

USING VLOG FOR TEACHING ENGLISH IN JUNIOR HIGH SCHOOL

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ABSTRAK

Perkembangan jaman yang semakin pesat, termasuk dalam bidang teknologi banyak berpengaruh kepada para pelajar. ini merupakan sebuah tantangan bagi para pendidik untuk mengejar perkembangannya dan menerapkannya dalam pendidikan demi mendapatkan keefektifan proses belajar mengajar. Media yang digunakan dalam penelitian ini adalah vlog (video Blog). Vlog ini digunakan karena vlog adalah salah satu media yang banyak digemari para pelajar jaman sekarang. Penelitian ini dilakukan untuk mengetahui bagaimana vlog diimplementasikan dalam pengajaran Bahasa Inggris dan untuk mengetahui bagaimana pendapat siswa setelah Vlog diimplementasikan. Vlog ini digunakan sebagai alat praktek para siswa dalam mengaplikasikan apa yang sudah didapatkan didalam kelas. Terdapat beberapa kendala dalam proses pelaksanaannya, diantaranya adalah beberapa siswa mendapat kesulitan untuk menghafalkan skrip text dan masih merasakan gerogi karena harus berbicara langsung didepan kamera, tetapi penelitian ini mendapatkan respon dan berpendapat bahwa media ini mempermudah mereka untuk belajar Bahasa Inggris.

ABSTRACT

The development of technology has a lot of influence for students in this era. It is a challenge for educators to pursue their development and apply it in education to gain the effectiveness of the pursuit learning process. The media used in this study is a vlog (video Blog). this media is used because vlog is one of the media that was popular with today's students. The study was conducted to know the implementation of using vlog in teaching English and students' responses toward the implementation of using vlog in teaching English. Vlog was used as a tool for students' practice in applying what has been obtained in the classroom. There are several obstacles in the implementation process, including some students having difficulties in memorizing scripts text of vlog that made and felt nervous because they have to speak directly in front of the camera but the students give the positive response and say that this was easy way to learn English.

Keywords: Teaching English, Vlog, Implementation, students responses.

INTRODUCTION

Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers' profession through which they can use it to facilitate learners' learning. With technology being part of everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process. That is to say, technology

becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through to teaching and learning process (Eady & Lockyer, 2013).

Teachers should be able to utilize the development of technology to develop the learning media, so that the process of transfer of knowledge can be intended in accordance with the intended purpose,

therefore with the skills of teachers in making media learning as a tool to transfer the knowledge to the student useful to facilitate teachers in conveying the lessons properly and effectively. There are several types of instructional media that can be utilized in teaching English to young learners. In this study, Harmer's classification of instructional media is used as the reference of the instructional media types. There are (seven) types of instructional media: Realia; pictures; course book; boards; OHP; flipcharts; and computer based-technology. One of it is "Computer-based presentation technology" Harmer (2007) states that this instructional media has two main components, hardware and software. In addition, Onansanya (2004) states this media combine audio and visual presentation which can help teachers to attract students' attention. From this explanation, the researcher interested to use Vlog in teaching English because inspired from some research that vlog given the better result.

Vlog also known as video blog, is a blog type is composed of video series that the users shoot by themselves, they upload to the internet environment after optional edits and that the users can comment about and vote (Gao, Tian, Huang & Yang, 2010; Frobenius, 2011). In the general sense, the most significant feature of vlogs is that a person forms his/her own experiences and share them as videos. From this aspect, it is different from the randomly shot videos (commercial, films, news etc.). The users can share their vlogs through several platforms such as YouTube, Vimeo, Dailymotion, and Facebook (Mogallapu, 2011). Vlog has also the structures they are, introduction, main body, ending or salutation line (Wien, 2017).

The researcher fines some previous study, first is The Development of Vlogging as Learning Media to Improve Student's Learning Enthusiasm in Class XII by Reka Darmawan from Faculty of Economics Yogyakarta State University. This paper

reports conducted to know how to develop vlogging media to improve students' learning enthusiasm in class XII SMK N 2 Purworejo. Based on test results obtained the conclusion that Vlogging learning media development can increase the Enthusiastic Students Learning.

