IMPROVING STUDENTS' SPEAKING ABILITY BY USING VLOGGING AT SMK NEGERI 4 MALANG

UNDERGRADUATE THESIS

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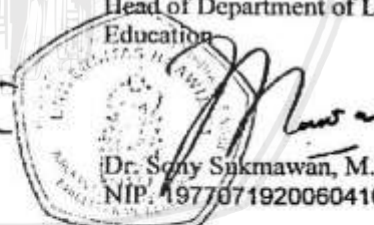NIP. 2016128502042001

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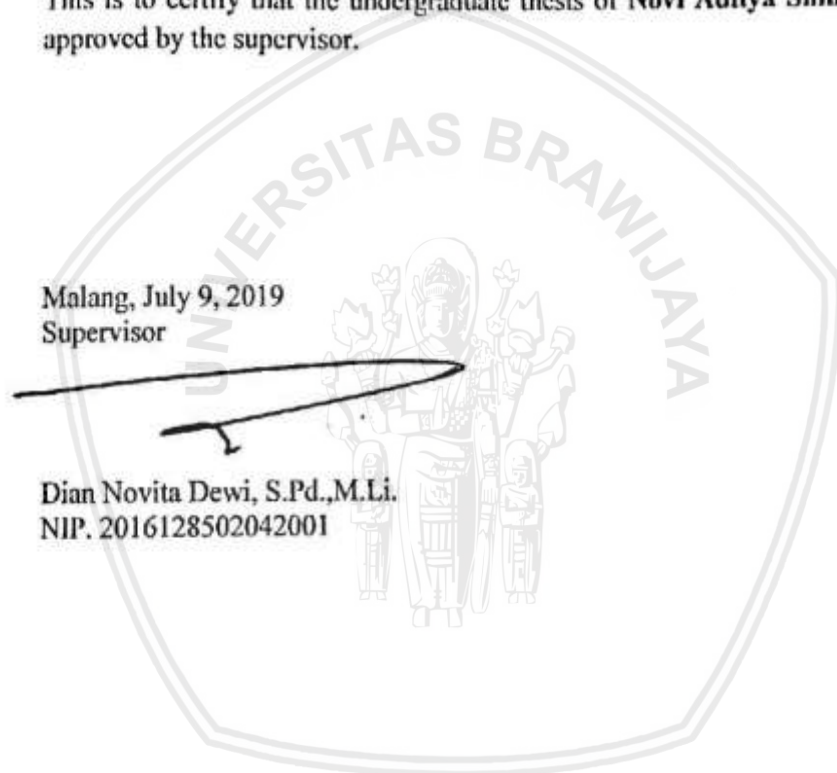
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ABSTRACT

Shinta, Novi Aditya 2019. **Improving Students' Speaking Ability by Using Vlogging At SMK Negeri 4 Malang.** English Language Education Program, Department Of Language Education, Faculty of Cultural Studies. Universitas Brawijaya. Supervisor : Dian Novita Dewi, S.Pd., M.Li.

Keywords : Speaking ability, Vlogging, Teaching Strategy

Speaking is an interactive process of developing meaning that involves producing, receiving, and processing the information. Even so, the students felt difficulties in speaking ability. As the results of the students speaking score of X DG D and the interviewed with the English teacher in the preliminary study, most of them lack in pronunciation, confident and unproductive to create their own text; and the teacher still uses conventional teaching technique such as presentation, giving and asking opinion and discussion. Thus, in this study the researcher decide to use vlogging as the strategy to improve students speaking ability.

This study applied CAR (Classroom Action Research) as the research method. This study was done in one cycle which consists of 3 meetings. As the instrument of this study the researcher used interview guideline, test, and questionnaire. The subject of this study was X DG D of SMK Negeri 4 Malang that consists of 32 students.

The result of this study showed that vlogging was successful in helping students to improve speaking abilities. The criteria of succes of this study was 70% of the total of the students can reach 75 in speaking score as standard of minimum completeness (KKM). In the pre-test it was found that 12,5 % or 4 of 32 students passed the grade, while the in the post test 75% or 24 of 32 students passed the standard of minimum completness. The result of the students questionnaire and the teacher's interview after implemented the action showed that vlogging bring positive impact for the students' speaking ability. Besides, this study was considered successful when the students participation during the speaking activities reach 100%. Thus, it can be concluded that vlogging strategy succesfully improved students' speaking ability.

For, future research, it will be good if the next researcher use vlogging to improve another ability such writing, reading, or listening.

ABSTRAK

Shinta, Novi Aditya 2019. **Improving Students' Speaking Ability by Using Vlogging At SMK Negeri 4 Malang.** Program Pendidikan Bahasa Inggris, Departemen Pendidikan Bahasa, Fakultas Ilmu Budaya. Universitas Brawijaya. Pembimbing : Dian Novita Dewi, S.Pd., M.Li.

Kata Kunci : Speaking ability, Vlogging, Strategi Mengajar

Berbicara adalah proses interaktif untuk mengembangkan makna yang melibatkan produksi, penerimaan, dan pemrosesan informasi. Meski begitu, para siswa merasakan kesulitan dalam kemampuan berbicara. Sebagai hasil dari nilai berbicara siswa X DG D dan wawancara dengan guru bahasa Inggris dalam studi pendahuluan, kebanyakan dari mereka kurang dalam pengucapan, percaya diri dan tidak produktif untuk membuat teks mereka sendiri; dan guru masih menggunakan teknik mengajar yang konvensional seperti presentasi, memberi dan meminta pendapat dan diskusi. Dengan demikian, dalam penelitian ini peneliti memutuskan untuk menggunakan vlogging sebagai strategi untuk meningkatkan kemampuan berbicara siswa.

Penelitian ini menggunakan CAR (Penelitian Tindakan Kelas) sebagai metode penelitian. Penelitian ini dilakukan dalam satu siklus yang terdiri dari 3 pertemuan. Sebagai instrumen penelitian ini peneliti menggunakan pedoman wawancara, tes, dan kuesioner. Subjek penelitian ini adalah X DG D SMK Negeri 4 Malang yang terdiri dari 32 siswa.

Hasil penelitian ini menunjukkan bahwa vlogging berhasil membantu siswa meningkatkan kemampuan berbicara. Kriteria keberhasilan penelitian ini adalah 70% dari total siswa dapat mencapai 75 dalam nilai berbicara sebagai standar kelulusan minimal (KKM). Dalam pre-test ditemukan bahwa 12,5% atau 4 dari 32 siswa lulus kelas, sedangkan pada post tes 75% atau 24 dari 32 siswa lulus KKM. Hasil kuesioner siswa dan interview guru setelah menerapkan tindakan menunjukkan bahwa vlogging membawa dampak positif bagi kemampuan berbicara siswa. Selain itu, penelitian ini dianggap berhasil ketika partisipasi siswa selama kegiatan berbicara mencapai 100%. Dengan demikian, dapat disimpulkan bahwa strategi vlogging berhasil meningkatkan kemampuan berbicara siswa .

Untuk, penelitian di masa depan, akan baik jika peneliti berikutnya menggunakan vlogging untuk meningkatkan kemampuan yang lain seperti menulis, membaca, atau mendengar.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is a language used as a medium to communicate in many countries in the world, in other word English is an international language. Most of the people in the world use English language to communicate with others, therefore everyone really needs to learn it, because there are many advantages that will be obtained when we learn English such as economics, tourism, technology and, the internet that have many good benefits (Rahman, 2016). The English language also uses to communicate between countries, especially in the business field, bilateral relationship and politics. Furthermore, in this globalization era, English is used for the technology field.

Technology also can be interpreted as a tool that made by human and useful for human life such as machine, but it can be included broader terms, system, organization methodology, and technique. In this globalization era, everyone depends on technology, so technology becomes a very basic necessity for every human. Technology is used for every aspect of human life. Technology has affected society in the environment and a variety of things. In society, technology has helped develope more advanced economy (including the current global economy).

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Technology is being a new medium to be implemented in education. Technology plays an important role to develop and facilitate in the educational process. Technology is very helpful in the field of education, for example, to facilitate teachers in delivering the material and in teaching-learning process, such as the use of LCD Projector, the use of Google to search or browse the material, the use of smartphone for students to make them easier to communicate in group works and many others that related in education utility. It cannot be denied that technology brought many positive impacts on education.

Regarding technologies in learning, MALL (Mobile-Assisted Language Learning) is the using of mobile technology that used for language learning (Miangah and Nezarat, 2012). In the formal learning, the students need to sit in the classroom, but by using mobile cellular the students do not need that. They can learn everywhere without being limited by space and time. The main characteristic of learning using mobile cellular just the portability and connectivity which must be connected to the web or the internet in order to access the address of the web.

Otherwise, in the millennial era, social media is very close to the lives of people, especially teenagers. The various kinds of social media are usually used such as YouTube, Instagram, Path, Twitter, Line, and Facebook, which offer convenience so that they feel endure using the social media for a long time. Social media especially Instagram that use among teenagers can have positive impacts, especially in Education. Instagram as social media can be used as a means to learn in a way that is fun and easily accessible to students. As we know, social media is

a place for teenagers to express their freedom of expression, whether in the form of images, messages or videos. Therefore, it can be said that teenagers are the most users of social media.

Considering the important of the using of appropriate strategy in English Language learning, English is one of the subjects in the Indonesian education curriculum that possible to use teaching strategies in the process of learning. The English language is taught in elementary school, junior high school, senior high school, and university. In teaching English, teaching strategy is very necessary to support the succes of the learning activities. There are so many teaching strategies can be used in the learning process. For example, is the using of vlogging to improve students' speaking skill by Rahmawati (2018). Supported by previous research, vlogging was successful and effective to improve students' speaking skill. It can be seen by the improvement of the students' speaking pre-test and post-test. Then, after implemented vlogging, the students were more active and interested in the activity.

The abilities that includes in English language cover: reading, listening, speaking and writing. All the abilities must be mastered by all of the students. Based on Urquhart and Weir (1998), reading ability is a cognitive ability that a person is able to use when interacting with a text. Abbas (2006, p.125) states that writing ability is an ability to express the idea, opinion, and feeling to others in writing. Listening is also one of ability in the English language, which is a combination of hearing what others say and psychological involvement with the person who is speaking (Tyagi, 2013). Therefore this study focuses on the

speaking ability. From all of the abilities, speaking is the most important ability to be mastered for communication, Zaremba (2006). Speaking is a process to share the ideas or meaning of the speaker. Speaking is the productive ability in the English language that should be gained by the students.

Based on the interviewed with the English teacher Mrs. Anis Sovia, S.Pd,. M.Pd. , in the English teaching-learning process in SMKN 4 Malang the students speaking ability are low, this is because they are not fully using the English language to communicate. Most of the students use the Indonesian language to communicate with others. This has happened because the students are shy to communicate using the English language. They are also lack of vocabulary mastery because in each week they only have once English lessons, it means they learn English only 135 minutes each week. It affects their English mastery a lot, especially in speaking English language, the lack of drilling is one of the problems. Moreover in the 2013 curriculum which was applied in a full-time or usually called by the full-day system, teachers are not permitted to provide homework for students. It makes them less to learn English and to review English out of schedule.

Based on the researcher interviewed with the English teacher, the researcher found that most of the students are not confident when they speak in front of the class. Many factors cause this issue such as a) the students are lack of drilling to speaking English, b) the students are lack of vocabularies mastery, c) the students are afraid to make mistake, d) The teacher implement the old teaching technique (conventional method) such as presentation and discussion in speaking class. The

teacher also said, when the teacher asked the students to have a presentation the students try to bring a text or their book in front of the class. In other words, they do reading aloud not speaking comprehension actually.

Based on those problems the researcher suggested to solve the problem by using *vlogging* to improve students speaking ability. Hopefully, the strategy can improve their speaking ability and increase their confidence when they are speaking using the English language. The strategy also can create their creativity while learning English using fun way, technology, and social media close to their daily lives. Learning with fun way and linking with their daily life will increase their motivation in learning English.

1.2 Research Problem

Based on those problems then can be summed up into as follows:

1.   How is the students' speaking ability before implementing vlogging in speaking class at X DG D in SMKN 4 Malang in the academic year 2018/2019?

2.   Can the vlogging improve students' speaking ability at class X DG D in SMK Negeri 4 Malang?

1.3 Objectives of the Study

Based on the research problem, the formulation of purpose from this research as follows:

1.   To know how the students' speaking ability before implementing vlogging in speaking class at SMKN 4 Malang in the academic year 2018/2019.

