

The Use of Video Blog Posted in YouTube for Teaching Spoken Recount Text

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ABSTRACT

This research was conducted to investigate the effect of video blog posted in YouTube to teach spoken recount text to the secondary students. The design was the one group pretest posttest design of pre-experimental study. The sample, X MIPA 2 of SMA Negeri 2 Pontianak, was chosen from cluster random sampling technique totaling 30 students. The findings indicate that there is a significant effect of video blog posted in YouTube towards the students' ability in spoken recount text. The t-test calculation was 25.92 which was higher than t-table 2.045 (df=29; significance $\alpha=0.05$). Meanwhile, the effect size was 4.41 categorized as strong effect. From these results, it was revealed that the H_0 was rejected while the H_a was accepted. Therefore, it can be concluded that video blog posted in YouTube was effective to teach spoken recount text to secondary students, especially the tenth-grade ones. Thus, the researchers recommend this technique to be used as one of alternatives to teach spoken recount text, specifically related to people's experience.

Keywords: *pre-experimental research, spoken recount text, video blog, YouTube*

INTRODUCTION

Speaking is one of the four key skills taught in school, and most students struggle with it. Speaking is an important aspect in language learning. Shteiwi and Hamuda (2016) state "Speaking is the main of the language because it shows people's language measurement." At the senior high school level, students are expected to comprehend the learning materials provided by the teacher, despite the fact that the teacher utilizes English throughout the class. Students are required to express themselves in English and to converse in proper English with peers both inside and outside of class.

Speaking in particular is taught at school alongside the other three skills. The teacher does not teach speaking in a specific meeting. They teach it with other skills such as writing and reading as suggested by the government in the Curriculum 2013. Based on the pre-observation conducted by the researcher, it was found that the students of SMA Negeri 2 Pontianak on Year-10 in Academic Year 2021/2022 faced some problems related to speaking. These speaking problems were confirmed by the result of an interview with

the teacher, especially in spoken recount text. The teacher remarked that the students were unable to speak English fluently and comfortably. Furthermore, they had difficulties comprehending the verb in past form, as in spoken recount text. These issue made them hesitant to speak English, even in basic words. The students even struggled to understand the conversation in English.

Their lack of English fluency was caused by a lack of speaking exercises in both online and offline sessions. Since the students only completed written projects, it was difficult to discover instances where they performed vocally in front of the class. Aside from that, they were separated into two sessions in an offline class, each of which lasted 45 minutes. There was no video assignment to complement speaking activities in an online class back then. Students were unable to talk adequately while presenting their ideas due to the restricted chance, particularly when the content was regarding spoken recount text. Spoken recount text itself is a text that tells the listener about a single story, movement, or occurrence with the intent of entertaining or educating the reader. According to Miner and Zitnay (2012), a recount text tells about a specific person or events. To remedy the issue, the used of video blog posted in YouTube is proposed, particularly for teaching spoken recount text.

YouTube is a video-sharing social media network. It was formally introduced in June 2005 with little public fanfare. YouTube can be a valuable media in teaching English. It is strengthening by Watkins and Wilkins (2011, p. 113) "YouTube can be a valuable tool through which multiple foreign language skills can be taught." It also a media platform that give many advantages to their users. Watkins & Wilkins (2011, pp. 114 - 115) explain some of the advantages of YouTube in EFL class. First, the students can choose to watch their own YouTube videos in English, then comprehend the video. Secondly, they can roughly decide which pronunciation and conversation skills they have based on the videos that they watched. Thirdly, they can browse the videos by themselves without the teacher or peer help. Fourthly, they can investigate the clip that interesting or useful in language learning. Lastly, youtube video could be conducted to support what they need by the educational institution. Besides that, the videos of YouTube can be rewatched, so the students can comprehend the informations in the videos.

Meanwhile, video blog or often called a vlog is a medium in which the content contains ideas, daily activities, and experiences of the creator. According to Bryant (2006, p. 9) a video blog is a collection of video files posted to the internet using a method that makes it easy to update content quickly – combining the usability of blog with video files. It means that vlog can be watched easily anytime and anywhere they want through their laptops and phones. The use of video assignment is also effective to use, because the students can tape the video, edit and upload it by themselves. Gale and Kung (2009) also state video technology makes it easy to assess student expressive skill, because it can be done in anytime and anywhere. It is in line with the concept of spoken recount text which has been learned by the students.