The second previous study from the Journal of Education and future, year 2018, about The Usage of Video Blog (Vlog) in the "School Experience" Course: The Opinion of the Pre-service Teachers by Mustafa Fidan, from Bartin University, Distance Education Research and Application center, Bartin, Turkey. This journal reports the aim of this study to provide that the student makes their individual video blog and they reveal their opinions about the process in the school experience course that among the teacher training programs and has been chosen according to the principles of making vlog. It was observed that most of the opinions and the perceptions related to the vlog used in the "school experience" course are positive; accordingly, the pre-service teachers indicated that they found vlog application useful for individual, professional, social and technical reasons.

Therefore, it is thought that pre-service teachers use vlog applications which are newer compared to blogs will have important contributions in terms of professional and social developments, in relation to obtaining knowledge and skills. Based on the studies and evaluations summarized above, researcher decided to have the research about Using Vlog for Teaching English in Junior High School, it is to know the implementation of vlog and the students' responses toward using vlog in teaching English.

METHOD

This study used qualitative research. Combin (2008) state, "Qualitative research methodology is considered to be suitable when the researcher or the investigator either investigate new field of study intends

to ascertain and theorize prominent issues. The qualitative design used in this study is case study since the characteristic of this study is fit to case study. Yin (P.1) explains, “case study is one of several ways of doing social science research. Other ways include experiments, survey, histories, and the analysis of advantages and disadvantages, depending upon three conditions: a. the type of research question, b. the control and investigator has over actual behavioural events and c. the focus on contemporary as opposed to historical phenomena”.

1. Research Setting and Participants

As pointed by Cresswel (2007, p. 39), “Participant meanings, in the entire of qualitative research process, the researcher keeps a focus on learning the meaning that the participant hold about the problem of issues, not the meaning that the researcher brings to the research or writes from the literature”. The data sourced of this research were the students of junior high school in Bogor. This study conducted at Birrul Waalidain Islamic School in Bogor for several reason; because the place was interest to take the observation, and the teacher implemented the Vlog in that class.

2. Data Collection

According to Creswell (2007, p. 38), “The qualitative researchers collect data themselves through examining documents, observing behavior, and interviewing participant. They may use a protocol – an instrument for collecting data, but the researchers are the one who actually gather the information”. The data of this study were collected the observation, interview, and questionnaire. The first step, in this study observed the class. The second, this study gave the interview to the students about the statement that given by the researcher. The third, this study gave the questionnaire to the students about the statement after class.

A. Observation

According to oxford dictionary that the meaning of Observation (n) is the action or process of closely observing or monitoring something or someone. And the meaning of affective is relating to moods, feelings, and attitudes. Denoting or relating to mental disorders in which disturbance of mood is the primary symptom. And the meaning of cognitive is relating to cognition.

This present study used observation as a way to find out the implementation of Using Vlog in Teaching English and the students’ responses toward the implementation of Using Vlog in Teaching English. The observation technique used in this present study was observation checklist. The procedure of this observation is the researcher checklist the table of sheet observation that mentioned the learning process and keep attention to the teacher that teach in the class are the steps of learning process used or not.

B. Interview

Easwaramoorthy & Zarinpoushi (2006) interview is a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee who responds to those questions. Interviews can be conducted face-to-face or over the telephone. The internet is also emerging as a tool for interviewing. the researcher conducted an interview to get data about how the Vlog implemented in English class.

The process of interview is audio recording, Fraencle, Walen, & Hyun (2012 p.450) say that interview question gains from the result of observation data. The researcher uses the semi structure interview, question emerge from the immediate context and are asked in the natural of things.

In this study is used three meetings in the class and use 13 participants. for the first meeting the teacher calls four students, in the second meeting four students, and 5 students to be interviewed and ask about how the students responses about the implementation of vlog in the class.

C. Questionnaire

This present study used close ended questions that the students given sheet of questionnaire. The questionnaire consisted of 10 statements for 13 students. Then, the student has to response and need to checklist the most agreeable answer based on statement. For students' questionnaire, there are 3 parts and 7 points in this questionnaire.

RESULT AND DISCUSSION

Based on the research findings conveyed above, there were components which discussed in the research findings. The components consisted of how is vlog implemented in teaching English and how the student's responses toward the implementation of Vlog in teaching English

The findings of the study on first question were implemented through three meeting in teaching process. In first session of pre-teaching, the lesson was started in introducing Simple present continuous tense to the students. The teacher opened the class with greeting, praying, reading attendance list, giving an ice breaking and reading basic competence (KD) and indicator.

