan keruntutan struktur teks Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (Observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan member balikan.</p> <p>Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan 		<ul style="list-style-type: none"> Audio CD/VCD/D VD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/americanenglish/resource_files http://learnenglish.britishcouncil.org/en/

<p>kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>1.4 Menyusun teks lisan dan tertulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi dimasa lampu yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya ,dengan</p>	<p>I had plowed into a big green buick. I hollered farewells to my friends and poured myself into the car My friend has prepared everything before we left</p> <p>Unsur Kebahasaan</p> <p>(1) Past simple, present perfect (2) Tata bahasa ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p>Topik</p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran,</p>	<p>teks, dan unsure kebahasaan)</p> <p>Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai past simple dan present perfect yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada 	<p>Komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks Kesungguhan siswa dalam proses pembelajaran disetiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		
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<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>didalam maupun di luar kelas.</p>	<p>kesudahannya dalam bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur</p> <ul style="list-style-type: none"> • Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran. Mengasosiasi • Siswa membandingkan kalimat PastSimple dan Present Perfect tense yang telah dipelajari dengan ungkapan-ungkapan lainnya. 			
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		<ul style="list-style-type: none"> • Siswa membandingkan antara kalimat PastSimple dan Present Perfect tense dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan 			
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		<p>yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas.</p> <ul style="list-style-type: none">• Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya.			
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**RENCANA PELAKSANAAN
PEMBELAJARAN
(RPP)**

Sekolah: SMA Negeri 1 Cikande

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: X/satu

Materi Pokok: Recount Text

Alokasi Waktu:

A. Kompetensi Isi

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba mengolah,dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
Memahami fungsi sosial, struktur teks,	<ul style="list-style-type: none">• Siswa mampu memahami

<p>dan unsur kebahasaan teks recount tentang pengalaman atau peristiwa pribadi berdasarkan konteks.</p> <p>Memahami arti dari teks recount sederhana tertulis atau lisan.</p> <p>Menyusun teks recount sederhana tertulis dan lisan tentang pengalaman/kegiatan/peristiwa dengan fungsi sosial, struktur teks, yang benar dan unsur bahasa dan kontekstual.</p>	<p>isi teks recount</p> <ul style="list-style-type: none"> • Siswa mampu memahami struktur umum teks recount • Siswa mampu membangun teks pengalaman • Siswa menggunakan tata bahasa yang benar dalam ungkapan. Mengucapkan kata dengan benar. Mengucapkan kalimat dengan intonasi yang benar.
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C. Tujuan Pembelajaran

Sesama dan setelah proses pembelajaran mengamati, menanya, mengeksplorasi, menganalisis, dan mengkomunikasikan. Para siswa diharapkan mampu dalam:

1. Memahami fungsi sosial dan struktur teks recount
2. Menyusun teks recount
3. Mampu menerapkan teks recount tertulis dan lisan
4. Mengungkapkan kalimat dengan intonasi, grammar dan ketepatan dalam berbicara.
5. Merefleksi dalam kegiatan sehari hari

D. Materi Pembelajaran

1. Fakta:
Menceritakan kembali pengalaman tak terlupakan seperti pengalaman dikota terkenal atau bertemu penyanyi favorit
2. Konsep

Penggunaan simple past dalam sebuah paragraf, kronologis: setting, event 1, event 2, etc.

3. Prinsip
Gunakan masa lalu dalam kronologi yang benar untuk membangun paragraf yang koheren.
4. Prosedur
Jelaskan tentang cara membuat recount teks dan cara menyusun simple past dalam paragraph kronologis.

Apa yang dimaksud dengan Recount text?

Recount text merupakan salah satu jenis teks dalam Bahasa Inggris yang berisi mengenai cerita suatu tindakan maupun kegiatan penulis atau tokoh-tokoh dalam cerita tersebut. kegiatan atau tindakan yang dimaksud merupakan pengalaman dari penulis yang diungkapkan melalui recount text, biasanya tujuan recount text adalah untuk menghibur pembaca, serta memberikan informasi.

Macam-macam Recount Text

Macam-macam	Penjelasan
1. Personal Recount	Recount text yang memiliki fungsi untuk menceritakan mengenai pengalaman pribadi penulis. Personal recount merupakan jenis paling umum yang biasa digunakan untuk menulis teks recount.
2. Factual Recount	Recount text yang memiliki fungsi untuk menyajikan laporan mengenai peristiwa yang terjadi berdasarkan fakta (benar-benar terjadi).
3. Imaginative	Recount text yang memiliki fungsi untuk menceritakan peristiwa imajinatif. Contohnya recount text yang menceritakan pengalaman penulis dalam menghayalkan sebuah adegan yang dia dapat dari mimpinya.
4. Historical Recount	Recount text yang berisi mengenai sejarah.

Generik Struktur Recount Text



Sampel Materi Recount Text

I was late to School

Last week was the first day I was late to school. I had never come late to school before.

Before sleeping, I set my alarm to 05.00. But then, I woke up at 08.00 because the alarm didn't ring. After I woke up, I realized that my alarm was broken. I panicked and rushed to bathroom and changed to my school uniform. I grab my bike and rode it with full speed to school. When I arrived, I was punished for being late. The next day, I bought a new alarm to prevent me from doing the same mistake.

E. Metode Pembelajaran

Pendekatan: Metode Ilmiah (scientific approach)

Strategi: Pengamatan, pemodelan, diskusi, mempraktikkan, pembelajaran kooperatif.

F. Media Pembelajaran

Alat: Whiteboard, spidol, laptop, speaker, Lcd Proyektor, Handphone.

