

THE EFFECTIVENESS OF LEARNING PROCEDURE TEXT IN SPEAKING PRACTICE BY USING VIDEO VLOG AT SMPN 7 MUARA BUNGO

Renda Lestari¹, Winda Trisnawati², Umul Fatihatun Nisa³

Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Muara Bungo

e-mail: [1rendalestari95@gmail.com](mailto:rendalestari95@gmail.com), [2trisnawatiwinda@gmail.com](mailto:trisnawatiwinda@gmail.com), [3fatihatunu@gmail.com](mailto:fatihatunu@gmail.com)

ABSTRAK

Kebanyakan dari Siswa sekolah menengah pertama merasa kesulitan belajar bahasa Inggris, diminta untuk praktik berbicara didepan kelas siswa sering merasa takut dan tidak percaya diri. Penelitian ini bertujuan untuk mengetahui keefektifan penggunaan video vlog dalam meningkatkan kemampuan berbicara siswa dalam pembelajaran bahasa Inggris di SMPN 7 Muara Bungo. Metodologi penelitian yaitu menggunakan metode penelitian kuantitatif kuasi eksperimen. Analisis yang digunakan dalam penelitian yaitu analisis deskriptif speaking test. Sampel penelitian sebanyak 28 siswa dari kelas 9.3 SMPN 7 Muara Bungo. Pengambilan data yaitu menggunakan rubric teks procedure pembelajaran dalam praktik berbicara. Hasil penelitian ini bertujuan untuk melihat bagaimana pengaruh video vlog untuk meningkatkan kemampuan berbicara bahasa Inggris siswa dalam praktek procedure teks. siswa sering merasa tidak percaya diri membuat siswa malas untuk berbicara bahasa Inggris terutama didepan teman-temannya. Hasil penelitian menemukan bahwa menggunakan video vlog sebagai media meningkatkan kemampuan berbicara siswa tidak efektif, hasil uji statistik menunjukkan $t_{hitung} -4,82 < t_{table} 1,703$. Karena banyak siswa menganggap menggunakan media dalam belajar rumit, siswa juga beralasan menggunakan video vlog membuat memory *handphone* penuh.

Kata Kunci: Kemampuan Berbicara, Prosedure Teks, Video vlog

ABSTRACT

Most of the students in junior high school find it difficult to learn English, when asked to practice speaking in a text procedure in front of the class they feel afraid and not confident. This research aims to find out the effectiveness of learning procedures text in speaking practice by using a video vlog at SMPN 7 Muara Bungo. The methodology of this research is quasi-experimental quantitative research. The analysis method uses data collection descriptive analysis speaking test. The participant of this study is 28 respondents from class 9.3 SMPN 7 Muara Bungo. To retrieve the data, the researchers used the rubric of learning procedures text in speaking practice. The result of this study was obtained to see whether video vlogs have effectiveness in improving students' English speaking ability in the practice of procedure text, in speaking English students often feel insecure so students are lazy to speak English, especially in front of their friends. the researcher found that using video vlogs as a medium to improve students speaking ability was not effective, research results show that $t_{test} -4,824 > t_{table} 1,703$.

Keywords: Speaking Ability, Procedure Text, Video vlog

BACKGROUND

English becomes important to learn English as a foreign language during this period. Students need to master four skills, including speaking, listening, reading, and writing, to learn English as a foreign language. English is taught from elementary school to university. One of the materials that students have to learn in high school is procedure text. Procedure text is one of the learning materials in English that is listed in the syllabus of Curriculum 13 or commonly referred to as

K13, in procedure text, they have to produce or make something by explaining how to make it, starting with the purpose, materials, or materials needed and the last step is explaining how it is done sequentially. to Jupri (2018) states that procedure is a text that instructs the reader on how to do, utilize, or make something as a whole. Speaking is one of the four basic skills that play an important role in human interaction with others. Also, speaking is the most important of the four

