Video Blog as a Media in Teaching Speaking Recount Text For Tenth graders

Zefa Rossalia Mahafi

English Department, The Faculty of Languages and Arts, Universitas Negeri Surabaya
zefamahafi@mhs.unesa.ac.id

Bahasa Inggris adalah Bahasa *universal* karena semua orang menggunakannya sebagai Bahasa komunikasi secara global. Bahasa inggris berperan penting karena ia dilakukan di banyak aspek kehidupan manusia. Selain itu, kemampuan berbahasa Inggris sangat penting bagi siswa untuk berkomunikasi dengan orang lain. Maka dari itu, Bahasa Inggria harus dikuasai setiap orang, menulis maupun berbicara dalam Bahasa Inggris. Juana (2012) menyatakan bahwa ada beberapa factor psikologi yang memberikan effek pada keterampilan berbicara siswa seperti takut, kurang motivasi, gugup, dan sebagainya. *Video blog* adalah salah satu media yang dapat membantu siswa merasa nyaman dan menikmati ketika belajar Bahasa Inggris. Oleh karena itu, perlu dilakukan penelitian untuk mengetahui bagaimana penerapan *video blog* dapat membantu siswa dalam berbicara teks recount. Penelitian ini menggunakan penelitian deskripstif kualitatif sebagai metode pengumpulan data. Subjek dari penelitian ini ialah guru Bahasa Inggris dan siswa-siswa dari kelas sepuluh di SMA Negeri 1 Blitar. Sementara itu, teknik pengumpulan data adala observasi dan pekerjaan siswa. Oleh sebab itu, instrument yang digunakan ialah catatan lapangan dan pekerjaan siswa. Berdasarkan data yang telah di dapat, guru telah mengimplementasikan *video blog* secara bertahap. Selain itu, sebagian besar siswa menunjukan bahwa mereka mendapat skor yang sangat baik hingga baik bahkan beberapa siswa mendapat skor yang sangat tinggi.

 Kata Kunci: *Video Blog,media, kemampuan berbicara, teks recount*

Abstract

English is universal language since everyone uses in the global communication. It has an important role because it used for many aspects in people daily life. Moreover, English speaking ability is important for the learners while communicating with the others. Thus, English should be mastered for everyone, both written and spoken English language. Juana (2012) stated that there are some psychology factors that give effect to students' speaking skill such as getting afraid, lack of motivation, nervous, and so on. Video blog is one of media that can help the students to enjoy practicing English language. Therefore, it is necessary to conduct the research in order to know how the implementation of video blog can help the students in speaking recount text. This research is descriptive qualitative research. The subjects were English teacher and her students of tenth graders in Senior High School 1 Blitar. Moreover, the data collection techniques were observation and students' works. Meanwhile, the research instruments used were field notes and students' works. Based on the data, the result of the study showed that the teacher implemented the video blog sequentially. Furthermore, most of the students showed that they got very good to good level even few students in excellent level.

Keywords: *Video Blog, media, speaking, recount text*

INTRODUCTION

Nowadays, English is universal language since everyone uses in the global communication. It has an important role because it used for many aspects in people daily life. Besides, almost people from different countries in the world, they use English language to communicate with others. For instance, if we can communicate in English, we can travel more easily because it is spoken in more 100 countries. Thus, English should be mastered for everyone, both written and spoken English language.

In Indonesia, English is taught since elementary school. It becomes one of compulsory subject for Junior High School and Senior High School. English is one of the five subjects which are tested in Ujian Nasional. Thus, the teacher teaches English as an integrated subject to develop the students' language competence. Therefore, English speaking ability is important because it can help the students to interact with others.

There are four skills of English language that have to be mastered by the students such as listening, reading, writing, and speaking. Speaking is the most difficult skill among the other skills. According to Larsen (2000) and Juana (2012), the goal of learning foreign language is measured by students' speaking ability. Since the students learn speaking English language, the students have to know the aspects of speaking skill such as

fluency, grammar, pronunciation, vocabulary, and comprehension. Speaking is one of productive skill and gives real result for English learners. Hence, the result of learning foreign language is to communicate with the others.