Media: a. Video Penjelasan Recount text

b. Video vlog tentang Pengalaman

G. Kegiatan Pembelajaran

Aktifitas	Keterangan	Alokasi Waktu
Pendahuluan	➤ Guru masuk ke kelas dan menyapa siswa	

	<ul style="list-style-type: none">➤ Guru memimpin doa sebelum belajar mengajar dimulai➤ Guru memberikan beberapa pertanyaan yang memiliki hubungan dengan materi yang akan disampaikan➤ Guru memberikan motivasi tentang manfaat bahwa siswa akan mendapatkan setelah sedang belajar	
Inti Mengamati	<ul style="list-style-type: none">➤ Siswa mengamati tayangan video/video vlog yang diberikan guru, yang berisi contoh Recount text dan membaca teks yang berisi recount teks➤ Siswa mendengarkan penjelasan guru terkait materi tersebut➤ Siswa memperhatikan fungsi sosial umum struktur. Dan fitur bahasa	

	dari teks pengalaman	
	<p>Menanyakan</p> <ul style="list-style-type: none"> ➤ Siswa memiliki kesempatan untuk mengajukan beberapa pertanyaan terkait dengan materi recount text 	
Closing	<ul style="list-style-type: none"> ➤ Siswa diminta untuk membuat resume tentang apa yang telah mereka dapatkan proses belajar mengajar ➤ Guru bertanya kepada siswa untuk menulis ulang recount teks mereka dikertas ➤ Guru memberikan motivasi kepada siswa ➤ Guru membahas kesulitan dalam melakukan aktivitas 	

	<p>pembelajaran</p> <p>➤ Guru menyimpulkan hasil pembelajaran</p>	
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H. Penilaian

ASPECT	CATEGORIES	INDICATORS
	4 (Excellent)	General natural delivery, only occasional halting when searching for appropriate word/expression.
Fluency	3 (Good)	The student hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts.
	2 (Adequate)	Speech is slow and hesitant. Maintain speech in a passive manner and need regular prompt.
	1 (Fair)	The students speak so little that no “ fluency” speech can be said to occur.
Pronunciation	4 (Excellent)	Occasional errors of pronunciation a few inconsistencies of a rhytm,intonation and pronunciation but comprehension is not impeded.
	3 (Good)	Rhytm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2(Adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (Fair)	Words are unintelligible.
	4 (Excellent)	Effective use of vocabulary for the task with few inappropriate.
Vocabulary	3 (Good)	For the most parts, effective use of vocabulary for the j with some examples of inappropriate.

	2 (Adequate)	Limited use vocabulary with frequent innapropriate.
	1 (Fair)	Inappropriate and inadequate vovabulary.
Fluency	4 (Excellent)	Effective use of vocabulary for the task with few inappropriate.
	3 (Good)	For the most parts, effective use of vocabulary for the j with some examples of inappropriate.
	2 (Adequate)	Limited use vocabulary with frequent inappropriate.
	1 (Fair)	Inappropriate and inadequate vocabulary.
	TOTAL SCORE	

Terdapat 4 Komponen Penilaian:

- a. Vocabulary
- b. Pronunciation
- c. Grammar
- d. Fluency

Setiap masing-masing komponen penilaiannya yaitu: **25**

Jadi, **25 x 4 = 100**

**RENCANA PELAKSANAAN
PEMBELAJARAN
(RPP)**

Sekolah: SMA Negeri 1 Cikande

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: X/satu

Materi Pokok: Recount Text

Alokasi Waktu:

A. Kompetensi Isi

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba mengolah,dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
Memahami fungsi sosial, struktur	<ul style="list-style-type: none"> • Siswa mampu memahami

<p>teks, dan unsure kebahasaan teks recount tentang pengalaman atau peristiwa pribadi berdasarkan konteks.</p> <p>Memahami arti dari teks recount sederhana tertulis dan lisan.</p> <p>Menyusun teks recount sederhana tertulis dan lisan tentang pengalaman/kegiatan/peristiwa dengan fungsi sosial, struktur teks, yang benar dan unsur bahasa dan kontekstual.</p>	<p>isi teks recount</p> <ul style="list-style-type: none"> • Siswa mampu memahami struktur umum teks recount • Siswa mampu membangun teks pengalaman • Siswa menggunakan tata bahasa yang benar dalam ungkapan. Mengucapkan kalimat dengan intonasi yang benar.
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C. Tujuan Pembelajaran

Sesama dan setelah proses pembelajaran mengenai, menanya, mengeksplorasi menganalisis, dan mengkomunikasikan. Para siswa diharapkan mampu dalam:

1. Memahami fungsi sosial dan struktur teks recount
2. Menyusun teks recount
3. Mampu menerapkan teks recount tertulis dan lisan
4. Mengungkapkan kalimat dengan intonasi, grammar, dan ketepatan dalam berbicara.
5. Merefleksi dalam kegiatan sehari-hari

D. Materi Pembelajaran

1. Fakta:
Menceritakan kembali pengalaman tak terlupakan seperti pengalaman dikota terkenal atau bertemu penyanyi favorit.
2. Konsep:

Penggunaan simple past dalam sebuah paragraph, kronologis, setting, event 1, event 2, etc.

3. Prinsip:
Gunakan masa lalu dan kronologi yang benar untuk membangun paragraf yang koheren.
4. Prosedur:
Jelaskan tentang cara membuat recount teks dan cara menyusun simple past dalam paragraf kronologis.

Apa yang dimaksud dengan Recount Text?

Recount text merupakan salah satu jenis teks dalam Bahasa Inggris yang berisi mengenai cerita suatu tindakan maupun kegiatan penulis atau tokoh-tokoh dalam cerita tersebut. kegiatan atau tindakan yang dimaksud merupakan pengalaman dari penulis yang diungkapkan melalui recount text, biasanya tujuan recount text adalah untuk menghibur pembaca, serta memberikan informasi.