2.   To know the vlogging can improve students speaking ability at class X DG D in SMKN 4 Malang or not.

1.4 Significance of the Study

In theoretical benefits, this study is expected to be used as an additional strategy in teaching and learning speaking. Then, hopefully, this research can be used as a reference for another researcher especially for education students and also can enrich knowledge fields of English education related to strategy.

This result of this study is expected can give practical contribution to teaching English, especially in SMKN 4 Malang where the research conducted. Vlogging can be implemented as a teaching strategy that can interest the students while in the learning process. The use of *vlogging* is expected to become one of the references in the use of strategy in learning, which can help the learning activities more creative and interesting because this strategy offers several advantages such as improve speaking, being easily accessible, easy to implement and fun.

For the English teachers, hopefully the finding of this research can help the teacher to implement an interesting strategy in English speaking class without using conventional technique. The teacher also can introduce this activity to another teacher because this study is effective to implementing in the English classroom.

For the students hopefully this finding of the research can solve their problems in speaking. Students can use *vlogging* activity to improve their speaking ability and frequently used in everyday life especially on social media.

Students can use this technique not only in the classroom but also they can use the strategy everywhere.

For the future researcher, this finding can be used as valuable sources to conduct other research related to the use of *vlogging* as an activity in the slearning process. Moreover, this research can be one of the references that can be conducted in different grades and level of education.

1.5 The definition of key term

Speaking ability: Speaking is an activity to communicate that produce or to deliver meaning for others. In the nature of communication, we will find the speaker as someone who delivers meaning and the listener as someone who gives the feedback. When someone speaks it will produce a vocal that increases some sounds and the others can receive it by listening to the sound. By speaking an individual can make interactions or communication with others.

Vlogging : Vlogging is an activity or process to make a video to review, describe, or to give an opinion about a thing used in their own language and style. All the things that they present are based on their knowledge and opinion. Then they record their presentation by using a single camera or commonly using a smartphone camera. Then, the video is uploaded on Youtube or social media such as Instagram, Facebook or Line. The

purpose of the vlogging is to give information, education and new knowledge creatively and fun.

Teaching Strategy : Is a procedure or series of activities carried out during the learning process. The purpose of teaching strategy is to help the problems faced by students. In addition, learning strategies are structured in such a way as to achieve the objectives of learning.
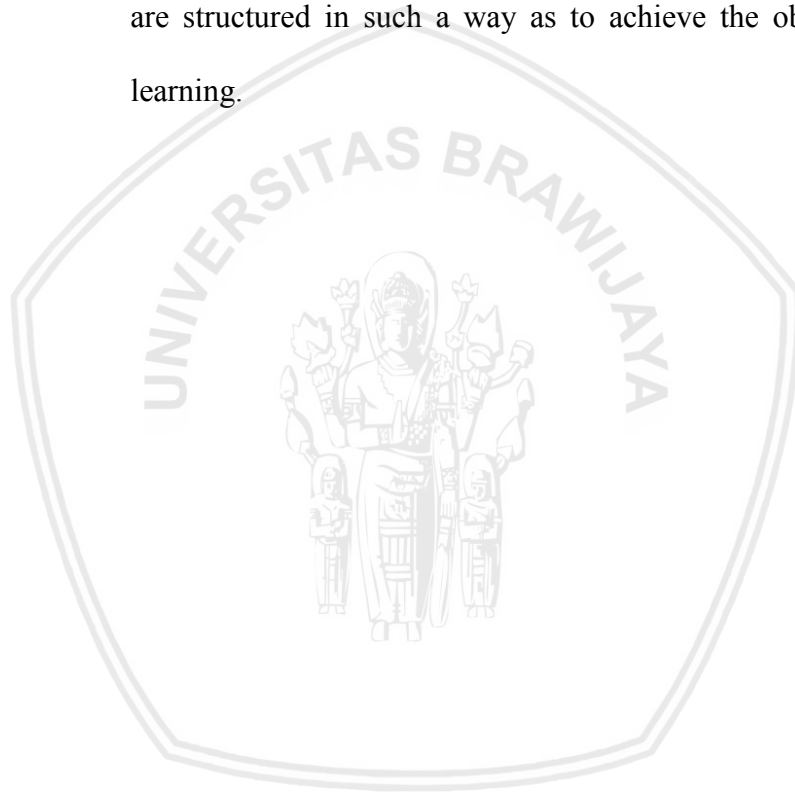
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the meaning of the nature of speaking, speaking ability, teaching speaking, simple routine task and *Vlogging*.

2.1 The nature of speaking

1. Speaking ability

There are so many definitions of speaking that have been stated by some experts in language learning. Speaking is a productive ability that cannot be separated from listening. When we speak it will produce a text that should be meaningful. According to Burn (In Burn & Joyce, 1997), Speaking is an interactive process of developing meaning that involves producing, receiving and processing the information. Based on Gert and Hans (cited from Dedi 2012) speaking is utterances to have intentions whose purpose is to get recognition by the speaker and recipient of the reporting process in order to recognize their intentions.

Speaking ability in general can be interpreted as a delivery meaning (idea, mind and the content of heart) of someone to other people using spoken language, so the listener can be understood what the speaker is saying. Speaking is the ability to say an articulation of sounds to express or to deliver the feeling or idea, depended on the context in which it

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occurs, the participants, and the purpose of speaking (Burn and Joyce, 1997).

2. The Purpose of Speaking

The purpose of speaking is to communicate with others. Good communication means a better understanding of ourselves and others. Communication is a process to negotiate, express and interpret. Based on Savignon (1982, p.8), states that the opportunities for communication are infinite and include system signs and symbols. In communication have sender, receiver, and medium. In other words, both the speaker and the listener interacted by giving respond to what they have listened to.

As a human in a social being, the first and the important is social action. One such action is the mutual exchange of experience, mutual argued and the experience, mutual sharing and receive thoughts, express and receive thoughts others. According to Widjaja (2009, p.9-10), there are some functions of interpersonal communication one of them is the supply of scientific resources enable people to behave and act as members of the community effective. Moreover, communication also creating and preserving bonds of public interest, creating a unity of symbols that distinguishes it from other groups, and set an action

.

3. The Aspects of Speaking

According to Syakur (1987, p.3, cited in Mora 2010), There are five aspects in speaking skill those are grammar, vocabulary, fluency, comprehension, and pronunciation.

a. Grammar

In Francis, (1954, cited in Hartwel 2008, p.109) states that grammar is a formal set of patterns where the words of a language are arranged to convey greater meaning. In other words, grammar is a way to arrange a language in order a language can easily to be understood. Grammar also the basic unit should be mastered by the students because if they do not master the grammatical they cannot communicate well using the English language.

b. Vocabulary

Susanti 2002 (cited from Wijayanti, 2014) said that vocabulary is a summary of all words in the language as well as the ability of words that are known in speaking and writing. The students should mastered vocabulary to help them to communicate well using the English language.

c. Fluency

According to Segalowitz (2003, p.384 cited in Solcova, 2011, p.65), fluency is someone's ability to pronounce phrases in the second language correctly, smoothly and accurately. So, fluency can make the partner of communication can get well information that we share. When someone speaks fluently, they will regardless of grammatical form or other mistakes.

d.   Comprehension

Comprehension is an ability that needed to have by the students because it will help them get information they want by the interlocutors. Comprehension ability could increase the effectiveness of communication. Kintsch (1999, cited in Huddin, 2015 p.13) stated, there are some strategies to maximizing comprehension ability that cover activity and connecting prior knowledge, concept development and provides modeling for students.

e.   Pronunciation

In the language, pronunciation is a very important part because pronunciation is very important to deliver the meaning in speaking. If we make miss in pronounce a word in conversation it will make misunderstanding in communication, especially in the English language. Dalton (1994, cited in Ashour 2014), the wide meaning pronunciation is produce of significant sounds and meaningful sounds based on context.

This research also uses performance as the component for speaking assessment. Based on De Kort and Leerdam (cited on Hemerka, 2009 p.15) stated that performance denotes the production of actual utterance as a result of physiological processes.

2.2 Teaching Speaking

Based on Hornby (1995, p.3 cited from Mora 2010), teaching is giving instructions and giving knowledge or skill to others. According to Tarigan (1990, p.149), Speaking is the skill of conveying messages through spoken language.

While speaking is to make and use words in ordinary voice instructions to another person and the purpose is to communicate.

It can be conclude that, teaching speaking is giving instruction or knowledge to others in order they can speak or communicate properly and correctly. Teaching speaking also the way to give students chance to express their emotion, mind, and idea in the classroom. Students can express themselves while speaking and the teacher as the supervisor is steering the speaking activity in the class. In this activity, students can share their opinion with others and they also can try to communicate with the English language as the foreign language in the classroom. So that, the learners should be understood and involve in communication.

2.2.1 Teaching Speaking Technique

According to Kayi, (2006, p.2), There are some activities to increase speaking ability:

1.) Discussion

Based on Hasibuan (1985), discussion is a vision from two or more individuals that have interaction in verbal communication and act face to face about the purpose or a target that has given by exchange or maintain the information, cited in gurupendidikan.com by Aris Kurniawan.

2.) Role Play

Based on Sanjaya (2006, p.161 cited in Purwandari 2012), Role play is a method of learning as part of a simulation directed to create the events

of history, actual things, or goings on thing. It means that play role is a device of learning, or can be defined as learners (or even teachers) are asked a thing in a certain situation, and in the instructions is to play a role behave like would they do in a situation that will be given.

3.) Interview

Sugiono (2009, p.317) state that, interview is the meeting of two people to exchange information and the idea through question and answer so that it can be construct meaning in a particular topic and with interview, we will know the things more deeply about the participant in interpreted situation and phenomenon happened that cannot be find in observation. The technique of the interviewing is not constructed, that "the interviewing is free which is the researcher is not using the orientation questions that systematically arrange and complete to developing the data", (Sugiono, 201, p.140)

4.) Reporting

The students are asked to report the most interesting news that they found in television, newspaper, radio or the internet. Students also can talk about whether they have similar experienced and then they can share with their friends in the class.

5.) Prepared Talks

Prepared talks is a popular activity that is usually done in the class. However, this activity is design not to be spontaneously conversation, because they would designed first or "writing" the draft based on the topic

given. Then, the students will present it and usually they will read more than speak spontaneously.

6.) Dialogue

Dialog is an activity in teaching speaking that trained the students to practice speaking in English language. Dialogue activity also can increase students' vocabulary mastery. It also can develop student competence in pronunciation. However, based on oxford dictionary dialogue is a conversation between two or more people as a feature or book, drama, and film.

2.2.2 Vlogging

In this study, presents *vlogging* as a teaching strategy. According to Rakhmanina (2017), vlogging as one of many strategies in learning builds students' accountability in daily lives. *Vlogging* consist of two words those are video and blogging. *Vlogging* is the activity to makes a vlog. Vlog is a creative content of digital that utilizes audio visual media. A person who makes a vlog can be called as a vlogger. Video blog or vlog is one of thousands kind of content on the internet. So, online individual representation can be found in a video blog, Hall (1997, p.15).

Video is a technology to catch, record, process, transmit and rearrange a movie image. Blog is almost of the content video. Blog is an abbreviation of the weblog, it is an application form of a variety of content or writings that publish on the internet. Vlog is the recording of a video that posted or publish on the internet. Usually, a vlog is published in Youtube or blog.

Vlog also a video that made by a person to talk over, reviewing, or describing a topic with their own creativity. Sometimes they made it with funny way when they deliver the topic. In general vlog is created a video to share information that funny, interesting, educative, and unique. As we know, in this globalization era, the student is so close to technology and social media. The researcher is sure that all of the students are using social media such as Instagram, Facebook, Twitter and etc. It is underlying why the researcher used vlogging in this research. Vlog is a part of Information and Communication Technologies (ICTs).

The researcher used *vlogging* as the teaching strategy in this study because nowadays the *vlogging* phenomenon presented in social media. Therefore most of the people in our society use social media include teenager till adult. It will interest if *vlogging* becomes a new activity that can be used in the learning process, especially to improve students speaking ability.

2.3 Speaking Content

Simple Routine Tasks are material distributed in class 10 and contained in even semester syllabus KD 3.12.1. In this material, students are taught about how to express and get information about daily activities or routines. In this task, students learn the social function, generic structure, and the language features that use to ask or to give information about routine. In this material the students will learn more about the use of *simple present tense* and ask them to apply *simple present tense* by making some sentences that associated with the daily activities.

The students also asked to make a simple short text about transaction in oral or written form, which involves action and asked information related to the daily activities or routine, and they should pay attention to the social function, generic structure and good language features based on the context (world work).