The purpose of using video blog in this research is to provide the students an enjoyable and interesting media for speaking learning activities. as Anggareni & Wulanjani

(2017) state, the video blog media contributed positive roles in the students' speaking skill, the role was; Vlog could improve students' creativity; can improve students' speaking skills; an interesting media to be used in speaking class; can improve vocabulary, critical thinking and confidence of the students. Besides that, it also gave the students more opportunities to train their speaking and to express their idea through video blog. Watkins (2012) explain the benefits of vlog, there are it increase students talk time Furthermore, the use of video blog is anticipated to aid the students to develop their speaking ability, especially in spoken recount text.

The use of video blogging in teaching speaking has been also used by Butar Butar (2019) in her research entitled "Video Blogging to Improve Students' Speaking Performance" the subject of research is students of year 11 SMAK Immanuel Pontianak. The research result showed that through two cycles, there had a significant improvement. From the first cycle, the students were enthusiastic to do the presentation but they were confused and made some pauses when the presentation. Some of them had less attention to their friends' performances because they were busy with themselves. In the second cycle, the students showed improvement. It showed from the students' performance that the pauses in the conversation have been reduced. They spoke more fluently and accurately during the presentation, used appropriate tenses and diction. Even though some students had difficulty responding and asking questions, they still had fun in the activity.

Another research was done by Mahafi (2019) entitled "Video Blog as a Media in Teaching Speaking Recount Text For Tenth graders". The subjects of her research are both the teacher and students in 10th grade in Senior High School 1 Blitar. The research result presented that the students got good to very good level, and few of them in excellent level. Then for the teacher, she implemented the video blog sequentially. It showed that the use of video blog was effective to teach speaking of recount text. Both of the teacher and the students found it helpful and useful for teaching learning activity in the classroom.

Referring to the previous studies, in this research, the researcher conducted pre-experimental research by using video blog, specifically in teaching spoken recount text by using the video blog. Through the vlog, the students could choose the topic they were interested in to talk to by following the elements and structure of spoken recount text. Different with the previous researches that the students' videos were not posted to YouTube, the researcher in this research encouraged the students to upload their spoken recount text videos to YouTube. By doing so, the students were expected to be motivated to put more efforts in creating the video because their classmates and the public could watch them.

METHOD

The method that conducted in this research is a pre-experimental research, also called the one group pre-test post-test. Creswell (2012) argues that experimental researchers test and idea (or practice or procedure) to determine its effect on an outcome. This research was purposed to know the effectiveness of video blog posted in YouTube for teaching spoken recount text on year-10 students in SMA Negeri 2 Pontianak. This research

was conducted by one group, pre-test, and post-test design. The research design is described by Cohen et al. (2007, p.282) as follows:

Table 1: Pre-experimental research design

Pre-Test	Treatment	Post-test
O ₁	X	O ₂

The population of this research were the students in year-10 of SMA Negeri 2 Pontianak. Population is a group of individuals who have the same characteristic (Creswell, 2012, p. 142). The number of the students are 336. The sample was chosen by using the cluster random sampling. Cluster sampling is selecting a specific number of groups and testing all groups in the selected group by the research (Scott & Usher, 2011, p.78). Then the selected group was X MIPA 2 with 30 students in it.

The researcher used measurement technique to collect the data. It is a technique to collect the quantitative data in score form. The measurement as done twice, before implementing the treatment (pre-test) and after implementing the treatment (post-test). The goal of this research was to measure students' ability in spoken recount text by applying video blog. For collecting the data, the researcher used speaking test. The purpose of the test is to construct related information that the scores must deliver Louma (2009).