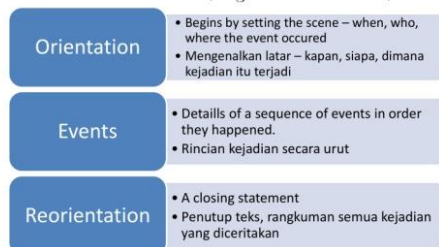
Macam – macam Recount Text

Macam - Macam	Penjelasan
1. Personal Recount	Recount text yang memiliki fungsi untuk menceritakan mengenai pengalaman pribadi penulis. Personal recount merupakan jenis paling umum yang biasa digunakan untuk menulis teks recount.
2. Factual Recount	Recount text yang memiliki fungsi untuk menyajikan laporan mengenai peristiwa yang terjadi berdasarkan fakta (benar-benar terjadi).
3. Imaginative	Recount text yang memiliki fungsi untuk menceritakan peristiwa imajinatif. Contohnya recount text yang menceritakan pengalaman penulis dalam menghayalkan sebuah adegan yang dia dapat dari mimpinya.
4. Historical Recount	Recount text yang berisi mengenai sejarah.

Generik Struktur Recount Text

Recount Text

The Generic Structure (Bagian Umum Teks)



Sampel Materi Recount Text

Holiday

I spent my last holiday in Karimunjawa, Central Java with my friends.

On the first day, I arrived at Karimunjawa Harbor at 10.00 after a 12 hour trip with a bus and ferry boat. After I arrived, I decided to take a shower and rest for a while. Then, I followed a trip with our guide to explore a few islands around Karimunjawa. On the next morning, we went snorkeling and explore more island. We had fun, we also ate good food. On the last day, I went shopping for some souvenirs. After that, I went to the harbor at 11.00. We arrived in Bandung at 23.00. I had a wonderful experience in Karimunjawa. It was the best trip of my life

E. Metode Pembelajaran

Pendekatan: Metode Ilmiah (scientific approach)

Strategi: Pengamatan, pemodelan, diskusi, mempraktikkan, pembelajaran kooperatif.

F. Media Pembelajaran

Alat: Whiteboard, spidol, laptop, speaker, Lcd Proyektor, Handphone.

Media: a. Video Penjelasan Recount text

b. Video vlog tentang Pengalaman

G. Kegiatan Pembelajaran

Aktifitas	Keterangan	Alokasi Waktu
Pendahuluan	➤ Guru masuk ke kelas dan menyapa siswa	

	<ul style="list-style-type: none"> ➤ Guru memimpin doa sebelum belajar mengajar dimulai ➤ Guru memberikan beberapa pertanyaan yang memiliki hubungan dengan materi yang akan disampaikan ➤ Guru memberikan motivasi tentang manfaat bahwa siswa akan mendapatkan setelah sedang belajar 	
<p>Inti</p> <p>Mengamati</p>	<ul style="list-style-type: none"> ➤ Siswa mengamati tayangan video/video vlog yang diberikan guru, yang berisi contoh Recount text dan membaca teks yang berisi recount teks ➤ Siswa mendengarkan penjelasan guru terkait materi tersebut 	

	<ul style="list-style-type: none"> ➤ Siswa memperhatikan fungsi sosial umum struktur. Dan fitur bahasa dari teks pengalaman 	
	<p>Menanyakan</p> <ul style="list-style-type: none"> ➤ Siswa memiliki kesempatan untuk mengajukan beberapa pertanyaan terkait dengan materi recount text 	
	<p>Mengeksplorasi/ Mengasosiasi data atau informasi</p> <ul style="list-style-type: none"> ➤ Siswa membuat kelompok ➤ Siswa diminta untuk berbicara tentang gambar recount text yang diberikan oleh guru 	

	<ul style="list-style-type: none">➤ Siswa melakukan pekerjaannya didepan kelas dengan menggunakan video blog/vlog.➤ Guru membahas hasil kerja praktik siswa.	
Penutup	<ul style="list-style-type: none">➤ Para siswa diminta memberikan kesimpulan tentang apa yang mereka dapatkan dalam proses belajar mengajar.➤ Guru membahas manfaat dalam pembelajaran yang telah diselesaikan.➤ Guru membahas kesulitan dalam melakukan aktivitas pembelajaran.➤ Guru menyimpulkan hasil pembelajaran.	

H. Penilaian

ASPECT	CATEGORIES	INDICATORS
	4 (Excellent)	General natural delivery, only occasional halting when searching for appropriate word/expression.
Fluency	3 (Good)	The student hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts.
	2 (Adequate)	Speech is slow and hesitant. Maintain speech in a passive manner and need regular prompt.
	1 (Fair)	The students speak so little that no “ fluency” speech can be said to occur.
Pronunciation	4 (Excellent)	Occasional errors of pronunciation a few inconsistencies of a rhytm,intonation and pronunciation but comprehension is not impeded.
	3 (Good)	Rhytm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
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	1 (Fair)	Inappropriate and inadequate vocabulary.
	TOTAL SCORE	

Terdapat 4 Komponen Penilaian:

- e. Vocabulary
- f. Pronunciation
- g. Grammar
- h. Fluency

Setiap masing-masing komponen penilaiannya yaitu: **25**
Jadi, **25 x 4 = 100**

**RENCANA PELAKSANAAN
PEMBELAJARAN
(RPP)**

Sekolah : SMA Negeri 1 Cikande
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/satu
Materi Pokok : Recount Text
Alokasi Waktu :

A. Kompetensi Isi

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba mengolah,dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>Memahami fungsi sosial, struktur teks, dan unsure kebahasaan teks recount tentang pengalaman atau peristiwa pribadi berdasarkan konteks.</p> <p>Memahami arti dari teks recount sederhana tertulis dan lisan.</p> <p>Menyusun teks recount sederhana tertulis dan lisan tentang pengalaman/kegiatan/peristiwa dengan fungsi sosial, struktur teks, yang benar dan unsur bahasa dan kontekstual.</p>	<ul style="list-style-type: none"> • Siswa mampu memahami isi teks recount • Siswa mampu memahami struktur umum teks recount • Siswa mampu membangun teks pengalaman • Siswa menggunakan tata bahasa yang benar dalam ungkapan. Mengucapkan kalimat dengan intonasi yang benar.