According to Juana (2012), there are some psychology factors which give effect to students' speaking skill such as getting afraid, shame, nervous, and lack of motivation. In this case, English teacher has important roles to support the students while practicing English language in classroom. Thus, one of the solutions to overcome the problems is giving the media while teaching English language. By giving the media, the students will be able to confident and enjoy in learning speaking English. Besides, the teacher must be creative and be able to give some interesting activities in order to make the students enjoy in speaking class. To solve the problem above, there are many kinds of media which can help the students to speak confidently and fluently. The teacher can find several media through in the internet.

In globalization era, internet is needed in teaching learning process, both of the teacher and the students. There are several functions of the internet for learning teaching process. First, the internet is a one of the reference of learning English language. The internet allows people to find much information based on their need. Next, the other function is a tool for communication. For instance, when the students want to get feedback or comment from the teacher, they can send it by e-mail. By using the internet, they communicate more easily. The last, internet can be used as a media for blogging. The used of blog is to post written thought to a website. The blogger can write any content in order to give information for others people.

Video blog is a new style of blogging. However, this media focuses on video than texting blog. Video blogging combined of many things such as movie, sound, images, text, and etc. Therefore, most people can get many experiences using video blog instead of texting blogging. Video blogger, or vlogger, usually have much kind of contents that they use to make a video blog. For instance, telling about holiday, reviewing something, making a tutorial make up, and so on. Thus, video blog can help everyone comfortable and enjoy practicing English language. To sum up, video blog can be applied as a media in the classroom, especially speaking class.

In English language, there are thirteen types of texts which are narrative, recount, descriptive, report, narrative, explanation, procedure, analytical exposition, hortatory, review, discussion, anecdote, spoof, and news item. Recount text is one of the texts attached in basic competence number 3.9 in tenth grades. This basic competence focuses on historical event text. This text is

more challenging than the other recount text because the students need to pay attention the sequence of the time and the events. Therefore, the students should know the details of the text, so they can retell the story with appropriate explanations.

According to an English teacher of SMAN 1 Blitar, most of the tenth graders often get bored in English teaching learning process. For that reason, the teacher implements video blog as a media in teaching English language. She tries to make the students relax while learning foreign language in classroom. Moreover, the previous studies show that there is the effectiveness of using video blog as a media to teach English language. Besides, there are few studies discuss about video blog in this basic competence, which is historical events. Therefore, it is necessary to conduct the research in order to know how the implementation of video blog can help the students in speaking recount text for tenth graders.

In line with the study above, the research questions are formulated as follows:
1. How does the teacher implement video blog in teaching speaking recount text for tenth graders of SMAN 1 Blitar?
2. How are the results of students' work toward using video blog in teaching speaking recount text for tenth graders of SMAN 1 Blitar?

RESEARCH METHODOLOGY

This study was a descriptive qualitative research in which the research acted as non-participatory observer. The aim of this study was to describe the implementation of video blog in teaching speaking recount text. Thus, the researcher wrote the data such as the behavior, the written form or spoken words that were observed in accordance with reality (Ary et al., 2010).

The subjects of the study were the English teacher of SMAN 1 Blitar and the students in X Mipa 5. The reasons were, first, the researcher chooses them because they were suitable for this study based on the teacher recommendation. Second, the basic competence of tenth graders is teaching recount text, especially Historical Event. Through this consideration, the researcher thought that it fits the need of her research.

The data of this study were obtained through the observation and students' works. They were collected to answer the two research questions, which are the implementation of video blog in teaching speaking recount text and the result of students' video blog in speaking recount text. For the first research question, the data was a description of teacher's activity while teaching speaking recount text using video blog. The source of data ware field notes. The researcher wrote down the classroom's activities. Besides that, for the second

research question, the data came from the students' work, which are their video blogs. The researcher analyzed the students' video blogs based on five components; those are fluency, comprehension, grammar, vocabulary, and pronunciation. Thus, the source of data was taken from the students' work.

In this study, the researcher used qualitative research and did an observation to collect the data. Hence, the researcher had two data collection techniques; they were field notes and students' work. The first research question was asks how the teacher implement of video blog as the media in teaching recount text. To get the answer of the second research question, by the field notes, the researcher took the note during observing the teacher activity. All the parts of teaching sequence should be noted too, from beginning until the last section of class. Therefore, anything that happened during teaching-learning process noted in the form of description. Meanwhile, to get the answer the second research question, the researcher took the data from students' work, which was their video blog. There were three steps to observe the students' work. The first was collecting the students' work. After making a video blog, the students submitted it to the researcher with a help from the teacher. Next, the researcher played and analyzed every student's video blog. The last, the researcher assessed the students' work by using a descriptive-speaking-rubric that had prepared before. Speaking-rubric has five components, which are; fluency, comprehension, grammar, vocabulary, and pronunciation. Each component has five levels such as excellent, very good to good, good to average, average to poor, and poor. Thus, the students' video blog was analyzed by the teacher based on those components. After that, the teacher described the result of the students' work in the chapter four.