2.4 Previous Studies

The previous study that has conducted by the researcher can be used to support a new study. There is some research that has been down as follows :

Rahmawati (2018) entitled "The Use of Vlog to Improve Students' Speaking Skill". This research shows that the implementation of *vlogging* to improve students' speaking skill at 11th grade IPA 3 of SMA Muhammadiyah Ponorogo in the academic year of 2016/2017 was successful and effective. First vlogging improved the students' speaking skills. It could be seen the first Cycle the test was 15 or 53.57% of students who got ≥78. While, 28 or 100% of the students got ≥78 in cycle II. The students' speaking skills improved because the teaching and learning process of teaching was successful. It could be seen from the checklist and questionnaire. The result of the observation checklist in cycle I was 65.62%. While, the result of observation checklist in cycle 90.62%. Besides, the students' responses also improved from cycle II. The result has shown that the student' motivation in learning and practicing English improved. The result of the questionnaire in cycle I was 57.85%. While the result of the questionnaire in cycle II was 85.71%

Maulidah (2018) entitled "Vlog: the Mean to Improve Students' Speaking Ability". This research was conducted into EFL students and used autonomous learning as the strategy. The data were analyzed by criteria of score that have been set by the researcher and by student reflections in the form of questions. The result of this research was Vlog significantly improve students' speaking ability. It can boost students' encouragement by providing fun and accessible learning process. In addition, it promoted a good presentation in students' speaking performance. They are able to interact in an authentic environment to get a lot of exposure in speaking. In addition, students got a chance to build up their autonomous learning. Those several things bring students to enhance their progress in speaking ability.

2.5 Research Gap

There are two previous study supported by the technology to help the learning process. Recalling the fact that nowdays learner need the strategy that appropriate for this era. Moreover, the technologies are close with them. It brings this research to assume that utilizing vlogging as the strategy and daily routine as the material is the proper way to learn English rather than two previous studies.

CHAPTER III

RESEARCH METHODOLOGY

This chapter will discuss the method that used in this study.

3.1 Research Design

In this study collaborator Classroom Action Research (CAR) is applied. Initially, this research is used to find the solution that exists in the class. According to Kemmis and McTeggart, (1992, p.5 cited in Gumanti 2016 p. 256) stated that "Classroom Action Research is self-reflection of research that involves participants in a social condition to increase rationality and correctness in social context or education practices". This action is to improve rational stability and understand of measured that has done, as well as to repair the condition of implementation of the practices in learning.

Classroom action research is important because the teacher will know the problem that exists in the class. Do the problems come from how the teacher convey or transfer the material or how the students receive the material. Then, the teacher will find the solution to solve the problem and to find out the best steps to improve the quality of the learning. This action will be done by the teacher or educator in the classroom and implemented in a structural way to solve the problem by doing some activities and finally the problem solved.

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In this research, the researcher used Classroom Action Research by Kurt Lewin's models. The researcher chosed this model because the steps were continuously such as planning the activities, action, observing and reflecting. The model of the cycle by Kurt Lewin as follow:
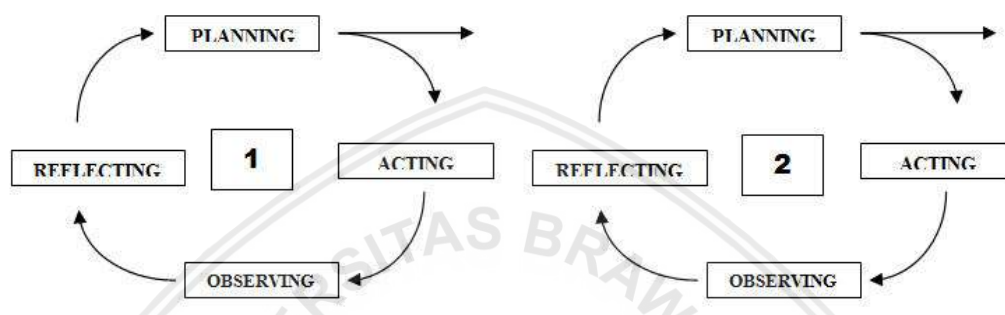
Figure 3.1

Kurt Lewin's Models (1946) Action Research Design

Based on Kurt Lewin action research describes with spiral step that contains of two cycles, which is every step has four stages. Those are designing the lesson plan (planning), implementing the lesson plan (acting), collecting data during the learning process (observing), revising some difficulties or the weakness on the teaching-learning process and how to make improvement in the next meeting (reflecting). It means that, if the first cycle finish but the criteria of success does not achieved, so, the researcher needs to continue the next cycle using the same step or concept like the first cycle. It will be better, before conducting the Classroom Action Research the researcher do Preliminary Study to get better step.

3.2 Setting and Subject of the Study

The researcher chooses SMKN 4 Malang or better known as SMK GRAFIKA for this research because the researcher is already known the characteristics of the students when P4 (Program Pengenalan dan Pengelolaan Pembelajaran) as long as one and half month. This school is located at Jalan Tanimbar number 22, Kecamatan Klojen, Kelurahan Kasin, Malang, East Java. There are several departments of this school, those are Produksi Grafika, Persiapan Grafika, Multimedia, Rekayasa Perangkat Lunak, Animasi, and TKJ (Teknik Komputer Jaringan).

As a vocational high school that can be said to be a favorite school in Malang, Grafika is a school that requires teachers to use technology as teaching aids to support their learning. Hence, most of the teachers in this school use technology and require to use media especially English to support the learning process. This school is also equipped with technology as the teaching aids such as LCD Projector, Speaker, and Wifi in each class to support teaching-learning. So, students are familiar with the use of technology in learning.

As a vocational high school SMKN 4 Malang devoted to preparing the graduate students who are ready to work. Evans state at Djojonegoro that vocational education is one of the education systems that devoted to preparing students to be more able to work, in group work or a field of work. Students are required to study one field according to expertise that they are interested in more deeply. It is intended as a preparation to enter the world of work. See from the

definition of vocational high school in student perception, they are just focusing to be a worker after graduated. In other words, another lesson is not the purpose of learn deeply for vocational students. This is the reason why the teachers in SMKN 4 Malang are required to be creative in teaching. Moreover, all the departments mostly used technologies in their learning. Therefore, from the activity, the researcher tries to get the attention of the students in order they are also interested in English Lesson and to know how important to learn the English language.

According to the direction of the teacher Mrs. Anis Sovia S.Pd., M.Pd., as the English teacher in SMK Negeri 4 Malang, during the interviewed, she recommended X Desain Grafis D class as the subject of this study. This is because this class have problems in speaking ability. This class consists of 32 students, and most of them are female students. According to its name this class is prepared to work as a Graphic Designer.

3.3 Research Procedures

Remembering that *vlogging* was a strategy used in this research, so the researcher have set the systematic ways and get ready to implemented this strategy in speaking class.

3.3.1 Preliminary Study

In this study, the preliminary study was conducted by the researcher to deal with the subject of the research. The researcher determines which class

will be used as the subject of the research. It was also supported by two instruments those were interview and observation.

First, the researcher interviewed Mrs. Anis Sovia S.Pd., M.Pd., as one of the English teachers in SMKN 4 Malang. The interview was held on 18th March 2019 in SMK Negeri 4 Malang. First, the researcher asked permission to conduct the research in one of her classes. The questions were about the (1) condition of the class, (2) The student's problem in speaking ability, (3) the teacher technique that use in the speaking class, and (4) what activities that prefered by the students in learning English.

Mrs. Anis was explained that the student's interest in learning English especially in X Desain Grafis D is 50:50, some of the students still motivated with the learning and the others were low. It was because English a foreign language and this subject implemented in the last hours when they were tired. Then, this class also can be categorized as a special class, because they must be guided slowly to take the lesson well and cannot be released. The teacher also showed the students' speaking score before implementing the action.

Mrs. Anis said that student problems in speaking ability were in pronunciation and confident. In speaking ability, most of the students were unproductive to create text which they will present and browsed the material. Then, usually when they were speaking in front of the class, their voice was very slow, it happened because they were shy and unconfident.

The students are also unconfident when they speak using English, they are afraid if they will be made mistakes, and they also shy to speak the English language because it has weird pronunciation. However, they were also lack drilling in speaking the English language, this is happened because English only taught one meeting every week which means the students only learn English 135 minutes per week.

The teaching strategy used by the teacher also still conventional technique such as presentation, brainstorming by using asking and giving opinion, and discussion. However, the teacher also used games to motivate the students to and interest them.

The second, the researcher did observation. The researcher observed how the learning process run, such as the teaching strategy used by the teacher and how the students' participated during the learning process. The teacher gave the students a task to made a map because the material was about *direction*. The students should make map in pair. During the lesson, there were some students did not follow the lesson well. It can be seen by their action in the class, some of the students' played their mobile phones in the class, sleeping in the class and they did not focus on the lesson, but some of the students still focussed and did their duty. Although the teacher already explained the terms there were some students still asked the same questions and did not follow the direction. They still copy and paste their map from the internet, it can be said that they did not confident with themselves. Then, there were some students' did not cooperate well with

their pair. The last was, the students still use Bahasa to communicate with the teacher or their friends during the English lesson.

It can be concluded that the students did not use the English language during the learning process. They are very low motivation using English although the teacher motivates them to use English in the class. Then, some of them cannot take lessons properly.

3.3.2 Planning

Planning is a coordinated action that will be carried out in the future to achieve the goal or solve an existing problem. In planning, there were several activities or tests to measure whether the actions taken have been successful or not. Based on Louis A.Allen (in Purnama 2016: 5), planning was determining a series of actions to achieve desired results. Purnama 2016 stated, that Planning aims to set goals, policies, procedures, and programs and provide guidance on how to implement them effectively in achieving goals.

All plannings in the action were included lesson plan (RPP), test instrument, observer checklist that adapted from (Thirdayanti, 2015), students' questionnaire and media that use in the learning process.

3.3.2.1 Designing Teaching Aids and Media

This research used Laptop, LCD Projector, and Speaker as the teaching aids, and some example of Vloggings. All of those media

were supporting the researcher in the teaching and learning process in this research. This study also used Instagram as a social media for uploading students' *vlogging*. This research used Instagram instead of Youtube because, first most of the students already have an Instagram account instead of YouTube, the second one Instagram account can be used or owned by all of the students including the teacher, third Instagram ease the teachers to assess and observed their vlogging results without entering video links one by one like using Youtube, and if there were additional announcements or assignments, the teacher can easily upload them on the Instagram story where the students can found out quickly because Instagram was a social media that currently being loved by them.

3.3.2.2 Criteria of Success

According to Latief (2009), criteria of success not only marked by the level of the success of the students in learning but also from the improving of the students' test score that given in CAR process. The criteria of success in Classroom Action Research was the indicators of solving these problems can be quantitative data (such as scores on test results that describe academic achievement, asking frequency that describes the activity and participation of students in the learning process, etc.), and qualitative data (such as a picture of class atmosphere, a picture of students' inner atmosphere and the teacher concerned). Quantitative data is very objective, measured with

certainty and can be analyzed statistically. While qualitative data was very subjective in the form of a picture of the classroom atmosphere, the love of students in the fields being studied, etc.

In this study, the criteria of success determined to find out whether this research successful or not. The criteria of success that have set by the researcher as follow:

1. Students participation in the learning process using vlogging minimum should be 100% of the total students overall.
2. The mastery criterion that must be achieved by at least 70% of students is 75.

The researcher set the criteria of success based on Standard of Minimum Criteria (Kriteria Ketuntasan Minimal) that have been set on Surat Keputusan Kepala Sekolah Menengah Kejuruan Negeri 4 Malang No.35.73.SMKN4/2018 that the KKM value for English subjects is 75.

3.3.3 Acting

Acting is the implementation of doing the strategy that have been set in the planning. In doing this study the researcher acted as the teacher who delivered the lesson. The researcher implemented the strategy in learning activities to know whether the strategy successful or not. In implementing the action, the researcher helped by the teacher. In this study has had one cycle which consisted of 3 meetings. The time allocation for one meeting is

3x45 minutes. In the first meeting, the researcher was reviewing the previous material that they have learned with the teacher. Then, the researcher introduced the next material about *Simple Routine Task*. The researcher explained the definition, purpose and language features that used in *Simple Routine Task*. After that, the researcher treated the students how to pronounce some words that commonly used in Simple Routine and introducing some words that usually used in this context. Then, the researcher gave some examples of the dialog and asked the students to made Simple Routine dialog. Then, the teacher explained the role of how to make *vlogging* and they showed some vlogs by using LCD projector and speaker. Last, for homework, they should present their dialog by *vlogging* and should upload it in Class *Instagram*.