C. Tujuan Pembelajaran

Sesama dan setelah proses pembelajaran mengenai, menanya, mengeksplorasi menganalisis, dan mengkomunikasikan. Para siswa diharapkan mampu dalam:

1. Memahami fungsi sosial dan struktur teks recount
2. Menyusun teks recount
3. Mampu menerapkan teks recount tertulis dan lisan
4. Mengungkapkan kalimat dengan intonasi, grammar, dan ketepatan dalam berbicara.
5. Merefleksi dalam kegiatan sehari-hari

D. Materi Pembelajaran

1. Fakta:
Menceritakan kembali pengalaman tak terlupakan seperti pengalaman dikota terkenal atau bertemu penyanyi favorit.
2. Konsep:
Penggunaan simple past dalam sebuah paragraph, kronologis, setting, event 1, event 2, etc.
3. Prinsip:
Gunakan masa lalu dan kronologi yang benar untuk membangun paragraf yang koheren.
4. Prosedur:
Jelaskan tentang cara membuat recount teks dan cara menyusun simple past dalam paragraf kronologis.

Apa yang dimaksud dengan Recount Text?

Recount text merupakan salah satu jenis teks dalam Bahasa Inggris yang berisi mengenai cerita suatu tindakan maupun kegiatan penulis atau tokoh-tokoh dalam cerita tersebut. kegiatan atau tindakan yang dimaksud merupakan pengalaman dari penulis yang diungkapkan melalui recount text, biasanya tujuan recount text adalah untuk menghibur pembaca, serta memberikan informasi.

Macam-macam Recount Text

Macam – Macam	Penjelasan
1. Personal Recount	Recount text yang memiliki fungsi untuk menceritakan mengenai pengalaman pribadi penulis. Personal recount merupakan jenis paling umum yang biasa digunakan untuk menulis teks recount.
2. Factual Recount	Recount text yang memiliki fungsi untuk menyajikan laporan mengenai peristiwa yang terjadi berdasarkan fakta (benar-benar terjadi).
3. Imaginative	Recount text yang memiliki fungsi untuk menceritakan peristiwa imajinatif. Contohnya recount text yang menceritakan pengalaman penulis dalam menghayalkan sebuah adegan yang dia dapat dari mimpinya.
4. Historical Recount	Recount text yang berisi mengenai sejarah.

Generic Structure Recount Text

Recount Text

The Generic Structure (Bagian Umum Teks)

Orientation	<ul style="list-style-type: none"> • Begins by setting the scene – when, who, where the event occurred • Mengenalkan latar – kapan, siapa, dimana kejadian itu terjadi
Events	<ul style="list-style-type: none"> • Details of a sequence of events in order they happened. • Rincian kejadian secara urut
Reorientation	<ul style="list-style-type: none"> • A closing statement • Penutup teks, rangkuman semua kejadian yang diceritakan

Sampel Materi Recount Text

Hobby

I love singing since I was kid. I practiced so hard before I the D-day. My parents were really supportive. They helped me to practice and prepared healthy food for me. They also gave me motivation to believe in my self.

E. Metode Pembelajaran

Pendekatan: Metode Ilmiah (scientific approach)

Strategi: Pengamatan, pemodelan, diskusi, mempraktikkan, pembelajaran kooperatif.

F. Media Pembelajaran

Alat: Whiteboard, spidol, laptop, speaker, Lcd Proyektor, Handphone.

Media: a. Video Penjelasan Recount text

b. Video vlog tentang Pengalaman

G. Kegiatan Pembelajaran

Aktifitas	Keterangan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> ➤ Guru masuk ke kelas dan menyapa siswa ➤ Guru memimpin doa sebelum belajar mengajar dimulai ➤ Guru memberikan beberapa pertanyaan yang memiliki hubungan dengan materi yang akan disampaikan ➤ Guru memberikan motivasi tentang manfaat bahwa siswa akan mendapatkan setelah sedang belajar 	
Inti	<ul style="list-style-type: none"> ➤ Siswa mengamati tayangan video/video vlog yang diberikan guru, yang berisi 	

Mengamati	<p>contoh Recount text dan membaca teks yang berisi recount teks</p> <ul style="list-style-type: none"> ➤ Siswa mendengarkan penjelasan guru terkait materi tersebut ➤ Siswa memperhatikan fungsi sosial umum struktur. Dan fitur bahasa dari teks pengalaman 	
	<p>Menanyakan</p> <ul style="list-style-type: none"> ➤ Siswa memiliki kesempatan untuk mengajukan pertanyaan terkait dengan materi recount text 	
Penutup	<ul style="list-style-type: none"> ➤ Siswa diminta untuk membuat resume tentang apa yang telah mereka dapatkan pada proses belajar mengajar ➤ Guru bertanya kepada siswa untuk menulis ulang recount tek mereka dikertas ➤ Guru memberikan motivasi 	

	<p>kepada siswa</p> <ul style="list-style-type: none">➤ Guru membahas kesulitan dalam melakukan aktivitas kepada siswa➤ Guru menyimpulkan hasil pembelajaran	
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H. Penilaian