Furthermore, there were two data collection techniques; they were field notes and students' work. Firstly, to collect the data, the researcher conducted field observation and focused on how the teacher implemented a video blog to teach speaking of recount text. During teaching-learning process, the researcher took a note about anything related the implementation of video blog and put them on field notes. Moreover, this study used the students' speaking performance to collect the data. While doing the task, the students used video blog as a media of speaking recount text. Therefore, the result of the students' vlog could help the researcher to know the students' speaking ability by using video blog.

According to Ary (2010) data analysis in descriptive qualitative is the most difficult process. Thus, the researcher must understood the phenomena in the research area, focused on the data that have already get,

explained the relationship and the study with theorize and also reconnected the new research with theory that was already known. Therefore, Ary, et al. (2010) stated that there are three stages to analyze the data. First, Familiarizing and organizing was the first stages in data analysis. These stages could help the researcher easier to analyze the data. The data was collected from handwritten field notes and students' work. Moreover, the researcher should thoroughly understand the data (Ary, et al., 2010). In this research, the writer used field notes and students' result to collect the data. Firstly, the researcher comprehends the data that had collected through reading the handwritten field notes. After that, the researcher analyzed the students' result by watching their video blog. Moreover, the video played for several times to make the researcher more familiar and easier to get the valid data. The second stages were coding and reducing. According to Ary, et al. (2010) "Coding is about developing concepts from the raw data". The common approach was read and reread all he data that already get. Then, the researcher sort the data by considering several aspects such as words, phrases, sentences, subjects' ways of thinking, behavior patterns, and events which appear frequently and important (Ary, et al., 2010). Therefore, the researcher marked important data which was related with research questions. After coding and reducing the data, the next stages were interpreting and representing. According to Ary, et al. (2010) stated that interpreting is explaining and describing anything that happens in classroom. Thus, the researcher explained and described what she obtained in the field by interpreted it. Ary, et al. (2010) explained that qualitative research can be presented through image, table, and words. Since the study investigated about the implementation of video blog in teaching of speaking recount text, the researcher presented the result of observation field notes and the students' vlog as the proof of this study. Those could be interpreted according to the researcher's knowledge, the previous studies, and the related theories.

RESULT AND DISCUSSION
1. The Implementation of Video Blog in Teaching Speaking Recount Text

To answer the first research question, the researcher observed the teacher and the students during teaching learning process. The researcher had done the observation in X Mipa-5 class of SMA Negeri 1 Blitar. The totals of students are 29 students, both of 8 boys and 21 girls. Furthermore, the researcher was conducted three meetings for this observation. The first meeting was held on January 21st 2019, next meeting was on January 28th

2019, and the last meeting was on February 4th 2019. Moreover, the duration of each meeting is around 90 minutes (2 x 45 minutes).

- **The Result of First Meeting**

The first meeting was held on Monday, January 21st 2018. The class started at 12.20 until 13.50. It was conducted at 7th until 8th period. The teacher entered the class and put her bag on the table. In the first meeting, the teacher greeted the students and checked the attendance list. There was no one absent in this meeting.

Next, the teacher told the students a story about her experience in the past to give the students easier understanding before learning about recount text. She used it to give such a brainstorming for the students. Then, the teacher started the story about her experience and the students' respond were very excited. Moreover, the teacher also invited the students to tell their experience in front of the class. A student came forward to retell her past experience with her friends.

In the while-activity, the teacher gave a video to the students. Since the basic competence of tenth graders was about historical event, the teacher showed a video. This video talked about historical event, entitled "Proklamasi". It aimed to give the students example of video blog about historical event. In this section, the students should to watch a video carefully because the teacher gave some questions such as the topic of the video, the generic of the structure, and the function of the video. All of the students were very enthusiasm and they paid attention to the video.