In the first meeting, teacher divided the students into 4 groups to get easy doing during learning. There are five steps in learning process, the first step was observing. In this step students were listening and watching the video lyric song "A Friend Like You" by Jenny Cortes. In this step students are ordered to keep attention the lyric song and fine some verb. the second step was questioning, in this step students had to ask the teacher about the video showed. The third step was exploring, in this step the students doing the task to find the verb from the lyric. After that the

teacher explain about the video that contain many verbs use simple present continuous. The fort step was associating; in this step the teacher explains about the structure of vlog then each groups ordered to make the script of vlog in group using verb that they found to the activities that they really like. The last step was communicating, in this step each group record them self by the Camera and tell about the script that made by them.

Second meeting, teacher divided the students into 4 groups as usual. There are five steps in learning process, the first step was observing. In this step the students have to keep attention to the conversation in the picture showed in the slide that read it together. The second step was questioning, in this step students had to ask the teacher about the conversation in the picture showed. The third step was exploring, in this step the students ordered to fine some activities that people do in the pictures. The fort step was associating, each groups ordered to make the script of "what the people are doing" in the pictures. The last step was communicating, in this step each group record them self by the Camera and tell about the script that made by them.

Third meeting, teacher divided the students into 4 groups as usual. There are five steps in learning process, the first step was observing. In this step the teacher asks the students to open their book in tittle of "Simple Present Continuous Tense", after that all students read the verb of Simple Present Continuous Tense together. The second step was questioning, in this step students had to ask the teacher about the material will be discussed. The third step was exploring, in this step the students ordered to fine the meaning of each verb in dictionary. The fort step was associating, each groups ordered to make the script of conversation using Simple Present Continuous Tense. The last step was communicating, in this step each group record them self by the Camera and tell about the script that made by them. In this session of post-teaching, the teacher asks

benefit and difficulties of learning and then give reflection.

The second discussion about students' response toward the implementation of Vlog in teaching English. It gained through the result of questionnaire. In calculating data, this study used CAC model. Schiffma & Kanuk (2004) defines, in CAC model, there are constructed three components: a cognitive component (belief). An affective component (feeling), and a cognitive component (behaviour).

The first aspect was cognitive aspect consist of three elements (1,7,10), it aimed to know the increasing of students' vocabulary when used vlog. The second aspect was affective aspect consists of four elements (2,5,6&8) it aimed to know that the students more focused and prefer used this technique in learning, easy to speak and to apply the vocabularies. The third aspect was conative or behaviour aspect consists of three elements (3, 4&9) it aimed to know that vlog could make the student confidence and improved the improved the vocabularies and enriched speaking in learning. This data used Likert scale method. This data computed as the result of this study. When the data score was higher than neutral (3, 00), it means the students' response toward the implementation of vlog was positive. In the other hand, when the data lower than neutral, it means students' response was negative. Over all calculate of the student's responses was positive and got the data from the cognitive aspect with the mean 3,8, Affective aspect with the mean 3, 95 and Conative aspect with the mean 3,61 it was totally positive with the calculate mean 3,78.

To summarize, it could be discovered that students' response on implementation of vlog in teaching English was made students' increase their vocabulary, students more focused and prefer used this technique in learning, easy to speak and to apply the vocabularies, student's confidence, improved vocabularies and enriched speaking in learning.

CONCLUSION

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From the discussions mentioned in the previous chapter, the researcher draws some conclusions as the result of the study in the eighth grade at a junior high school in West Java. This study had implemented three meeting by five steps. First observing by watching and listening to the music and keep attention to some factures of activities about simple present continuous, second is questioning about the material, third Exploring by looking for some verb and some activities from the lyric and pictures, fourth is Associating by teacher explains the material, and the last is Communicating by students' make the script of vlog to practice in applying what has been obtained in the classroom.

This study indicated that the implementation of Vlog in teaching English get positive response. Students ability can be improve when the student learn to practice

with Vlog in learning English over in significant period of time.

The result of interview mentioned that using Vlog in teaching English produced an enjoyment atmosphere. Moreover, this study positive feedback from the students, involving enhancing confidence, motivating in learning English and speaking, enhancing their pronunciation ability and facilitating the students to get deeper learning in reflection and they got more vocabularies.

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