In the second meeting, the researcher reviewed the previous lessons and showed their *vlogging* in the an LCD projector and reviewed the mistakes of their vlogging. Then, the researcher was explaining about Simple Routine Task with a different topic and gave them some examples of the texts. Then, the students made a text about their Simple Routine about an occupation individual, using good generic structure and correct language feature. After that, the researcher asked them to make *vlogging* (for homework) individually and they should collect their work by uploaded their *vlogging* in class *Instagram* before the due date.

In the third meeting, the teacher-researcher was reviewing the previous lesson. The teacher-researcher gave them feedback about their

vlogging last week. Then, the students were identifying some texts about simple routine texts. The researcher asked the students to make the simple routine text about different occupations than before and then for homework they should present their text by vlog and then upload it to *Instagram.*

3.3.4 Observing

Observing is a systematic observation and recording activity of the phenomena studied. Based on Riduwan (2004, p.104) observation was a data collection technique, where researchers make observations directly to the object of research to see closely the activities carried out. In this study, there were three observation activities. The observations in this study are used to retrieve data related to the criteria of success that have been set in this research.

3.3.5 Reflecting

Reflecting is an activity in the form of assessment or giving feedback after making an observation process in the learning process in a certain time. In this reflecting, the researcher coordinated with the teacher to find out the shortcomings or problems faced during the learning process and the implementation of this action. Then, the teacher and researcher discuss the problems found in the results of the observation checklist and observer notes. Next, the researcher will discuss with the teacher how to repair the action in the next meeting. In this study, the researcher also made some

reflections of the students' pre-test and post-test, to find out whether this action reaches the criteria of success or not.

3.4 Technique Data Collection

Data collection was the process of collecting information from the relevant sources in order to find the answer to the problem. In this study the researcher using the interview to collecting the data. The interview conducted before and after implementation the vlogging technique in class X PD A. The interviewed before implementation of the action was to know the students' problem in learning English. Then the interviewing after implementing the action is to know how the students' ability in English subject

3.4.1 Interview Guideline

The interview was a process to get factual information by trusted sources by having a dialogue with the sources. In this study, the interview needed to get information by the teacher about all the information that might be needed for this study. Arikunto (2006, p.155) stated that the interview used by the interviewer to get information about the situation like the variable data of the background of the students'. In this study, the interview conducted twice those were before and after implementing the action.

The purpose of this interview conducted was to find out the teacher's opinion about the ability of the students before and after using *vlogging* in speaking learning activities. In this case, the teacher was the person who best understands the state of the student besides being seen from the data

value of their post-test and pre-test. The questions in the interview before the classroom action research were conducted consists of eleven questions and the indicator questions in this interview was how the ability of students in speaking learning and the students' difficulties in speaking ability. The interview questions after this action consisted of seven questions and the indicators were about the opinion of the teacher after implementing *vlogging* in teaching speaking learning. In conducting the interviews with teachers all the data recorded using audio recording and then will be transcribed in written form. (see appendix 1 and 10)

3.4.2 Test

A test was a way to measure the understanding of a person through questions or actions that are judged by the abilities of each individual. In this study, the researcher gave speaking test using use predetermined topics. In this study, the researcher conducted the test twice those are pre-test and post-test. There are several competencies in speaking that analyzed by the researcher. In measuring students' ability to speak in English there were several predetermined measurement criteria.

3.4.2.1 Pre-Test

According to Sudijono (1996, p.69), "Pre-test or initial test that is a test carried out with the aim to determine the extent to which the material or learning material to be taught has been mastered by students". A pre-test was an oral test conducted before implementing

the action. The teacher-researcher gave the students speaking test to saw how the students' speaking ability before implemented the action.

3.4.2.2 Post-Test

Post-test or final test according to Sudijono (1996, p.70), "Is a test that is carried out with the aim to find out whether all material that is classified as important can be mastered as well as possible by students". Post-test was an oral test conducted after implementing the action. A post-test was given after the teacher-researcher gave the treatment. The post-test was to know how the students' speaking ability after implemented the action.

3.4.3 Observation

The first observation conducted by the researcher in the preliminary study. The observation used where the researcher observes the learning process, such as what strategies used by the teacher in the learning process and how the students' participated during the process of learning English before implementing the action. The second was observation conducted during the teaching-learning process. The teacher act as the observer to observe how the teacher's appearance during the lesson and how students participate in the learning process. This observation was carried out at each meeting.

In the second observation also used a non-structured observation technique, which the researcher used to observe the activities carried out by

students when implementing vlogging. In this observation, researchers and teachers do not use standard observation instruments, but only observe, analyze and then conclude the data. The observer was the teacher, before did the observation the observer has been given instructions on what should be observed, such as student participation in implementing *vlogging* and the students' performance during the first to third *vlogging* implementation.

3.4.4 Questionnaire

Questionnaires were a number of questions or written statements about factual data or opinions relating to the respondent's self, which considered facts or truths that known and needed to be answered by the respondent. Based on Ary (2010), a questionnaire was an instrument which respondents wrote responses to questions or mark items to show their response. In this study, the questionnaire will be distributed after the action. The purpose of the questionnaire was to know how the students' interest in English language and the students' ability in speaking after the action. The questionnaire in this study was adopted from Santi (2017). The researchers make changes to a number of questions to adjust what was being studied.

3.5 Technique of Data Analysis

In this study the researcher used two kinds of data analysis, those are qualitative and quantitative analysis. For qualitative data will be analyzed by verbal analysis. The data collected from the interview by the teacher before and after the action, observation checklist during the action, and questionnaire for

students after implementing the action. For quantitative data analyzed by using the descriptive statistic, the data collected through the student scores in the post-test and pre-test. Then, the researcher calculated and compared the score of pre-test and post-test. If there was a significant improvement in their score and achieved the criteria of success this study was successful.

The formula that used to know the percentage of the student scores who pass the standard score as follows:

$$P = \frac{F}{N} \, x \, 100\%$$

P= Percentage of the students who pass the minimum standard

F = number of the students who pass the minimum

N = Number of the students

After having the percentage of the students who pass the minimum standard score, then the researcher made a comparison to know whether there was an improvement or not by implemented the teaching strategy.

The result of the speaking practices score was adopted from (Putra, 2017) but there were some change done by the researcher.

Categories	Score	Description
Pronunciation	5	Almost Perfect
	4	There are some errors but does not interface the meaning
	3	There are some errors and disturbing meaning
	2	Many errors and disturbing meaning

	1	Too many errors and disturbing meaning
Grammar	5	Make view (if any) noticeable error of Grammar or word order
	4	Sometimes it makes grammatical and word order that does not have meaning, and obscuring meaning
	3	Often make grammatical errors and word sequences that sometimes obscure the meaning
	2	Grammar and sequence errors make it difficult to understand, often changing sentences.
	1	There are many grammatical errors and word order, so it cannot be understood at all.
Vocabulary	5	Rich and varied vocabulary
	4	There are some wrong vocabulary and disturbing meaning
	3	There are some vocabulary and disturbing meaning
	2	Many wrong vocabulary and disturbing meaning
	1	Too many wrong vocabulary and disturbing meaning
Fluency	5	Almost fluent
	4	Speak smoothly, with little hesitation which does not interface with communication
	3	Speak with some hesitation, but it does not usually interface with communication
	2	Speak with some hesitation which often interferes with communication
	1	Hesitates too often when speaking, which often interfaces with communication.
Comprehension	5	It seems to understand everything without difficulty.
	4	Understand almost everything at normal speed even though occasional repetitions may be needed.
	3	Understand most of what is said to be slower than normal speed and there is repetition.
	2	Having great difficulty following what was said. Can understand only "social conversation" is spoken slowly and a little repetition.
	1	Cannot be said to understand even simple English conversation.

Performance	5	Speaking clearly and loudly, good facial expression, and communicative.
	4	Speaking in a soft voice, but can be understood, good facial and communicative enough.
	3	Speaking in soft voice, but can be understood, enough facial expression and communicative enough
	2	Mumbling, flat facial expression, and less communication
	1	Speaking in volume which is almost inaudible, no facial expression and not communicative

(Table 3.1 Speaking Scoring Rubric)

3.6 Validity of The Study

Based on Mardapi (2008), validation is evidence and theory support for the interpretation of scores and tests in accordance with the test objectives. In the process of retrieving data in this study, the first researchers carried out validations by experts. This validation was carried out by Dr. Widya Caterina Perdhani, S.Pd., M.Pd., on 5th April 2019. The instrument validated in this study was Pre-Test and Post-Test. This test aims to measure students' speaking ability before and after implementing the action.

CHAPTER IV

FINDING AND DISCUSSION

This chapter describes the findings and discussion of the results of this study which include the teaching and learning process, students' speaking scores as a result of applying *vlogging* in speaking learning. The data were obtained from students speaking scoring rubric pre-test and post-test, observation checklist and questionnaire results after implementing *vlogging*.

4.1 Findings

After carrying out the research that was conducted in X DG D class of SMK Negeri 4 Malang, it is about improving students' speaking ability by using vlogging. The researcher was found that the discovery of vlogging was implemented as a strategy to improve students' speaking ability in X DG D Class of SMK Negeri 4 Malang.

4.1.1 Planning

In the planning, the researcher did some activities. First was interviewing the teacher, the second was observing as a preliminary study, the third was implementing the pre-test, the fourth was implementing the action and the last was implementing the post-test.

Before implementing the action the researcher prepared lesson plan and using KD 3.12 and 4.12 that was about *Daily Routine Task* as the material suggested by the teacher. There were 3 lesson plans for three meetings arranged by the researcher. There were some indicators in the lesson plans and *Taksonomi Bloom* in the cognitive realm such as *identified, anlayzed* as ac*knowledgment*, and *compile* as *the application*. Then the lesson plan also used *Penguatan Pendidikan Karakter (PPK)*; *Literasi* or 21st-century skill or 4C (Creative, Critical Thinking, Communicative and Collaborative); and HOTS (Higher Order Thinking Skill), all of those provisions were arranged in Permendikbud Number 23 about the latest assessment and assessment standard. The lesson plan also used *Discovery Learning* as the learning model because it was suitable for this class.

The lesson plans validated by the English teacher before the implementation of the action, exactly on 4th April 2019.

4.1.2 Acting

This research was completed in one cycle. The researcher was implemented vlogging as a classroom action research that has been done on 8th April – 29th April 2019 which is the English lesson held once a week, in which the duration is 3x45 minutes. This class consists of 32 student, there are 21 girls and 11 boys

1. First meeting

On Monday 8th April 2019, the first meeting was conducted. The researcher started the class at 12.45 pm. The researcher entered the class and started the class by praying. Then, the researcher introduced herself to the students. After that, the researcher did brainstorm the students about daily routine / daily activity. The researcher was trying to ask them about what they have known about the topic. There were some students enthusiastic to answer the questions and their answer was correct. Then, the researcher has tried to explain the meaning, the purpose and the language feature of the topic. Then the researcher explained that they will learn about *"how to asking and giving answered about daily activities"*.

After that, the researcher did brainstorm to the students about the *vlogging* by showed some vlogs (see appendix 6). The researcher showed the students some of *vlogging* by the LCD Projector. They are so enthusiastic watched the *vlogging*. Then, the researcher asked them about what they have known after watching the video. For the first time, the students were known that the video was *vlogging,* but they didn't understand the language. After that, the researcher tried to explain about the *vlogging* and how to make *vlogging*. Then the researcher gave them some examples of dialogue about daily activities, then they tried to make dialog about daily activity in pairs. During the lesson, there were some students active in do the assignment and some of them were not concentrated on the lesson, but the researcher tried to manage them. Then,

the researcher asked them to make *vlogging* as their homework by presented their dialog, and upload the *vlogging* before the due date in *Instagram* class. Before that, the researcher gave them the name and the password of the *Instagram* class that can accessed by all of the students. Then the researcher closed the meeting with pray together.

In the first *vlogging,* the students made their vlog in pairs. They were presenting about daily activities in the dialog about how to asking and giving information about daily activities. They have submitted the first *vlogging* before the due date on 14th April 2019. From the first *vlogging,* it has been obtained 34% from the total of the students who get the score above 75, and 76% of the students got 75 or below 75.