In the next activity, the teacher instructed the students to open their book. In this book, there was a historical event in titled Hari Pahlawan. She asked the students who want to be a volunteer to read the text. The first student tried to read the first paragraph, while the second student read the next paragraph and so on. After reading the text together, the students read the text individually. After that, the teacher gave a question and answer section. There was a students asked to her about the differentiation between narrative text and recount text. Since the student already learnt about narrative text in the previous, the teacher only did a reviewing about the recount text. The teacher asked some questions and explained the social function, generic structure, and language feature briefly. After the teacher giving simple explanation, she asked the students to discuss about content of the text. Moving on to the other activity, the teacher gave an exercise which is multiple choice exercises. There are twenty numbers of multiple choices. The students did the exercise by themselves. After doing the exercise, the teacher asked to discuss about the correct answers. Most of the students got a good score.

Since the time was limited, the teacher reviewed the materials that have been learnt by giving some questions. Then, the teacher closed the class and prayed together.

- **The Result of Second Meeting**

This meeting was held on Monday, January 28th 2019 in the seventh and eighth period. It was the last period before the school ended. As usual, before starting the lesson, the teacher greeted the students and checked the attendance list. After that, the teacher talked about the previous study which already given to remind the students such as the social function, the generic structure, and the language feature.

In the while activity, the teacher explained the new exercise about retelling a historical event by using video blogs. Here, the teacher showed the example of video blog in order to make the students understand how to make it. Furthermore, the teacher also explained the stages how to make a video blog. After knowing how to make it, the teacher introduced a new exercise in group work. The teacher asked the students to retell a story by using a video blog. Then, she divided the class into six groups randomly. After that, the teacher instructed the students to sit together and discussed a new project which was about making a video blog. The teacher spread a historical event entitled "The Battle of Surabaya" as a topic of the video blog. In this exercise, the students could choose an area in the school as a background for taking a video blog, for instance library, basketball court, canteen, and etc. Then, the students went out from the class to find their own place for taking a video blog. Moreover, the students were very excited because they could do the exercise outside. Before the students taking a video blog, they read and discussed to comprehend the story together. Every student had a chance to speak and retell the story. Thus, they should know what they said and how they said. Additionally, every student took a note and made a script. It aimed to avoid the students' hesitation during taking a video blog. Moreover, the teacher came to every group to monitor them whether they had problem or not. Most of the students did not have any problems while doing the exercise. After understanding the story, the students would be able to make a video in group work. Students took a video blog by using their mobile phone since they were allowed to use it at school. While recording the video, the students could express and delivered the story by their own words.

Because the time was almost over, the teacher instructed the students to come back and asked to continue the video blog at home. Furthermore, the teacher also reminded the material that had been learnt in this meeting and explained the activity in the next

meeting which was presenting their video blog. Thus, the students could prepare and edited the video blog.

- **The Result of Third Meeting**

This is the last observation that the researcher did. The third meeting was held on Monday, February 4th 2019. In this meeting, the teacher greeted the students for starting the meeting. The teacher also checked the students' attendance list. There was no one student absent in this meeting. After that, the teacher tried to review the last material that students already learnt in the last meeting.

In the whiles-activity, the teacher instructed the students to sit together with their group. Then, she invited the students to discuss about video blog that have been taken in the last meeting. The teacher gave a chance to present their video blog in front of the class for all of the groups. Besides, the other students who were not chosen to play their video blog can give comments or suggestions to them so they can make a better video blog in the next time. The teacher made a lottery to decide the order of presentation. After all of the students presenting their video blog, the teacher gave some comments and suggestions to all of them. Thus, the students would motivate to make a good video for the next project.

The next activity focused on individual project. In this activity, the teacher showed a rubric of speaking assessment to assess the students' speaking performance on their video blogs. Those were fluency, comprehension, grammar, pronunciation, and vocabulary. Moreover, the students should be able to make the project individually. They were given a topic by the teacher about historical event entitled "Sumpah Pemuda". The teacher had chosen a common text as the topic in order to make the students comprehend text easier. In this section, the teacher instructed the students to read and found the important information from the text. The students needed to underline the text in order to show the important information. By underlying the text, the students would be able to write a story in their own words. While the students wrote the script, the teacher walked around to monitor them. Because the time was over, the teacher instructed the students to continue writing the script and recording a video blog at home. Then, the students could submit the video blog in the next meeting.

In the post-activity, the teacher asked some questions to review the materials and the students tried to remember what they already learnt. After that, the teacher and the students prepared to go home. The leader of the class leaded his friends to pray together. The teacher said good bye to the students.