RESULT AND DISCUSSION

After the treatment, there was a significant difference in students' achievement. It is demonstrated by the students' pre-test and post-test score, as seen in figure 1 below:

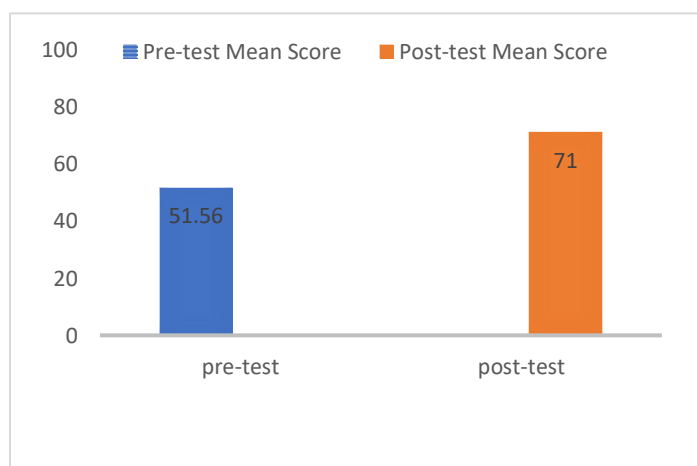


Figure 1: Mean Score of Students' Pre-Test and Post-Test

Before starting the treatment, the pre-test was implemented to determine the students' capacity in spoken recount text. The researcher asked the students to make a spoken recount text of their experience during PSBB and performed it in front of the class. The duration of performance was about 5 to 10 minutes. The researcher then scored the performance of the students based on the scoring rubric. The aggregate of students' pre-

test score was 1546.67, with a mean score 51.56, indicating that they did not meet the minimum standard criteria achievement (also known as KKM) of 75.

The researcher implemented the treatment after assigning the pre-test. The treatment was designed to help the students in speaking of recount text through video blog. First, the researcher played four video blogs in which they primarily discussed their experiences during quarantine time. Second, the researcher taught the students about the definition of recount text, its generic structure, and its language elements that used in the video blog of spoken recount text. The researcher then assists the students in practicing their speaking of recount text.

The final step in doing this research was a post-test. The researcher gave the same instruction to the students to make a spoken recount text of their experience during PSBB and performed it in front of the class with the duration within 5-10 minutes. Then the researcher asked the students to create a video of it and posted it to YouTube class account. The researcher also scored their performance. The sum of students' post-test score was 2130 with the mean score 71. It showed that the achievement of the students after the treatment was higher than before the treatment, yet they still did not meet the minimum standard criteria achievement ($71 < 75$).

After calculated the mean score of pre-test and post-test, the researcher calculated the t-test formula and found the result of t-test was 25.92. It was higher than t-table with $df = 0.05$ with degree of freedom $N-1$ ($30-1$) = 29 that is 2.045 ($25.92 > 2.045$). The considerable difference might be taken as the students' achievement in speaking of recount text being significant after applying the video blog for teaching spoken recount text.

Using the effect size formula, the researcher has to determine how significant the difference between pre-test and post-test after being treated by video blog in teaching spoken recount text is after getting the t-test. The result of effect size was 4.41. Referring to the criteria of effective size that adapted by Cohen et al. (2007), the result was greater than 0.8 ($ES > 0.8$) which considered as very strong effect size. It shows that the use of video blog posted in YouTube has a strong impact on students spoken recount text.

DISCUSSION

The researcher conducted this research to find out the effectiveness of the using of video blog posted on YouTube to teach spoken recount text. It was aimed to help the students in learning spoken recount text in a fun and interactive way. The researcher applied pre-experimental research and followed the steps of it which are pre-test, treatment and post-test.

The researcher conducted a pre-test to know the achievement of the students in spoken recount text. By this time, the students were excited to perform in front of the class room, but they could not hide the nervousness on their faces. Some of the students were unable to speak clearly and mispronounce some words, meanwhile some others made some mistakes with constructing the words in past form. Besides that, they also talked too fast yet too many pauses when they performed in front of the class.

In the next meeting, the researcher gave treatment to the students by provided some YouTube vlog of people's experience during quarantine day. The researcher played the video in front of the class room and told them which part that related to spoken recount text structure. Besides that, the researcher also explained to them what spoken recount text is. The students were excited when the treatment was given. They were talkative and had a willingness to explain about spoken recount text and their experience during the quarantine days. The students also practice their pronunciation after they watched the video that showed in front of the class. They were also taking some notes of the explanation of spoken recount text and how those vloggers create their vlog.