ASPECT	CATEGORIES	INDICATORS
	4 (Excellent)	General natural delivery, only occasional halting when searching for appropriate word/expression.
Fluency	3 (Good)	The student hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts.
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	TOTAL SCORE	

- a. Vocabulary
- b. Pronunciation
- c. Grammar
- d. Fluency

Setiap masing-masing komponen penilaiannya yaitu: **25**
 Jadi, **25 x 4 = 100**

**RENCANA PELAKSANAAN
PEMBELAJARAN
(RPP)**

Sekolah : SMA Negeri 1 Cikande
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/satu
Materi Pokok : Recount Text
Alokasi Waktu :

A. Kompetensi Isi

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba mengolah,dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>Memahami fungsi sosial, struktur teks, dan unsure kebahasaan teks recount tentang pengalaman atau peristiwa pribadi berdasarkan konteks.</p> <p>Memahami arti dari teks recount sederhana tertulis dan lisan.</p> <p>Menyusun teks recount sederhana tertulis dan lisan tentang pengalaman/kegiatan/peristiwa dengan fungsi sosial, struktur teks, yang benar dan unsur bahasa dan kontekstual.</p>	<ul style="list-style-type: none"> • Siswa mampu memahami isi teks recount • Siswa mampu memahami struktur umum teks recount • Siswa mampu membangun teks pengalaman • Siswa menggunakan tata bahasa yang benar dalam ungkapan. Mengucapkan kalimat dengan intonasi yang benar.

C. Tujuan Pembelajaran

Sesama dan setelah proses pembelajaran mengenai, menanya, mengeksplorasi menganalisis, dan mengkomunikasikan. Para siswa diharapkan mampu dalam:

1. Memahami fungsi sosial dan struktur teks recount
2. Menyusun teks recount
3. Mampu menerapkan teks recount tertulis dan lisan
4. Mengungkapkan kalimat dengan intonasi, grammar, dan ketepatan dalam berbicara.
5. Merefleksi dalam kegiatan sehari hari

D. Materi Pembelajaran

1. Fakta:
Menceritakan kembali pengalaman tak terlupakan seperti pengalaman dikota terkenal atau bertemu penyanyi favorit.
2. Konsep:
Penggunaan simple past dalam sebuah paragraph, kronologis, setting, event 1, event 2, etc.
3. Prinsip:
Gunakan masa lalu dan kronologi yang benar untuk membangun paragraf yang koheren.
4. Prosedur:
Jelaskan tentang cara membuat recount teks dan cara menyusun simple past dalam paragraf kronologis.

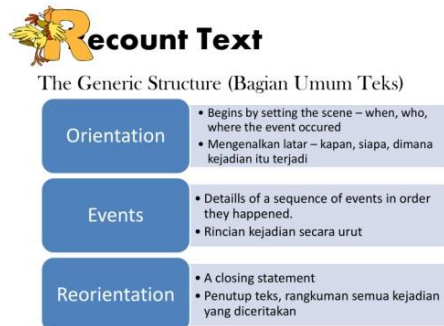
Apa yang dimaksud dengan Recount Text?

Recount text merupakan salah satu jenis teks dalam Bahasa Inggris yang berisi mengenai cerita suatu tindakan maupun kegiatan penulis atau tokoh-tokoh dalam cerita tersebut. kegiatan atau tindakan yang dimaksud merupakan pengalaman dari penulis yang diungkapkan melalui recount text, biasanya tujuan recount text adalah untuk menghibur pembaca, serta memberikan informasi.

Macam – Macam Recount Text

Macam- Macam	Penjelasan
1. Personal Recount	Recount text yang memiliki fungsi untuk menceritakan mengenai pengalaman pribadi penulis. Personal recount merupakan jenis paling umum yang biasa digunakan untuk menulis teks recount.
2. Factual Recount	Recount text yang memiliki fungsi untuk menyajikan laporan mengenai peristiwa yang terjadi berdasarkan fakta (benar-benar terjadi).
3. Imaginative	Recount text yang memiliki fungsi untuk menceritakan peristiwa imajinatif. Contohnya recount text yang menceritakan pengalaman penulis dalam menghayalkan sebuah adegan yang dia dapat dari mimpinya.
4. Historical Recount	Recount text yang berisi mengenai sejarah.

Generic Structure Recount Text



Sampel Materi Recount Text

Food

When I was in my lunch break, I ate my favourite meatball and I put too much sauce in to my meatball. After I finished my lunch, my stomach felt like it was on fire. It was very painful that I left school early, I got fever and diarrhea for 3 years.

E. Metode Pembelajaran

Pendekatan: Metode Ilmiah (scientific approach)

Strategi: Pengamatan, pemodelan, diskusi, mempraktikkan, pembelajaran kooperatif.

F. Media Pembelajaran

Alat: Whiteboard, spidol, laptop, speaker, Lcd Proyektor, Handphone.

Media: a. Video Penjelasan Recount text

b. Video vlog tentang Pengalaman

G. Kegiatan Pembelajaran

Aktifitas	Keterangan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> ➤ Guru masuk ke kelas dan menyapa siswa ➤ Guru memimpin doa sebelum belajar mengajar dimulai ➤ Guru memberikan beberapa pertanyaan yang memiliki hubungan dengan materi yang akan disampaikan ➤ Guru memberikan motivasi tentang manfaat bahwa siswa akan mendapatkan setelah sedang belajar 	
Inti Mengamati	<ul style="list-style-type: none"> ➤ Siswa mengamati tayangan video/video vlog yang diberikan guru, yang berisi contoh Recount text dan membaca teks yang berisi recount teks ➤ Siswa mendengarkan penjelasan guru terkait materi tersebut <p>Siswa memperhatikan fungsi sosial umum struktur. Dan fitur bahasa dari teks pengalaman</p>	
	<p>Menanyakan</p> <ul style="list-style-type: none"> ➤ Siswa memiliki kesempatan untuk mengajukan beberapa pertanyaan terkait dengan materi recount text 	
	<p>Mengeksplorasi/ Mengasosiasi data atau informasi</p> <ul style="list-style-type: none"> ➤ Siswa membuat kelompok ➤ Siswa diminta untuk berbicara tentang gambar 	