(Figure 4.1 Students' First Vlogging)

2. Second meeting

On Monday, 15th April 2019 the second meeting was held. The researcher stated the class by pray and checked the student attendance list. Then, the researcher was reviewing the lesson of the previous meeting. The researcher showed vlogging they have made. Then, the researcher reviewing their vlogging about some mistakes they have made in their vlogging. Seeing a lot of difficulties made by students was the way to pronounce some words in the English language, so the researcher did exercises on how to pronounce some words that usually use in this topic. The researcher also showed them and gave them examples of how to make good *vlogging*.

After that, the researcher gave them some text about the daily activities of an accountant and bank employee. Then the researcher asks them to read a sentence per person and try to translate the meaning. Then, the researcher asked them to make daily activities by an occupation they already knew, by using good structure and language features. They are so enthusiast to make daily activities text, it can be seen from their activities to ask some words in English and how to express some sentences by using the English language. Besides that, there are some students were not took the lesson well, and the researcher tried to motivate them. Then, for homework, they should make *vlogging* and present the daily activities they have written, and upload it in the *Instagram* class before the due date.

The second *vlogging* was uploaded on 21ᵗʰ April 2019, most of the students were uploaded their *vlogging*. In the second *vlogging*, they were present about daily activities about an occupation. From the second *vlogging*, the researcher found that there was improving their speaking ability. It can be seen from the total of the students of X DG D, there were 56% of students get the score above 75 and 34% of students get score below 75. It is mean that there was improvement in the students' speaking score than the first meeting.
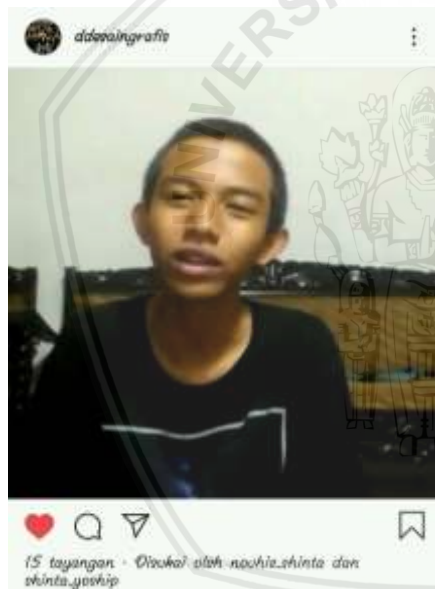
(Figure 4.2 Students' second Vlogging 2)   (Figure 4.3. Students' second Vlogging)

3. **Third Meeting**

On Monday, 20ᵗʰ April 2019 the third meeting was held. First of all the researcher began the class with pray and check the students' attendance list. Then the teacher reviewing the students about the previous meeting, there are so many students enthusiast to answer the researcher questions. After that, the researcher showed their previous *vlogging* by showed their

vlogging in the LCD projector. They are so enthusiast when the researcher played their *vlogging* and started reviewing their vlogging. They noted any mistakes they have made in their vlogging. Then the researcher treated them to pronounce a few words that already hard for them and they followed the researcher.

Then the researcher asked them to make a daily routine of occupation again but different occupation from before. There are some students so enthusiast to made the daily activities text, and sometimes they asked the researcher how to pronounce some words in a sentence or how to express some words by using the English language. There are some students are passive also, they are busy with their smartphone, some students are sleeping in the class, and talking with their friends. The researcher managed to direct their concentration doing their assignments by coming to them one by one. After that, the researcher asked them to make *vlogging* by present the daily activities they have made for homework and then uploaded in *Instagram* class before the due date.

In the third *vlogging,* all of the students were uploaded their *vlogging* on 28th. In this *vlogging,* the students presented daily activities about an occupation that have been chosen by them, but different from the second *vlogging.* In this duty, it has been obtained that 75% of total of the students got score above 75 and 25% of the students got score below 75.

(Figure 4.4 Students' Third Vlogging)   (Figure 4.5 Students' Third Vlogging)

In the table below we can see the students' vlogging score in the first vlogging till the third vlogging.

NO	NAME	1st Vlogging	2nd Vlogging	3rd Vlogging
1.	AWF	60	73	87*
2.	ARA	70	83*	73
3.	AHAR	77*	80*	87*
4.	AIP	73	77	83
5.	AOM	53	60	73
6.	AANJ	63	77*	83*
7.	DR	63	83*	80*
8.	DAPE	67	70	70
9.	DFA	83*	67	80*
10.	DAI	77*	77*	73
11.	EBA	70	77*	87*
12.	FS	80*	77*	77*
13.	FDPE	90*	93*	93*
14.	HZ	77*	70	80*
15.	IG	67	70	67
16.	ISSK	63	70	83*

17.	KW	70	73	83*
18	MAM	67	73	83*
19.	MHBT	67	77*	80*
20.	NAA	77*	83*	80*
21.	NLA	67	77*	80*
22.	NAP	57	60	68
23.	RKW	80*	77*	87*
24.	RAS	67	83*	73
25.	RS	63	80*	86*
26.	RFFM.	90*	90*	93*
27.	SDJ	74	77*	77*
28.	SYP	63	73	83*
29.	SAQ	83*	77*	87*
30.	DH	77*	70	87*
31.	AVF	67	70	73
32	MFSP	73	70	77*

(Table 4.1. Students Vlogging Score)

From all of the *vlogging* it can be concluded that there was improvement in the students' speaking score. It can be seen in the diagram below.
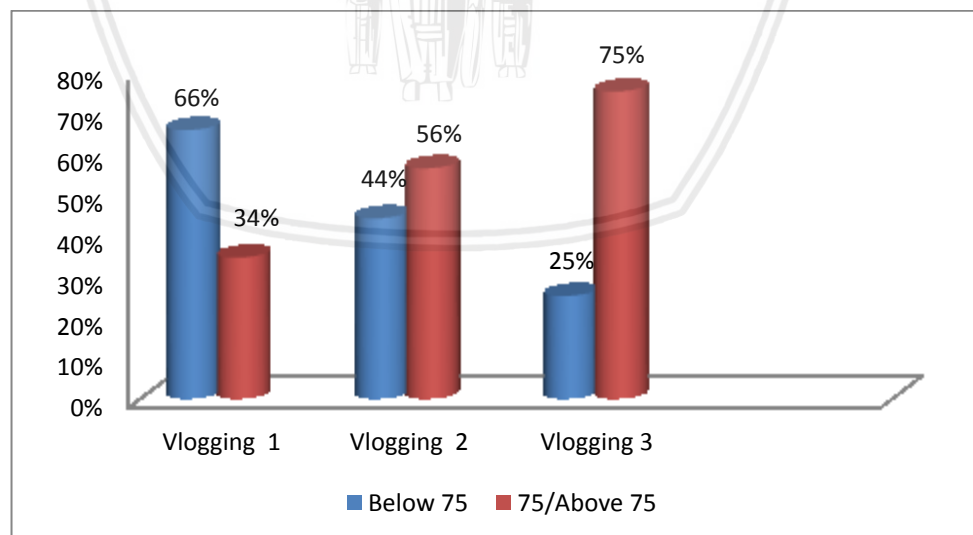
(Figure 4.6 Students' Vlogging Score Diagram)

4.1.3 Observing

In this observation describes the result of the students' participation in the vlogging activity that observe by the teacher. In the first *vlogging*, all of the students participate to submitted their *vlogging* in the due date but there were four group were not discipline to submitted their vlogging in the deatline. There were some of group also did not use material and grammar correctly and some of the students still read the script during their performance

In the second *vlogging,* the students participation in the *vlogging* was better than before. Most of the students uploaded their *vlogging* before the due date, but there were two of the students still not discipline to uploaded their *vlogging* in the due date. The performance of the students also improved and much better than before, it can be seen from the students *vlogging* score. There were 56% from total of the students got score above the criteria standard minimum of score. It is increased 22% from the first *vlogging* score.

In the third *vlogging,* all of the students participate well in the *vlogging* activity. All of them uploaded their *vlogging* before the due date. There are improvement of their performance that can be seen from the score of their *vlogging*. There was 75% from total of the students' got score above the criteria of standard minimum score. It is increase 41% from the first *vlogging.*

4.1.4 Reflecting

The reflecting of this study was conducted every after implementation of the action. The reflection did by the teacher and the researcher to discuss the problems or the shortcomings during the lesson and to give solutions to the problems. The result of the first observation on Monday 8th April 2019 was about the teacher performance during the lesson, the teacher's voice was too slow cannot be heard by all of the students', so in the next meeting, the teacher gave suggestion to speak more loudly. Next, the teacher also gave the reflection after observing the students' conditions during the teaching and learning process. There were some students unable to concentrate fully in learning, they were busy chatting in the backside but the teacher is able to handle it well by reprimanding and motivating students back. The observer also gives feedback of the students' discipline in completing their *vlogging* that conducted before entering the class on Monday, 15th April 2019 after all of the students completed their vlogging. There are so many students' did not upload their *vlogging* on time. So, the teacher gave the researcher a suggestion to be more assertive to the students for the example, giving extra task for student who collected late their tasks.

in the next meeting on 15th and 22nd April 2019, there was no significant problem faced during implementing the action, the teacher-researcher can handle the class well and almost all of the students participate well during the teaching-learning process. In the implementation of *vlogging,* there were some students still not discipline

in submitting their second vlogging. However, the teacher-researcher can handle the problem by post the announcement in the Instagram story that the students should upload their vlogging before the class and all of the students already done with their vlogging before the class conducted.

4.1.4.1 The Students' Performance in Speaking Test

1. Pre-Test

The students' speaking Pre-test was done on Monday, 1st April 2019. The test was about telling information about students' daily activities. One by one of the students perform in front of the class and telling their daily activities as a student. After collecting the students' score the researcher counted who passed the minimum standard score (KKM) that is 75, then calculated the students' score using the following formula.

$$P = \frac{F}{N} x \ 100\%$$

P= Percentage of the students who pass the minimum standard

F = number of the students who pass the minimum

N = Number of the students

As the results of the students speaking the pre-test there were only 4 or 13 % of the total students who passed the minimum standard score and there were 28 or 87% of the total students who got a score below the minimum standard score. The following is the result of students' speaking score as the pre-test.

Students' Pre-Test score

13%

87%

Below 75

75 / Above 75
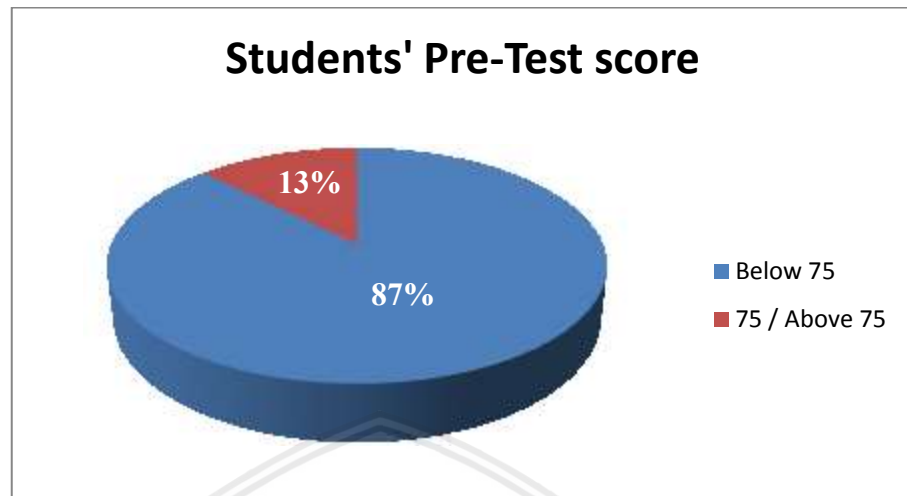
(Figure 4.7 Students' Pre-Test Diagram)

2.Post-Test

The students' Post-Test was held on Monday, 29th April 2019. The post-test had to tell information about daily activities, but with the different topic than pre-test. The question was about the daily activities as a Graphic Design student, so the students should present in front of the class and telling about their daily activities as the Graphic Design students'. The post-test aimed to determine the students' speaking score after implementing the treatment. After collecting the students' score, the researcher calculated the score using the same formula like before.

The diagram below was the result of the students' post-test.