skills. By speaking, people can express their ideas, knowledge, or information. Speaking also becomes the main core in education in a field such as English language teaching. Therefore, Uzer (2017) states that without speaking we face difficulties expressing what we want and it makes people difficult for people to communicate with others. In Indonesia, the students' speaking ability is still very low or lacking because of many reasons. Haidara, (2016), states they are insecure while speaking English. Most of their speaking problems are that they are afraid of making mistakes, their shy feelings, their doubts, and their lack of confidence when speaking English in front of many people and friends. Lack of confidence can also be one of the factors that influence students to be afraid and lazy to speak English. On the other hand, the problem is that during oral teaching and learning, the activities seem to be less fun. Teachers did not optimize teaching aids as a tool to carry out courses, nor did they use interesting media for the teaching and learning process, so the teaching and learning process was boring and less interactive. Bajracharya (2016), states that traditional media have been used in the teaching and learning process such as bulletin print materials, bulletin boards, radio, and television. Among them, printed materials and radio are considered convenient and cost-effective tools. Electronic media in educational environments such as TV are also very popular. By using media, language teaching is more interesting and attractive; many media can be used in teaching English. Therefore, English teachers need to improve their media in teaching speaking. However, to improve students' speaking skills, teachers must attract students' interest, and teachers can motivate students to practice speaking English more than usual (Rijal & Rohaniyah, 2020). The skill of using media is Vlogor video blogs are video collections that are serving both as an audiovisual life documentary and as a vehicle for communication and interaction on the internet. Typical durations of vlogs are between 1 and 6 minutes or more.

Vlogging can improve students' talk time, confidence, and speaking motivation. More oral communication practice can help students improve mastery of new vocabulary and grammar, decrease shyness, and develop fluency. Vlogging also can encourage self-monitored speaking. Because, after students arrange the concept of speaking content and then before they submit their vlog to the teacher, they should listen to it themselves. Vlog is one of the media which can help teachers to improve their use of media in teaching speaking. Maulidah (2018) mentions that vlog is a visual system that provides a sequence of online broadcasts that enables everyone to upload and share the content, and it is regarded as a video collection that performs as both an audiovisual life documentary and a communication channel. Arianti et al. (2018) stated that the use of media is an important part of learning English. Media can be used to help simplify and improve the language acquisition process. Therefore, in this study, the authors tried to investigate the effect of video vlogs in improving students' speaking skills, especially those in ninth grade. At SMPN 7 Muara Bungo the difficulties appear in speaking practice in the classroom when the students do the demonstration in procedure text. In the case of SMPN 7, Muara Bungo students tend to be lazy to speak English, so there is a possibility that students' ability to speak English will remain low. Similarly, when students are asked to make practical procedure text skills in front of the class they are very difficult to pronounce the words in the text such as "cup noodles" should be read as "kap nudels" the researchers are interested in conducting the research entitled "The effectiveness of learning procedure text in speaking practice by using video vlog at SMPN 7 Muara Bungo."

METODE

The methodology of this research is a quasi-experimental quantitative research. The analysis method that use data collection descriptive analysis speaking test. Meanwhile the participant

of this study are 28 respondents from class 9.3 SMPN 7 Muara Bungo. To retrieve the data, the research used the rubric of learning procedures text in speaking practice.

FINDING AND CONCLUSION

The pre-test is one of the ways researchers can get data from students' speaking ability, the implementation of the pre-test is carried out before the researcher gives treatment to students, this aims to find out to what extent students' knowledge of the material is given. In the implementation of this pretest, researchers use the procedure text as an instrument, and the selection of the procedure text as an assessment instrument apart from being adjusted to the syllabus that is being explored at the time, the procedure text is also a text that.

Post-test is a post-final test. This is one way for researchers to take data from students' speaking abilities after being given treatment. The purpose of this post-test is to determine the level of students' abilities, and whether students have increased or decreased.

Improvement is one of the things that researchers use in analyzing data, where with this improvement researchers can see whether or not there is an increase in the Pre-Test and Post-test scores.

It can be concluded that the effect of student treatment on the post-test results may be greater than the pre-test results. The data above also shows that the researcher learned something about the students' abilities after the first treatment. In addition, researchers can see the extent to which the effects or impacts of these courses exist, while researchers can also find out which parts of the course are still not understood by some students. According to the improvement that researchers have been looking for using the Harmer formula (2007) there is an 10,57% increase from the Pre-Test score to the PostTest.

Table 4.4 Students Speaking Achievement

No	Sample	Pre-test (X ₁)	Posttest (X ₂)	D (X ₂ X ₁)	D ₂
1	IX.3	46	47	1	1
2	IX.3	41	53	12	144
3	IX.3	58	59	1	1
4	IX.3	62	67	5	25
5	IX.3	46	57	11	121
6	IX.3	58	76	18	324
7	IX.3	13	26	13	169
8	IX.3	71	81	10	100
9	IX.3	42	53	11	121
10	IX.3	41	52	11	121
11	IX.3	12	25	13	169
12	IX.3	12	31	19	361
13	IX.3	11	24	13	169
14	IX.3	72	77	5	25
15	IX.3	10	18	8	64
16	IX.3	32	38	6	36
17	IX.3	72	74	2	4
18	IX.3	86	89	3	9
19	IX.3	82	81	-1	1
20	IX.3	87	89	2	4
21	IX.3	72	76	4	16
22	IX.3	86	88	2	4
23	IX.3	72	75	3	9
24	IX.3	87	88	1	1
25	IX.3	55	44	-11	121
26	IX.3	86	88	2	4
27	IX.3	72	73	1	1
28	IX.3	87	88	1	1
Total		1572,1	1736,1	166	212,6
Average Score		56,10	62,03	5,92	75,9