	<p>recount text yang diberikan oleh guru</p> <ul style="list-style-type: none"> ➤ Siswa melakukan pekerjaannya didepan kelas dengan menggunakan video blog/vlog. ➤ Guru membahas hasil kerja praktik siswa. 	
Penutup	<ul style="list-style-type: none"> ➤ Para siswa diminta memberikan kesimpulan tentang apa yang mereka dapatkan dalam proses belajar mengajar. ➤ Guru membahas manfaat dalam pembelajaran yang telah diselesaikan. ➤ Guru membahas kesulitan dalam melakukan aktivitas pembelajaran. ➤ Guru menyimpulkan hasil pembelajaran. 	

H. Penilaian

ASPECT	CATEGORIES	INDICATORS
	4 (Excellent)	General natural delivery, only occasional halting when searching for appropriate word/expression.
Fluency	3 (Good)	The student hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts.
	2 (Adequate)	Speech is slow and hesitant. Maintain speech in a passive manner and need regular prompt.
	1 (Fair)	The students speak so little that no “ fluency” speech can be said to occur.
Pronunciation	4 (Excellent)	Occasional errors of pronunciation a few inconsistencies of a rhytm,intonation and pronunciation but comprehension is not impeded.
	3 (Good)	Rhytm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead

		to incomprehension.
	2 (Adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (Fair)	Words are unintelligible.
	4 (Excellent)	Effective use of vocabulary for the task with few inappropriate.
Vocabulary	3 (Good)	For the most parts, effective use of vocabulary for the j with some examples of inappropriate.
	2 (Adequate)	Limited use vocabulary with frequent innapropriate.
	1 (Fair)	Inappropriate and inadequate vovabulary.
Fluency	4 (Excellent)	Effective use of vocabulary for the task with few inappropriate.
	3 (Good)	For the most parts, effective use of vocabulary for the j with some examples of inappropriate.
	2 (Adequate)	Limited use vocabulary with frequent inappropriate.
	1 (Fair)	Inappropriate and inadequate vocabulary.
	TOTAL SCORE	

Terdapat 4 Komponen Penilaian:

- a. Vocabulary
- b. Pronouncation
- c. Grammar
- d. Fluency

Setiap masing-masing komponen penilaiannya yaitu: **25**
Jadi, **25 x 4 = 100**

SOAL PRE TEST**Name:****Class:****Subject:****Time Allocation:**

- Make a video blog/vlog using a cellphone with the title Recount Text
 - a. Explain what you think is meant by an Recount Text and make it using video
 - b. Please tell the pictures bellow in order to make a good recount text. The time allocation for speaking is 2 minutes!



SOAL POST TEST I

Name :
Class :
Subject :
Time Allocation:

Instruction:

1. Please tell about your experience last weekend in front of class!
The time allocation for speaking is 2 minutes.
2. Please tell about your experience last weekend by using a videoblog!
The time allocation for speaking is 2 minutes.

SOAL POST TEST 2

Name :
Class :
Subject:
Time Allocation:

1. Please tell about your experience last weekend in front of class!
The time allocation for speaking is 2 minutes.
2. Please tell about your experience last weekend by using a videoblog!
The time allocation for speaking is 2 minutes.

SOAL POST TEST 3

Name:
Class:
Subject:
Time Allocation:

1. Please tell about your experience last weekend in front of class!

The time allocation for speaking is 2 minutes.

2. Please tell about your experience last weekend by using a video blog!

The time allocation for speaking is 2 minutes.

The Student's Learning Activity Observation in Cycle I

No	Name	The Learning Activity Aspects			
		Paying attention on the teacher's explanation	Answering the question	Being active in the class	Being able to do the task
1.	Agnia R.P	√	-	-	√
2.	Aisyah	√	√	√	√
3.	Aisyah N.K	√	-	√	√
4.	Aji Mulya.P	√	-	√	-
5.	Aldi Rizky.R	√	√	-	-
6.	Aldi Wicaksono	√	-	√	√
7.	Brillian Nurul	√	-	-	√
8.	Cheesa Aulia	√	√	-	√
9	Danang Nur	√	-	-	√
10.	Debi Indriani	√	√	√	√
11.	Diana Okta.F	-	-	√	√
12.	Irsya Zaki.M	-	-	√	-
13.	Farica Elviana	√	√	-	√
14.	Fridha Septiana	-	-	√	-
15.	Jonathan Rio	√	-	-	√
16.	Mira Kusriyanti	-	√	-	-
17.	Muhamad Fauzi	√	-	-	√
18.	Erik Febriansya	√	√	√	√
19.	Habibah M	√	√	-	√
20.	Nayla Azkia	√	-	√	√

21.	Naysha Aulia	√	-	-	-
22.	Patrick Edison	-	-	-	√
23.	Rangga Bayu	-	-	√	√
24.	Regina Fryska	-	√	-	-
25	Sherly Dwi	√	-	-	-
26	Sifa Aulia	√	-	-	-
27	Nesyane	√	-	-	-
28	Tiara Maharani	√	-	-	√
29	Sindi	√	-	√	√
30	Zweta Dwi	√	-	-	-
TOTAL		23	10	12	19