Students' Post-test score

25%

75%

Below 75

75/ Above 75
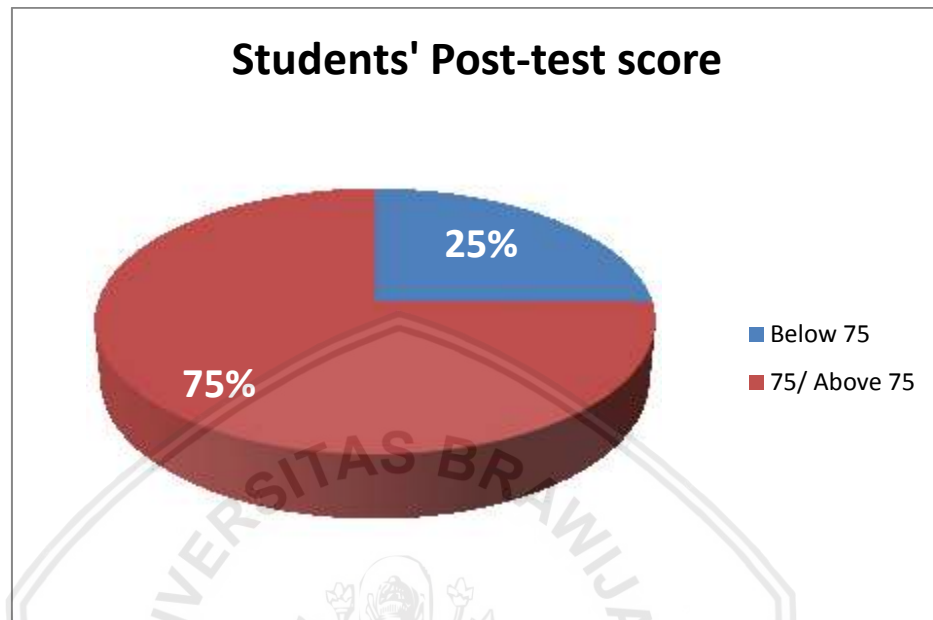
(Figure 4.8. Students' Post-Test Diagram)

So, there were 75% or 24 students from the total of the students who passed the criteria minimum of the score and there were 25% or 8 students of the students did not pass the minimum of the score. Based on the result of the students' performance in the post-test it can be concluded that more than 70% of students who have been set in the criteria of success get scores more than the standard the minimum of score, and 100% of students participated in this test. Thus, this strategy was successful, and does not need continue to the next cycle.

4.1.4.2 The Result of the Students' Questionnaire

The student questionnaire was distributed to all students after conducting the post-test. The questionnaire was filled out by all of the students, which amounted to 32 X Desain Grafis D students who had completed the *vlogging* and pre-test. This questionnaire is a questionnaire to find out how students think after they did *vlogging*. This questionnaire consists of 7 numbers, 4 multiple choice question numbers, 2 "Yes" or "No" question numbers, and 1 number is the reason if they choose "Yes" or difficulty during vlogging Then, the researcher analyzed and calculated by percentage of each answer (see appendix 12).

Responding to the first question about their opinion about the using *Vlogging* in speaking learning, it was found that 53% of the students said that *Vlogging is* fun, it is mean that the majority of the students said that *vlogging* was fun for learning speaking. As the second statement that student motivation in speaking learning by using *vlogging,* it was found that 25% of the student very motivated, 32% of the student were motivated and, 25% of the students were motivated enough in speaking learning by using *vlogging*. The third statement was about *vlogging* help the student in speaking learning, it was found that the majority or 63% of the student choose that *vlogging* was helpful enough in speaking learning. The third fourth statement was about the confidence in speaking learning in *vlogging,*

it was found that 79% of the students confident enough. The fifth statement was about the improvement of their speaking ability after implementing *vlogging* in speaking learning, it was found that 94% of the students choose "Yes". The last statement was about, any difficulties during made *vlogging* by using the English language, it was found that 81% of the students choose "Yes", it is mean that majority of the students found difficulties. The majority of the students said that the difficulties they experienced were about the difficulty in saying or pronounce a few words in English and they are difficulty in memorizing the text because they are not usually used English. Thus, the conclusion from the questionnaire result was, all of the students agreed that *vlogging* bring positive impacts on their speaking ability.

4.1.4.3 The result of the Teacher's Perception After Implementation of Action

The teachers' perception of the *vlogging* implementation obtained by the interviewed with the teacher after implemented the action. The interview was held on 30th April 2019, at SMK Negeri 4 Malang. The data were recorded using an audio recorder then described in written form. There were 7 questions adopted from Jayanti (2016).

The questions were about the teacher's opinion about the using of *vlogging* in speaking learning, the teacher stated that *vlogging* was interesting enough in speaking learning. The teacher stated that she was motivated to use *vlogging* in learning especially in speaking. The teacher interested to use *vlogging* as the strategy in speaking learning because the students can express themselves and they can practice speaking the English language confidently. The obstacles during implementing the *vlogging* were, first vlogging cannot be implemented in the classroom because it will waste time, and the second, because it is for homework so there were some students not disciplined and lazy to made their *vlogging*. She stated that the teacher should be more active to motivate the students' to make their *vlogging* in the order they can submit their work in due date. Based on her opinion, the students participation during *vlogging* was 100% participated, although they were not discipline in uploaded the *vlogging* but at least they did their *vlogging*. She stated that *vlogging* is very effective to train their speaking ability and can increase their confidence. Besides that, *vlogging* is very helpful for them to still learning English besides in the classroom.

In conclusion, *vlogging* brings positive impacts for students in speaking learning, but cannot be denied if there were a lot of shortcomings that exists during the implementation of *vlogging*.

4.2 Discussion

Vlogging is one of the teaching strategies that can be used in speaking learning. *Vlogging* is so closed to the students' life because the impact of globalization and technology. Nowadays, it is very easy to found *vlogging* in social media which cannot be denied that the students also use it. In this section, presented the discussion of the findings toward the implemented of *vlogging* to improve students' speaking ability.

In this study, *vlogging* improved the students speaking ability because, firstly, the *vlogging* strategy was repeated, every week students must create a *vlogging* that must be uploaded to *Instagram*. This is supported by Bruner (2000), "Repetition is an important element of learning--maybe not the first element, but much more important than the current emphases on speed and brevity suggest. Even in the midst of binding time constraints, look for opportunities to revisit, review, and restate". Through repetition the students know well what they usually do when making vlogging. It is showed by the explanations below:

a. Drilling, Each meeting the students were drill or treat by teacher-researcher, such as how to say a few words used in this material and how to make a good vlogging. Abdul Rahman Shaleh, (2006, p.203) stated that, the distinctive feature of this method (drill method) is an activity in the form of multiple repetitions so that the stimulus and response associations become very strong and not easily forgotten. Thus a skill (knowledge) is formed which is ready at any time to be used by the person concerned "

b. Practice (speaking), in each meeting the students get the task to practice to speak in the English language. According to Djamarah and Zain (2006, p.95), The method of training also called the training method, is a good way in teaching to instill certain habits, which is used to obtain dexterity, accuracy, opportunity, and skills.

c. Evaluation, after they make videos with different topics but in the same material, the teacher always evaluates their performance. This statement supported by Roestiyah (1989, p.85) stated that evaluation is an activity to collect data as broad as possible, as deep as possible, which is concerned with the capability of students to know the causes and results of learning that can encourage and develop learning abilities.

Secondly, by using joyful learning which makes them can present it with confidence without any interference from others. Based on Fraire (2000), joyful learning is learning which there is no more pressure, both physical and psychological pressure because whatever the pressure will only dwarf the mind of the student, while any freedom of form will be able to encourage the creation of a learning climate that is conducive. So, for students who cannot speak in front of the class, they will be more confident by using vlogging strategy.

Thirdly, the students also can retake or evaluate themselves. They corrected the mistakes they made during the process of making *vlogging* by themselves, for example, when they made pronunciation errors or vocabulary error they can repeat to make another *vlogging* and did the best performance to get

maximum results. It is different when they speaks in front of the class, they cannot retake or evaluate their mistakes because of limited time. However, when using vlogging they can be free to fix it because there is no time.

As well as using this vlogging, they can access it by mobile phone anywhere unlimited with time and place. However learning outside the classroom is a very pleasant thing for students, moreover when learning is associated with the thing that close to them and pleasant.. Miangah and Nezarat (2012) stated that "in MALL (Mobile-Assisted Learning Language) there is no need for the learners to sit in a classroom or at a computer to get learning materials". Here it is, the students not only can learn in the class and now *vlogging* is also close to their lives which they can easily find on social media.

Vlogging also an activity that they often found on social media and *youtube*, so they know well about how to create and present their material in *vlogging*. Furthermore, *vlogging* is content or video that usually used to provide information about daily activities and this is very suitable for learning in KD 3.12 which learns about daily activities. It is supported by Rakhmanina (2017) stated that, the one reason a vlog usually is considered as online diaries because most people who have vlogs usually describe various topics, as examples: hobbies, tips, brief speech, and so forth. So, students have no difficulty in preparing the material or script because they usually do in daily life. Although initially there were some students having difficulty when using *vlogging* as a learning activity because they use English, most of them were able to finish it after the teacher provided motivation, direction and examples of *vlogging*.

However, the students also prepared well when they will present their daily activities by vlogging. The first, the students certainly prepared the material or script before performing the material it was supported by Ibrahim (2014), in preparing public speaking there is one way to avoid mistakes in speaking so we can use a manuscript. Then to make the video there was some procedure, they also already prepared the camera, setting and the lighting to get the good quality of the video, then they are also checked and edit their video before publishing their *vlogging*. In conclusion, they were preparing their self and material before they did their *vlogging*.

As a creative content that will be posted on social media the students also creative and did the best performance during their vlogging. In this study, some students were creative in editing their videos by adding subtitle, changing the video theme and adding the back sound it made their video more interesting. In this activity, it cannot be denied that *vlogging* was an appropriate and creative activity so students are interested and able to improve their English language skills. Which students really need activities that make them interested and not just conventional activity.

It can be found that the students' participation during the implementation of *vlogging* was bringing positive impact to their behavior in the class and also in their speaking ability, supported by Maulidah (2018). Several studies have promoted the phenomena *vlog* can effectively facilitate language teaching and learning process. First, all of the students' were participated by did their *vlogging*, all of the students already made their vlog and uploaded. Second, student

participation during reviewing and treatment in the class was very good. Some of the students were active in asked some questions related to how to pronounce some words, how to make a good sentence in the English language, and how to make a good *vlog*. On the other hand, *vlogging* is made the student eager to learning speaking and it also challenges them to make *vlogging* using the English language.

As found in the findings that *vlogging* was an activity that can help the student to improve their speaking ability. This study was done in one cycle, which in this activity success improved the students' speaking ability by using the English language. It can be seen in the preliminary study or pre-test data that there were 4 students or 13% from the total of the students who got a score below the standard minimum score and there were 28 students or 84% got score below the standard minimum score. In otherwise in the post-test data there were 24 students or 75% from the total of students got a score above the standard minimum score, so there were 8 students or 25% who got a score below the standard score. The improvement of the students' speaking achievement of X DG D is presented in the graph below.
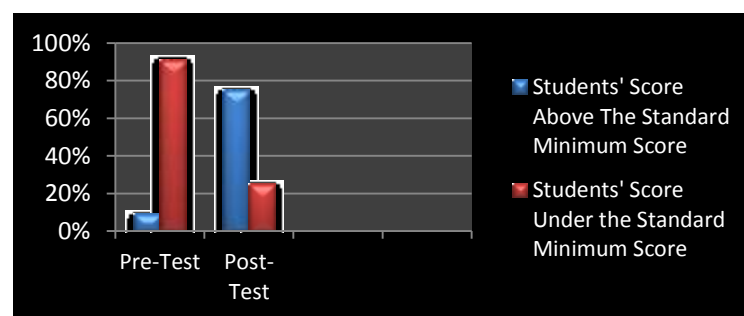
(Figure 4.9, Students' Pre-Test and Post-Test Score Graphic)

Meanwhile, the criteria of success which defined in this study there were 70% of 32 students could pass the standard minimum score and 100% of the students participate in the action. This result of post-test showed that the score of the students reached the criteria of success. It means that this study was succesful and did not need to continue in the second cycle. In addition, vlogging can improve students' speaking ability because the first, vlogging is done repeatedly every week so that they are accustomed to doing vlogging. The second, material given is material that was associated with daily activities, it makes them ease in understanding the material. Third, students got treatment in the classroom how to pronounce some words that are often used in vlogging. So, that, the students can improve their speaking ability by using vlogging.
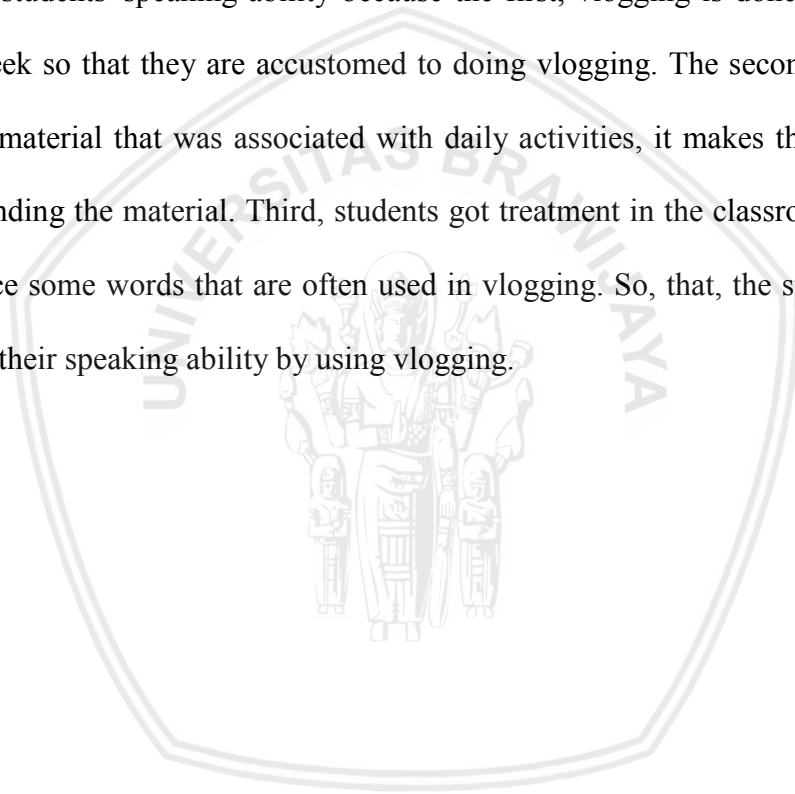
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the conclusion and suggestion following the finding of this study. The first is the conclusion of the findings and the second is the suggestion that related to the objective and the teaching-learning process.