After all the average scores are entered into the table, then we process the data to find out the effectiveness of using video vlogs as a media in learning procedure text to improve students' speaking ability. In processing this data the researcher used SPSS 25.

CONCLUSION

From the results of the data analysis, the comparison of learning outcomes between the use of the method of demonstrations in front of the class and the method of using video vlogs on procedural text in learning English in class 9.3 at SMP N 7 Muara Bungo Jambi in the academic year 2022/2023, it is known that the results obtained based on hypothesis testing using SPSS 25 to know the t-test, namely $t_{test} = -4,824$ while the t_{table} value is 1.703. Based on the hypothesis testing criteria, H_0 is accepted if $t_{test} < t_{table}$ and H_0 is rejected if $t_{test} > t_{table}$, then the results in this study are Hypothesis H_0 is accepted and H_1 is rejected. This shows that there can be no significant improvement from

the use of the video vlog method as a medium to improve children's English. The advantages and disadvantages of the demonstration method in front of the class, students are easily monitored when carrying out tests, and when there is an error in carrying out the test the teacher can directly point out where the error is after carrying out the test, students cannot reason if they are told to the front of the class to explain. While the weakness of the demonstration method in front of the class is that students tend to be shy and not confident because they feel ridiculed by their friends if the pronunciation of the vocabulary they convey is wrong. Strengths and weaknesses in the use of the video vlog media method in learning speaking, the advantage is that students can do their assignments at home or wherever students want or don't have to be at school, and students are more confident to carry out their tests, students can judge their mistakes both in pronunciation and in others. While the weakness of using video vlogs as a media is that students are negligent to make a video of the test because they think that it can be done later they will eventually forget, students are more comfortable using their cellphones to play games and use other entertainment applications than to make their assignments, students can reason if their mobile memory is not enough to make videos. The speaking mastery of students in grade 9.3 SMPN 7 Muara Bungo Jambi for the academic year 2021/2022 can be classified in the poor category, with only a few students whose speaking ability is quite good. There is an increase in students' final test scores if we look at the comparison through Pre-Test and Post-Test scores, students' Pre-test scores are 56.10 and Post-Test scores are 62.03. The research that the researcher did was not successful in table 4.5 were the results of the overall score turned out to be t-count is smaller than the t-table. When viewed from the comparison of students' Pre-Test scores and Post-Test scores, there is an improvement of 10.57%, but the increase of 10.57% points does not guarantee the research that the researcher is doing is successful because

the scores that have been obtained are entered into the SPSS 25 and Microsoft Excel to find the average overall result after put into the SPSS then the final score effectiveness is known.

BIBLIOGRAPHY

- Arianti, A., Nurnaningsih., & Pratiwi, V. U., (2018). A Media For Teaching Speaking Using Youtube Video. International Conference on Applied Science and Engineering (ICASE 2018)
- Bajracharya, J. R. (2016). Strength of Traditional and Social Media in Education: A Review of the Literature. *IOSR Journal of Research & Method in Education*, 6(6), 13–21. <https://doi.org/10.9790/7388-0606061321>
- Haidara, Y. (2016). Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia. *Universal Journal of Educational Research*, 4(7), 1501–1505. <https://doi.org/10.13189/ujer.2016.040701>
- Jupri. (2018). Using Video Recipe To Improve the Junior High School. *Journal of Language and Language Teaching*, 6(2).
- Maulidah, I. (2018). *Vlog: The Mean to Improve Students' Speaking Ability*. 145 (Iconelt 2017), 12–15. <https://doi.org/10.2991/iconelt-17.2018.3>
- Rijal, S. and Rohaniyah, J. (2020) "IMPROVING STUDENTS' READING ABILITY ON INTRODUCTION TO LINGUISTIC CLASS THROUGH TWO –STAY TWO STRAY (TS-TS) TECHNIQUE", *English Education: Journal of English Teaching and Research*, 5(2), pp. 124-135. doi: 10.29407/jetar.v5i2.14782.