2. The Students' Speaking Perfomance during the Implementation of Video Blog

In this part, the teacher applied video blog as a media in teaching speaking recount text for tenth graders. Due to know the students' performance, the students should to make some video blog which are grouping and individual work. In this case, the researcher only focused on the students' performance in individual work. There were six aspects based on Brown (2001) which were fluency, grammar, vocabulary, pronunciation, and comprehension. In this study, the researcher focused on five components to assess the students' video blog. Here, the researcher took the levels from poor to very poor, average to poor, good to average, very good to good, and excellent (Appendix 2). Moreover, there were 29 students of X-MIPA 5 but the researcher took the sample of students' speaking performance to represent the data.

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- **The Level of Students' Performances**
  1. **Excellent**
  - **Student 1**

The student 1 got excellent score. Based on the data analyzed, the student delivered the story using her own word. It means that she understood the story properly. Moreover, she spoke smoothly and clear with little hesitation. While speaking recount text, student 1 got little grammatical error. The student forgot used past tense in some words such as explained to explain, made to make, could be to can be. Furthermore, the pronunciation was almost clear and accurate such as educated to /ˈɛdjʊkeɪtɪd/ and scouting to /ˈskaʊtɪŋ/. Below is the part of student's speaking performance in excellent score.

- **Student 2**

The other student, student 2, also got excellent score in speaking performance by using video blog. Student 2 had a few grammatical errors. She used present tense in some words such as began to begin and argued to argue. Moreover, the student spoke very natural speed and without any pauses. Student 2 retold the story clearly. She delivered the story by using her own word, so the audience could understand the story. Additionally, her speech was excellent with few incorrect pronounciations like /boʊt/ to /mɪ'stæk/. She also utilized not monotonous vocabulary such as background, both and so on.

2. **Very Good to Good**
- **Student 3**

Based on the student's video blog, he almost got excellent score. However, the student had a weakness in the some aspects of speaking. In this case, the student delivered the story effectively which means the comprehension well about the recount text. In addition, the student also used various vocabularies like "beginning", "oppression", "briefly" and etc. However, there was problem in her fluency. His speaking was waver with occasional hesitation and pause. They spoke erratically, sometimes loudly but sometimes softly. In addition, the student had a mispronunciation in the same word of word which was "youth" to /joːθ/. He also had a little mistake in grammatical like hoped to hope.

- **Student 4**

Student 4 was another one got very good to good level. She retold the story clearly even though there were few pauses. Moreover, she did some mistakes in pronouncing words like /ˈstreŋθ(ə)n/ to /ˈstreŋðen/, /ˈskaʊtɪŋ/ to 'skaʊtɪŋ/. However, the student had few grammatical errors which were said to say, those are to that is, and etc. Based on the student's video blog, student understood the story very well, so she could deliver it in good way and used her own words. Although, she could not deliver inappropriately in some parts, for example "The idea of organizing the Second Youth Congress Students Association from all of Indonesia". Besides, the student got a problem in vocabulary aspect because she used limited vocabularies.

3. **Good to Average**
- **Student 5**

Based on the data analyzed, the student's video blog showed that he comprehend the recount text easily, especially historical events. Moreover, he spoke quickly and accurate in pronouncing words although student got some errors to pronounce some words, for example, customary to /ˈkəstəm(ə)ri/, law to /l'ō/, and etc. Furthermore, the researcher indicated that the student had some problems in grammatical such as discussed to discuss, agreed to agrees, and etc. The student also used basic vocabulary while telling the story. Based on the

analysis, the researcher put him in the very good to good level.

- **Student 6**

Student 6 was a student got good to average level. Based on the student's performance, she got problem in some aspects. For examples, vocabulary, fluency and grammar aspect. In vocabulary aspect, the student used the vocabularies inappropriately such as background to backing and conference to conferention. Moreover, her speech was smooth and clear, but sometimes still hesitant even though mispronouncing in some words such as /startət/ to /startt/, /skawtɪŋ/ to /skoʊtɪŋ/, and etc. There were several pauses while telling the story. She also got problem in grammatical. There were several grammatical errors such as wanted to wants, educated to educate, was to is, hoped to hope and etc. Although, she got problem in some aspects, she delivered the story by using her own word. It means that the student comprehend the text clearly.