5.1 Conclusion

Based on the findings and discussion in this research in the previous chapter, there were some conclusions from this research after implementing *vlogging* as a strategy in speaking learning. It reveals that *vlogging* can be used as learning strategies to improve students' speaking abilities. The first reason, this strategy was repeated in every week. Then the students always get treatment from the teacher to pronounce some words that usually used in this material. Here, the students pronunciation was improved. The last is the teacher always evaluating their performance after did vlogging. So, those are the reason of the improvement in student performance in speaking from the first vlogging to the third vlogging.

Students learned by using *vlogging* as joyfull learning strategy. In this case, vlogging made the students could express their self with confident without any interferences of others. After that, the students' could retake or evaluate their performance during the process of making the *vlogging*. Here, the students able to solve the problem in their speaking performance.

5.2 Suggestion

The suggestions below can be used in further research to reduce the level of deficiencies while using *vlogging* in the learning process.

For the teacher, this activity is very interesting to use if the teacher is able to handle the media used in and the teacher must be more assertive. So that, students are disciplined in collecting assignments according to the dateline. The teacher must also be able to motivate students so that all students can display *vlogging* with their presentations as well as possible.

For students, students must realize that learning English especially in speaking English is very important for them. *Vlogging*, in this *vlogging* activity, students are expected to be able to train and be more confident in learning English so that they can improve their speaking skills gradually. Especially, when the phenomenon of *vlogging* is very much found and loved by most people.

For the next researcher, they can do other research with a similar research problem as in this study with better implementation of the lesson plan. It will be good if the next researcher uses vlogging to improve another ability. Finally, the researcher must be more innovative in providing the internet network, so students can collect their duty on time without being hindered by data package costs or wifi.

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APPENDICES

(Appendix 1)

TEACHER INTERVIEW BEFORE IMPLEMENTING THE MEDIA

1. Kelas mana saja yang ibu ajar Bahasa Inggris?

2. Berapa kali pelajaran Bahasa Ingris dalam satu minggu?

3. Berapa nilai KKM yang ditetapkan untuk mata pelajaran Bahasa Inggris?

4. Bagaimana sikap siswa dalam mangikuti proses pembalajaran Bahasa Inggris?

5. Dari 4 Skill (Listening, writting, reading dan speaking) skill mana yang dianggap paling sulit bagi siswa?

6. Bagaimana kemampuan siswa X dalam berbicara Bahasa Inggris?

7. Apa saja kesulitan yang sering ditemukan pada siswa saat berbicara Bahasa Inggris khususnya dikelas X ?

8. Strategi apa yang ibu gunakan pada kelas Bahasa Inggris?

9. Strategi apa yang membuat siswa tertarik untuk mengikuti pelajaran Bahasa Inggris?

10. Teknik yang seperti apa yang ibu gunakan dalam pembelajaran speaking?

11. Media apa yang ibu gunakan dalam pembelajaran speaking?

(Appendix 2)

THE RESULT OF TEACHER INTERVIEW BEFORE IMPLEMENTING
THE MEDIA

1. Kelas apa yang ibu ajar Bahasa Inggris?

   - Saya mengajar 9 kelas, akan tetapi untuk saat ini saya hanya mengajar 3 kelas 10, dikarenakan kelas 12 sudah lulus, dan kelas 11 sedang Prakerin.

2. Berapa kali pelajaran Bahasa Ingris dalam satu minggu?

   - Untuk satu kelasnya hanya sekali dalam satu minggu 3 jam kali 45 menit, berarti 135 menit saja dalam satu minggu

3. Berapa nilai KKM yang ditetapkan untuk mata pelajaran Bahasa Inggris?

   - Nilai KKM bahasa Inggris yaitu 75

4. Bagaimana sikap siswa dalam mangikuti proses pembalajaran Bahasa Inggris?

   - Secara keseluruhan minat siswa dalam mengikuti pelajaran bahasa Inggris terutama kelas X DG D adalah 50:50, ada beberapa siswa yang tetap semangat dalam mengikuti pelajaran dan ada beberapa lainnya kurang bersemangat. Mungkin karena mata pelajaran bahasa Inggris untuk kelas X DG D adalah hari Senin dan pada jam-jam terakhir dan mungkin dari mereka sudah mulai ngantuk dan capek namun masih bisa dimotivasi lagi untuk mnegikuti pelajaran dengan baik.

5. Dari 4 Skill (Listening, writting, reading dan speaking) skill mana yang dianggap paling sulit bagi siswa?

- Menurut saya yang paling sulit untuk siswa adalah writing dan speaking.

6. Bagaimana kemampuan siswa X PD A dalam berbicara Bahasa Inggris?

   - mereka kurang percaya diri dan kurang percaya diri untuk memproduksi teks yang harus dispeakingkan.

7. Apa saja kesulitan yang sering ditemukan pada siswa saat berbicara Bahasa Inggris khususnya dikelas X DG D?

   - Sebenarnya mereka lumayan percaya diri dalam berbicara bahasa Inggris, namun dalam beberapa konten speaking seperti pronounciation mereka masih sangat kurang, mungkin dikarenakan mereka masih kelas 10. Untuk comprehension atau pemahaman dalam speaking mereka cenderung mengcopy paste materi dari internet. Kemudian kebanyakan dari mereka masih membaca buku yang mana seharusnya mereka hafalan dan ketika sudah didepan suara mereka cenderung pelan.

8. Strategi apa yang ibu gunakan pada kelas ini terutama dalam speaking?

   - Biasanya dalam speaking saya selalu memberi contoh terlebih dahulu sesuai konteks yang akan dipelajari, misalnya memberikan mereka cotoh dialog atau monolog sehingga mereka mempunyai gambaran bagaimana cara membuat dialog dan monolog untuk speaking dalam topic tersebut. Kemudian saya biasanya memberi contoh listening untuk membuat mereka mengerti bagaimana cara pengucapannya, intonasinya dan lain-lain.

9. Strategi apa yang membuat siswa tertarik untuk mengikuti pelajaran Bahasa Inggris?

   - Pembelajaaran yang menarik untuk anak-anak yaitu dengan game yang dikaitkan dengan kehidupan nyata dan outdoor atau dilakukan diluar kelas.

10. Teknik yang seperti apa yang ibu gunakan dalam pembelajaran speaking?

   - Diskusi kelompok, brainstorming atau tanya jawab dan presentasi

11. Media apa yang ibu gunakan dalam pembelajaran speaking?

   - Kebanyakan saya menggunakan audio dan video untuk media pembelajaran speaking.
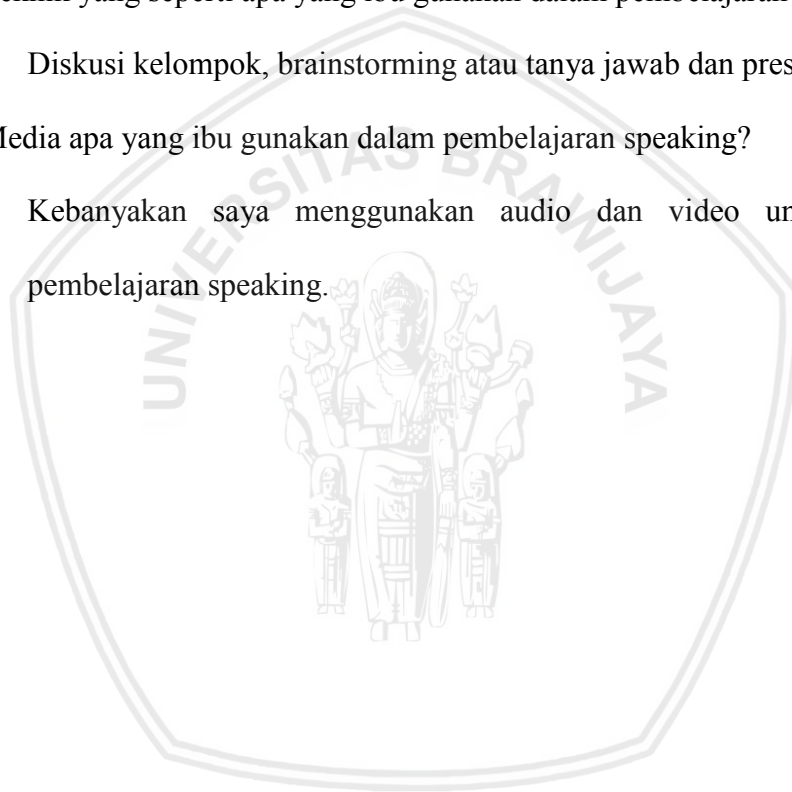
(Appendix 3)

Student's Speaking Score Before Implementing the Action

NO	NAMA	NILAI
1.	AWF	80
2.	ARA	-
3.	AHAR	75
4.	AIP	57
5.	AOM	75
6.	AANJ	72,5
7.	DR	80
8.	DAPE	62,5
9.	DFA	7,5
10.	DAI	67
11.	EBA	80
12.	FS	62,5
13.	FDPE	85
14.	HZ	85
15.	IG	62,5
16.	ISSK	72,5
17.	KW	67,5
18.	MAM	75
19.	MHBT	70
20.	NAA	72,5
21.	NLA	70
22.	NAP	70
23.	RKW	72,5
24.	RAS	77,5
25.	RS	70
26.	RFFM.	80
27.	SDJ	67,5
28.	SYP	85
29.	SAQ	85
30.	DH	77,5
31.	AVF	67
32.	MFSP	62,5

(Appendix 4)

Validation Of The Speaking Test

Speaking Test

Materi Pembelajaran : Simple Routine Task (Daily Activity)

Kompetensi Dasar

3.12. Menganalisis fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (simple routine tasks) sesuai dengan konteks penggunaan di dunia kerja.

4.12 Menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (simple routine tasks) dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks dunia kerja

Pre-Test

1. What do you usually do in the weekend or holiday? Tell me at least 5 activities in good sentences orally in front of the class!

Post-Test

1. What do you usually do every day as a Graphic Design student? Tell me at least 5 activities in good sentences orally in front of the class!

Malang, 5. April 2019.

Expert

Dr. Widya Caterine Perdhani, S.Pd.,M.Pd.