When compared to the pre-test, the students performed admirably. It's because they were eager to learn new things through the usage of technology. They also had a lot of fun with the use of technology in the classroom. According to Bahadorfar and Omidvar (2014) "Technology can stimulate the playfulness of learners and immerse them in variety of scenarios." This statements strengthen the fact that the researcher found in the classroom because the students found learning spoken recount text via video blog to be enjoyable and exciting. They also showed their excitement when the researcher asked them to retell their experienced of quarantine days. They did enjoy the experience of learning by using video blog.

The researcher realized that each medium has some strength and weakness. For video blog, the strength that the researcher found were the students was excited to learn about spoken recount text through video blog. As state by Anggareni and Wulanjani (2017) "VLOG were interesting alternative media to be used in speaking class". The students became more enthusiastic in learning spoken recount text since they were able to operate their phone to watch the video. The students could access the vlog through their phone, watched it and learn about spoken recount text from it. Besides that, the video blog also assisted to understand the aspect of spoken recount text that they should deliver. Then the video blog gave them more information and example of the form of spoken recount text, the form of past tense and how to pronounce it properly.

Aside from the strength of video blog, the researcher also realized that there some weaknesses of video blog that the researcher found, those were the phone's storage of the students was full so some of them were not be able to create the videos. Then the source video did not have any subtitle so the students were unable to catch up what the speakers were saying in the video, but this problem could handle easily because the video could be played back so many times and the students were able to understand it. This statement strengthens by Greenberg and Zanetis (2012, p.5) with video blog is an essential medium since it enables students to replay, rewind, stop, fast-forward the video until they fully understand the content.

Based on the explanation above, the researcher can conclude that video blog is recommended to teach speaking of recount text because it assisted students to understand about video blog more and also changed students' attitude towards learning process in the classroom. They became more active compared to the time when the researcher did the pre-test. The video blog also can be a creative media to assist them in expressed themselves

freely. It can be concluded that the video blog is effective to teach spoken recount text for year-10 students of SMA Negeri 2 Pontianak. From the computation of effect size, the researcher obtained 4.41 which was categorized as “very strong” according to Cohen et al. criteria. Even though the it categorized as very strong and effective, the mean score of post-test showed it does not pass the minimum standard score. Therefore, the researcher concluded that the use of video blog posted in YouTube to teach spoken recount text to year-10 students of SMA Negeri 2 Pontianak was significant.

CONCLUSION

Based on the findings and discussion The use of Video Blog in Teaching Spoken Recount Text can be conclude that it was effective for teaching spoken recount text to the students. The implementation of video blogging to teach spoken recount text provided students with additional techniques for learning spoken recount text in a pleasant and fascinating way. It is backed by the t-test formula result to test the hypothesis. The pre-test mean score is 51.56, and the post-test mean score is 71. Therefore, the difference in score is 19.44. Based on the result, the effect size is larger than 0.8 ($4.41 > 0.8$). It means that using a video blog posted on YouTube has a substantial impact on teaching spoken recount text. The data analysis and effect size result above demonstrated that the use of video blog is highly effective in teaching spoken recount text to year-10 students of SMA Negeri 2 Pontianak.

SUGESTION

The research result showed that the use of video blog posted in YouTube is effective in teaching spoken recount text. Based on the research above, the researcher hopes that this research will give benefits in English teaching learning process. The researcher would like to give some suggestions based on this research to the teacher, the students and the other researcher. The researcher would like to suggest that the teacher could apply video blog for teaching spoken recount text. It can be an alternative way of teaching speaking for students in a fun and interesting way. The students would enjoy the learning activity more when it related to technology. Besides that, the teacher also need to give clear instructions to the students in order to make them understand what they have to do in this phase. The teacher also need to give more attention to the students since they are allowed to operate their phone in the classroom to prevent they accessing other things. The researcher would like to suggest that the students have to be more active in classroom activity, then the students also need to pay attention to the instruction that delivered by the teacher. The students also need to create the text nicely and following the structure of spoken recount text. The researcher would like to suggest that the other researcher may use this technique to teach different speaking materials. This technique also could be used to find solution to another problem.

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