4. **Average to Poor**
- **Student 7**

This student could not tell the story effectively because she cannot comprehend the story very well. Moreover, the student did not use various vocabularies to deliver her speech. It means that the student did not have speaking experience. In this case, it made the audience difficult to get the point. Additionally, there were many grammatical errors that frequently such as buildings to building, meetings to meeting, hoped to hopes and, so on. Furthermore, her speech was frequently hesitant and there were several pauses. She also got the problem in pronouncing some words and it made the researcher confused what the word is. Based on her performance, the student showed that she cannot comprehend the story very well, so it made the student difficult to retell a story.

- **Student 8**

Based on the student's performance, the teacher indicated that she got average to poor category. There was some grammatically errors. For examples, buildings to building, meetings to meeting, they thought to they are though. Moreover, she also used limited vocabulary, so she made comprehension quite difficult. It means that she only used the vocabulary in general to use. Moreover, her speech was frequently hesitant and some pauses, so it indicated that she was not truly confident in her speaking performance. The other problem was pronunciation aspect. Based on the student's video blog, she got mispronunciation in some words such as /klozd/ to /klozəd/, /rəzəlt/ to /rəʃʊlt/, and etc.

5. **Poor**
- **Student 9**

Based on student's video blog, the student only read the whole text. The student showed that she did not understand the content of the text properly. While speaking by using video blog, she could not retell the

story with her own words. It means that she read the text exceedingly and she could not deliver the story in confidence. In conclusion, the student cannot understand what the story talking about, so it caused her speech in some aspect such as vocabulary and grammar. While reading the whole text, the student could not produce various vocabularies and sentences. Moreover, the student also got a problem in pronouncing some words, for examples strengthen to /ˈstreŋ(k)-ðen/, continued to /kən-ˈtin-nued/, relationship to /rəˈlʌtɪθnʃɪp/ and etc. It can be concluded that the problem of student was limited language experience. Therefore, she did not have any idea to present the story by her own word.

- **Student 10**

Based on the student's performance, the researcher indicated that he was categorized in poor level. It was proven from the student's comprehension. The student showed that he could not deliver a story with his own words and read the whole text. Therefore, the student got poor level in all aspects of speaking which are pronunciation, fluency, comprehension, vocabulary, and grammar. The student could not make a his own story and produced various vocabularies. Moreover, his speech was so soft and some long pauses. The student also got frequent problems with his accent like mispronouncing the word /ˈstreŋθ(ə)n/ to /ˈstreŋ(k)-then/, /rɪˈleɪʃ(ə)nʃɪp/ to /rəˈlʌtɪθnʃɪp/, and etc.

CONCLUSION AND SUGGESSTION
Conclusion

Based on the result and the discussion in the previous chapter, it could be concluded that the implementation of video blog as media can be applied to teach speaking recount text for tenth graders. The teacher used the stages of making video blog procedurally. The teacher started use the video blog by showing the example of it to the students. In this case, the students did all of the stages alternately. In the implementation of video blog, the students worked in pairs and individually. Firstly, the teacher asked the students to make a video blog in group. it aimed to make the student easy understanding the text by discussing the text. Besides, by giving individually project, the teacher helped the students to develop their critical thinking and self-confidence during speaking in video blog.

Based on the second research question, the researcher focused on the students' speaking ability. In addition, the researcher evaluated five aspects in speaking recount text such as comprehension, fluency, grammar, pronunciation, and vocabulary. The researcher analyzed the students' ability by using speaking rubric and categorized in some level that was adopted from Brown (2004). Based on the result of students' performance, it was concluded that video blog can help the students speaking confidently. Hence, it showed from the last result that there were students in excellent level.

Suggestion

Based on the result of data analysis and the conclusion that previously explained, the researcher has some suggestions, which are:

Firstly, the suggestion is given for the teacher. The teacher should be more active to apply media in teaching speaking. Before making a video blog, the teacher should make sure that the students have fully understood about the assignment or the instruction. Furthermore, while the students making a script of the video blog, the teacher only walked around to monitor the students. It would be better if the teacher gave a chance to submit the students' script. It aimed to make the students get a good speech while recording the video blog and completed the aspect of the speaking skill.

Next, for the next researcher who are going to conduct the same research, it will be better to try video blog as media in teaching English for another skill or difference material of the text. There are many media in teaching English. Therefore, the researcher should be more creative to use video blog in teaching English. It aimed to make the student interesting to learn English language.

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