The Frequency of Student's Activities in Cycle I

No	Students Activities	Freque ncy	Percentage
1	Paying attention on the teacher's explanation	23	77%
2	Asking/answering the Question	10	33%
3	Being active in the class	12	40%
4	Being able to do the task	19	63%
Total Students		30	
The Average Percentage		5	
		3	
		%	

The Student's Learning Activity Observation in Cycle II

No	Name	The Learning Activity Aspects			
		Paying attention on the teacher's Explanation	Answering the question	Being active in the class	Being able to do the task
1.	Agnia.R.P	√	√	-	√
2.	Aisyah	√	√	√	√
3.	Aisyah.N.K	√	-	√	√
4.	Aji Mulya.P	√	√	√	-
5.	Aldi Rizky.R	√	√	-	-
6.	Aldi Wicaksono	√	-	√	√
7.	Brillian Nurul A	√	-	√	√
8.	Cheesa Aulia	√	√	-	√
9	Danang Nur	√	-	√	√
10.	Debi Indriani	√	√	√	√
11.	Diana Okta	-	-	√	√
12.	Irsya Zaki	-	√	√	-
13.	Farica Elvina	√	√	-	√
14.	Fridha Septina	-	√	√	-
15.	Jonathan Rio	√	√	-	√
16.	Mira Kusriyanti	√	√	-	-
17.	Muhamad Fauzi	√	-	√	√
18.	Erik Febriasnyah	√	√	√	√
29.	Habibah M	√	√	-	√
20.	Nayla Azkia	√	-	√	√
21.	Naysha Aulia	√	-	√	-
22.	Patrick Edison	√	-	-	√
23.	Rangga Bayu	-	-	√	√

24.	Regina Fryska	√	√	-	-
25	Sherly Dwi	√	-	-	√
26	Sifa Aulia	√	√	-	-
27	Nesyane	√	-	-	√
28	Tiara Maharani	√	-	-	√
29	Sindi	√	-	√	√
30	Zweta Dwi	√	-	√	√
TOTAL		26	15	17	22

The Frequency of Student's Activities in Cycle II

No	Students Activities	Frequency	Percentage
1	Paying attention on the Teacher's explanation	26	87%
2	Asking/answering the Question	15	50%
3	Being active in the class	17	57%
4	Being able to do the task	22	73%
Total Students		30	
The Average Percentage		67%	

The Student's Learning Activity Observation in Cycle III

No	Name	The Learning Activity Aspects			
		Paying attention on	Answering	Being active	Being able
		The teacher's explanation	The question	In the class	To do the task
1.	Agnia.R.P	√	√	√	√
2.	Aisyah	√	√	√	√
3.	Aisyah.N.K	√	√	√	√
4.	Aji Mulya.P	√	√	√	√
5.	Aldi Rizky.R	√	√	-	√
6.	Aldi Wicaksono	√	-	√	√
7.	Brillian Nurul	√	√	√	√
8.	Cheesa Aulia	√	√	-	√
9	Danang Nur	√	-	√	√
10	Debi Indriani	√	√	√	√

11	Diana Okta	√	√	√	√
12	Irsya Zaki	-	√	√	√
13	Farica Elvina	√	√	-	√
14	Fridha Septiana	√	√	√	-
15	Jonathan Rio	√	√	√	√
16	Mira Kusriyanti	√	√	-	√
17	Muhamad Fauzi	√	-	√	√
18	Erik Febriansyah	√	√	√	√
19	Habibah M	√	√	√	√
20	Nayla Azkia	√	-	√	√
21	Naysha Aulia	√	√	√	√
22	Patrick Edison	√	√	-	√
23	Rangga Bayu	√	-	√	√
24	Regina Fryska	√	√	-	√
25	Sherly Dwi	√	-	√	√
26	Sifa Aulia	√	√	√	√
27	Nesyane	√	-	√	√
28	Tiara Maharani	√	√	-	√
29	Sindi	√	-	√	√
30	Zweta Dwi	√	√	√	√
TOTAL		29	22	23	29

The Frequency of Student's Activities in Cycle III

No	Students Activities	Frequency	Percentage
1	Paying attention on the teacher's explanation	29	97%
2	Asking/answering the Question	22	73%
3	Being active in the class	23	77%

4	Being able to do the task	29	97%
Total Students		30	
The Average Percentage		86%	

All photo video documentation is in this link

<https://drive.google.com/drive/folders/1AWDMux1qWjkLo2rVvz3h0cSayWwvaH3X?usp=sharing>

APPENDIX 2



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4462/In.28/J/TL.01/11/2021

Kepada Yth.,

Lampiran: -

KEPALA SMA NEGERI 1 CIKANDE

Perihal : **IZIN PRASURVEY**

di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir / Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

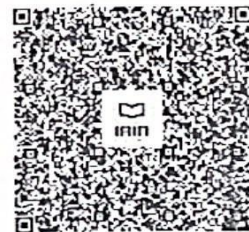
Nama	:	Fretia Meisella
NPM	:	1801070030
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE USE OF VIDEO BLOGS AS A MEDIUM FOR STUDENT'S LEARNING TO SPEAK AT SENIOR HIGH SCHOOL 1 CIKANDE

Untuk melakukan prasurvey di SMA NEGERI 1 CIKANDE, dalam rangka menyelesaikan Tugas Akhir / Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 November 2021
Ketua Jurusan,



Andianto, M.Pd
NIP 19871102 201503 1 004

APPENDIX 3



PEMERINTAH PROVINSI BANTEN
DINAS PENDIDIKAN DAN KEBUDAYAAN
 UNIT PELAKSANA TEKNIS
SMA NEGERI 1 CIKANDE

Jalan Otonom Situterate – Bandung Cikande Serang Banten 42186

SURAT KETERANGAN

No: 485/421.3-SMANICikande/XI/2021

Sehubungan dengan surat dari Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam negeri Metro, Nomor B-4462/In.28/J/TL.01/11/2021, hal: Izin Prasurvey tertanggal 17 November 2021, maka Kepala Sekolah SMA Negeri 1 Cikande dengan ini menerangkan nama mahasiswa dibawah ini:

Nama	: Fretia Meisella
NPM	: 1801070030
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Jenjang	: S1

Dengan ini diberi izin untuk melakukan presurvey di sekolah kami dalam rangka menyelesaikan Tugas Akhir/Skripsi yang berjudul : **“THE USE OF VIDEO BLOGS AS A MEDIUM FOR STUDENTS’ LEARNING TO SPEAK AT SENIOR HIGH SCHOOL 1 CIKANDE”**.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Serang , 18 November 2021

Kepala Sekolah,

MULYADI, S.Pd
 NIP. 196805201995121002

APPENDIX 4

<https://sismik.metrouniv.ac.id/v2/pages/...>



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4775/In.28.1/J/TL.00/11/2022
 Lampiran : -
 Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
 Andianto (Pembimbing 1)
 (Pembimbing 2)
 di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : FRETIA MEISELLA
 NPM : 1801070030
 Semester : 9 (Sembilan)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : THE USE OF VIDEO BLOG AS A MEDIUM TO TEACH SPEAKING
 (A classroom Action Research at Senior High School 1 Cikande)

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 09 November 2022

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004

APPENDIX 5



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B- 4807/In.28/D.1/TL.00/11/2022
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMA NEGERI 1 CIKANDE
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B- 4806/In.28/D.1/TL.01/11/2022, tanggal 10 November 2022 atas nama saudara:

Nama : **FRETIA MEISELLA**
NPM : 1801070030
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 CIKANDE, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF VIDEO BLOG AS A MEDIUM TO TEACH SPEAKING (A Classroom Action Research at Senior High School 1 Cikande)".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 10 November 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

APPENDIX 6



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B- 4806/In.28/D.1/TL.01/11/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **FRETIA MEISELLA**
 NPM : 1801070030
 Semester : 9 (Sembilan)
 Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 1 CIKANDE, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF VIDEO BLOG AS A MEDIUM TO TEACH SPEAKING (A Classroom Action Research at Senior High School 1 Cikande)".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
 Pada Tanggal : 10 November 2022



Wakil Dekan Akademik dan Kelembagaan,



Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003

APPENDIX 7



**PEMERINTAH PROVINSI BANTEN
DINAS PENDIDIKAN DAN KEBUDAYAAN
UNIT PELAKSANA TEKNIS
SMA NEGERI 1 CIKANDE**

Jalan Otonom Cikande-Bandung Desa Situ Terate Kec. Cikande Kab. Serang 42186
Email: sman1cikande@yahoo.com http://www.sman1cikande.co.sch Telp. (0254) 8495366

Nomor : 1024/421.3-SMAN1Cikande/XI/2022

Prihal : Balasan Permohonan Izin Penelitian

Kepada Yth,

Wakil Dekan Akademik dan Kelembagaan

Di

Tempat

Berdasarkan Surat Permohonan Penelitian dari IAIN Metro Lampung, maka dengan ini Kepala SMA Negeri 1 Cikande Kabupaten Serang memberikan izin kepada:

Nama	: Fretia Meisella
NPM	: 1801070030
Jenjang/Prodi	: SI/ Tadris Bahasa Inggris

Pada dasarnya kami tidak keberatan untuk melaksanakan Penelitian di sekolah kami dalam rangka penyelesaian tugas akhir (Penulisan Skripsi) dengan judul "The Use Of Video Blog As a Medium To Teach Speaking (A Classroom Action Research at Senior High School 1 Cikande)".

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Cikande, 11 November 2022

Kepala Sekolah,



MUSYADI, S.Pd

NIP. 196805201995121002

APPENDIX 8



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Nama : Fretia Meisella

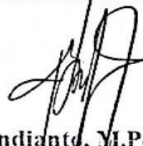
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Jurusan : TBI

NPM : 1801070030

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	23 / 2022 Dec		Complete all. Chapter & Appendix	
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APPENDIX 9



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Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Fretia Meisella
NPM : 1801070030
Jurusan : Tadris Bahasa Inggris

Telah melakukan administrasi perpinjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris. Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 26 Desember 2022

Ketua Jurusan TBI

Andiarto, M.Pd

NIP.198711022015031004



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Nama : Fretia Meisella
NPM : 1801070030
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

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Metro, 27 Desember 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me
NIP.19750505 200112 1 002

AN UNDERGRADUATE THESIS
THE USE OF VIDEO BLOG AS A
MEDIUM TO TEACH SPEAKING
(A Classroom Action Research
at Senior High School 1
Cikande)

by Fretia Meisella 1801070030

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APPENDIX 11

DOCUMENTATION



Pictures 1. Pre-Test



Pictures. 2 Teaching I in Cycle I



Pictures. 3 Teaching II in cycle I



Pictures. 4 Teaching I Cycle II



Pictures. 5 Teaching II in cycle II



Pictures. 6 Post Test I



Pictures.7 Teaching I in cycle III



Pictures.8 Teaching II in cycle III



Pictures.9 Post Test II



Pictures.10 Post Test

CURRICULLUME VITAE



The name of writer is Fretia Meisella she was born in Serang, May 02, 2000. She is the second daughter of Mr. Agistan and Mrs. Tini. She lives in Cikande Permai, Cikande, Banten. She graduated from SDN Cimasuk in 2012. She continued her education at SMPN Al Irsyad, and graduated in 2015. She studied at SMAN 1 Cikande and graduated in 2018. In the same year of 2018, she registered as S-1 students of English Education Department of The State Institute for Islamic College (IAIN) Metro Lampung.