(Appendix 5)

Students Pre-Test Score

NO	NAME	PRONUNCIATION	FLUENCY	GRAMMAR	VOCABULARY	COMPREHENSION	PERFOMANCE	TOTAL
1.	AWF	3	3	3	3	3	3	60
2.	ARA	3	3	3	3	3	3	60
3.	AHAR	3	2	3	3	2	3	53
4.	AIP	3	3	4	3	4	3	57
5.	AOM	3	3	2	3	3	3	57
6.	AANJ	3	2	2	3	3	3	53
7.	DR	4	3	3	3	3	4	67
8.	DAPE	3	2	4	2	3	3	53
9.	DFA	4	3	4	4	4	4	77
10.	DAI	3	3	3	2	3	3	57
11.	EBA	3	3	3	2	4	4	63
12.	FS	3	3	3	3	3	3	60
13.	FDPE	5	3	3	4	5	5	80
14.	HZ	3	3	3	3	3	3	60
15.	IG	3	3	3	3	3	3	60
16.	ISSK	3	2	3	2	3	3	53
17.	KW	3	3	4	3	3	3	63
18.	MAM	3	3	4	3	3	3	63
19.	MHBT	3	3	4	3	3	3	63
20.	NAA	3	3	3	3	3	3	60
21.	NLA	3	3	4	3	3	3	63
22.	NAP	3	3	3	3	3	3	60
23.	RKW	4	3	3	3	3	4	67
24.	RAS	3	3	3	4	4	4	70
25.	RS	3	3	4	3	4	4	67
26.	RFFM.	4	4	4	4	4	4	80
27.	SDJ	3	3	3	3	3	3	60
28.	SYP	3	3	3	3	3	3	60
29.	SAQ	3	4	3	3	3	4	67
30.	DH	4	4	5	4	4	4	83
31.	AVF	3	3	3	3	3	3	60
32.	MFSP	3	3	3	3	3	3	60

(Appendix 6)
Lesson Plan

PEMERINTAH PROPINSI JAWA TIMUR
DINAS PENDIDIKAN
SMK NEGERI 4 MALANG
Jl. Tanimbar No. 22 Malang 65117 Telp. (0341) 353798, Fax (0341) 363099
Website: http://www.smkn4malang.sch.id. email: mail@smkn4malang.sch.id

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Kompetensi Keahlian	:	**Semua bidang keahlian**
Mata Pelajaran	:	**Bahasa Inggris**
Semester	:	**2 (dua)**
Kelas	:	**X**
Kompetensi Dasar	:	**3.12 dan 4.12**
Materi Pokok	:	**Simple Routine Task**
Alokasi Waktu	:	**3 X 45 menit**

A. Kompetensi Inti (KI)

KI.3	Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, procedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian *Bahasa Inggris* pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
KI.4	Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian *Bahasa Inggris*. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

A. Kompetensi Dasar (KD)

3.12. Menganalisis fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (simple routine tasks) sesuai dengan konteks penggunaan di dunia kerja.

4.12 Menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (simple routine tasks) dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks dunia kerja

B. Indikator Pencapaian Kompetensi (IPK)

3.12.1 Siswa dapat mengidentifikasi bentuk dan fungsi dari ungkapan daily activities dengan tepat.
3.12.2 Siswa dapat menganalisis struktur dan unsur kebahasaan dari ungkapan daily activities dengan tepat.

4.12.1 Siswa dapat Menyusun dialog interaksi transaksional (memberi / meminta) secara tulisan dan lisan dengan menggunakan struktur dan unsur kebahasaan yang baik dan benar

C. Tujuan Pembelajaran

Setelah melalui proses belajar mengajar diharapkan siswa mampu :

1. Siswa dapat mengidentifikasi bentuk dan fungsi tentang daily activities serta dapat menerapkannya dalam kehidupan sehari-hari dengan tepat.
2. Siswa mampu mempresentasikan kalimat/dialog berpasangan yang telah disusun dengan baik dan benar.

D. Materi Pembelajaran

a. **Fungsi Sosial :** Untuk meminta dan memberi informasi kegiatan atau rutinitas yang dilakukan dalam kegiatan sehari hari (Simple Routine Task)

b. **Struktur Teks :**

Question	Respond
1. What do you usually do every day? 2. What do you like to do in your spare time? 3. Do you always get up early in the morning?	1. I usually go to school every day. 2. I like watch TV. 3. Yes, I do. I always get up early. 4. Yes, I do. 5. No, he doesn't.

4. Do you like fishing? 5. Does the boy enjoy flying kite?	

    c. **Language feature :** *Simple Present Tense*

E. Media Pembelajaran
- Picture
- Video Vlogs

F. Sumber Belajar
- https://funkyenglish.com/present-simple-tense-daily-routine/
- Fundamental of English Grammar third edition by Betty SchrampferAzzar

G. Pendekatan, Model, dan Metode Pembelajaran

1. Pendekatan   : *Scientific Method*/5 M (Mengamati, Menanya, Mengumpulkan informasi, Mengasosiasi, dan Mengomunikasikan)

2. Model Pembelajaran : Discovery Learning

3. Metode Pembelajaran : Diskusi, Presentasi, Tanya Jawab.

H. Langkah Pembelajaran

Metode Pembelajaran :Communicative Language Teaching

  Kegiatan Pembelajaran

Pertemuan I

Kegiatan	Sintak Model Pembelajaran	Deskripsi Kegiatan	Nilai PPK, literasi, 4C, HOTS	Alokasi Waktu
Pendahuluan		Apersepsi • Guru memberi salam • Guru meminta ketua kelas untuk mempersiapkan teman-temannya **berdoa** • Guru mengecek daftar hadir siswa.	-Religius -Rasa ingin	10'

		"Before I introducing my self let me check your attendence..." • Guru memperkenalkan diri *"Okay, before we start our lesson today let me introduce my self...."*	tahu	
Inti	1. Stimulation	1. Mengamati • Siswa mengamati gambar berdasarkan Topik yang diberikan oleh guru tentang *"Simple Routine Task"* • Siswa diberi penjelasan tentang Language Feature yang digunakan dalam *"Simple Routine Task"* • Siswa memahami topik yang dijelaskan oleh guru tentang memberi dan meminta informasi terkait *" Simple Routine Task"* • Siswa dijelaskan tentang struktur teks dan unsur kebahasaan yang digunakan dalam meminta dan memberi informasi terkait *"Simple Routine Task"*	- literasi	30'
	2. Problem Statement.	2. Menanya • Siswa ditanya tentang materi yang telah disampaikan oleh guru secara acak kemudian mereka merespondnya	- rasa ingin tahu	10'
	3. Collecting Data	3. Mencoba/Mengumpulkan Informasi • Siswa diminta untuk membaca dan		15'

		mencatat materi tentang materi yang disampaikan oleh guru		
	4. Verification	**4. Mengidentifikasi** • Siswa mencoba mengidentifikasi tugas-tugas rutin atau apa saja yang mereka kerjakan sebagai seorang siswa dalam setiap harinya dan mengungkapkannya secara lisan menggunakan kalimat yang baik dan benar		25`
	5. Generalization	**5. Mengasosiasi** • Siswa diminta untuk membuat dialog berpasangan tentang daily activities • Siswa mempresentasikannya didepan kelas tanpa menggunakan teks	- berkomunikasi	25`
Penutup		**Refleksi:** • Guru bertanya kepada siswa tentang perasaan mereka tentang pembelajaran hari ini. *"So, are you happy with our lesson today?"*	Rasa ingin tahu	
		Membuat Kesimpulan: • Guru bertanya tentang materi yang telah mereka pelajari hari ini. *"Well, what have you learnt today?"* *"Good, don't forget about the* • *Guru meminta siswa*	HOTS	20`

| | | *unuk membuat vlogging dnegan mempresentasikan dialog yang telah mereka buat.*

Tindak Lanjut
• Guru mengakhiri pembelajaran dengan berdoa bersama.
"We have a great time together today. Please pray together before we closed our lesson today. Thank you for your attention, and goodbye." | Religius | |

I. PENILAIAN HASIL BELAJAR (PHB)

1. Penilaian Pengetahuan *(terlampir pada lampiran)*

   Teknik penilaian   : Tes Tulis

   Bentuk tes : Menyusun paragraf pendek

2. Penilaian keterampilan *(terlampir pada lampiran)*

   Teknik penilaian   : Berbicara

   Bentuk tes   : Mempresentasikan hasil dialog yang telah mereka

   buat dalam bentuk vlogging/vlog

Guru Bahasa Inggris

Anis Soviana S.Pd., M.Pd
NIP. 198602032010012019

Malang, 4 April 2019

Guru Praktikan

Novi Aditya Shinta
NIM 155110500111020

Mengetahui

Kepala SMK Negeri 4 Malang

Dr. H Wadib Su'udi, M.M
NIP. 196105 1 198803 1 003

Waka Kurikulum

Eko Budi Iswanto, S. Pd
NIP. 19690412 199203 1 015

(Lampiran 1)

Materi pembelajaran

Giving and Asking about *"Simple Routine"*

- Simple Routine : *"is an activity or routine that is usually done by someone everyday starting from the morning when you wake up until the night before going to bed"*

- Social Function : "*To tell or giving information about daily routine of someone proffesion"*

- Language Feature
  Using Simple Present Tense

SIMPLE PRESENT TENSE

➢ Usually used for :

   - habits

   - usual activities

   - expresses general statements or fact

➢ Statements that usually used such us ; *always, usually,often, occasionally, hardly ever, rarely, never, every day, every morning and etc.*

➢ Formula:
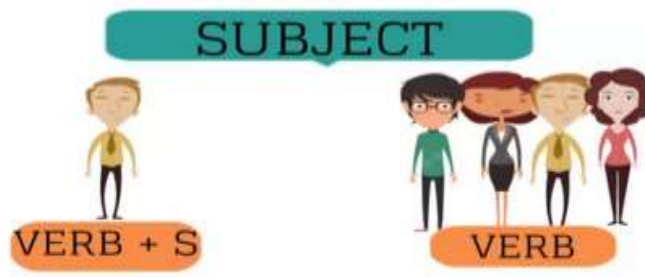
youtube.com

I, You, They, We = work
He, She, It   = works

> STATEMENTS

I, You, They, We = do not work
He, She, It   = does not work

> NEGATIVE

Do   (I, You, They, We)   work ?
Does (He, She, It) work ?

> QUESTION

- **Connectors :**
  - Then, when, and
  - After that, After lunch
  - In the morning, in the night
  - On weekends

- **Preposition**
  - At- Time
    Example : at 7 a.m, at 9 p.m etc.

Vocabulary Daily Activities

- Wake up = Bangun
- Brush my teeth = Menggosok gigiku
- Comb my hair = Menyisir rambutku
- Clean the house = Membersihkan rumah
- Play with my friends = Bermain bersama teman-temanku
- Water the flowers = Menyiram bunga
- Take a bath = Mandi
- Wash my face = Mencuci muka
- Eat breakfast = Sarapan
- Study at school = Belajar di sekolah
- Watch TV = Nonton TV
- Read a book = Membaca buku
- Wash my hair = Keramas
- Get dressed = Memakai baju
- Go to school = Pergi ke sekolah
- Come back from school = Pulang dari sekolah
- Do my homework = Mengerjakan PR
- Go to sleep = Pergi tidur
- Have dinner = Makan malam
- Take a break = Istirahat

- Drink coffee = Minum kopi
- Take a nap = Tidur siang
- I have lunch = Makan siang
- Play video games = Main video games
- Go shopping = Pergi berbelanja
- Go out with my friends = Pergi bersama teman-teman
- Go to work = Pergi bekerja
- Visit my parents = Mengunjungi orang tuaku
- I drive back home = Aku menyetir kembali ke rumah

PICTURES

(Lampiran 2)

Exercise 1

(Work Indivdually)

1. Make a dialog using question and respond sentences in the daily routine with your peers !
2. Present your dialog in VLOG and upload it on the class Instagram before the time date line!

(Lampiran 3)

Speaking Scoring Rubric

Categories	Score	Description
Pronunciation	5	Almost Perfect
	4	There are some errors but does not interface the meaning
	3	There are some errors and disturbing meaning
	2	Many errors and disturbing meaning
	1	Too many errors and disturbing meaning
Grammar	5	Make view (if any) noticeable error of Grammar or word order
	4	Sometimes it makes grammatical and word order that does not have meaning, and obscuring meaning
	3	Often make grammatical errors and word sequences that sometimes obscure the meaning
	2	Grammar and sequence errors make it difficult to understand, often changing sentences.
	1	There are many grammatical errors and word order, so it cannot be understood at all.
Vocabulary	5	Rich and varied vocabulary
	4	There are some wrong vocabulary and disturbing meaning
	3	There are some vocabulary and disturbing meaning
	2	Many wrong vocabulary and disturbing meaning
	1	Too many wrong vocabulary and disturbing meaning
Fluency	5	Almost fluent
	4	Speak smoothly, with little hesitation which does not interface with communication
	3	Speak with some hesitation, but it does not usually interface with communication

	2	Speak with some hesitation which often interferes with communication	
	1	Hesitates too often when speaking, which often interfaces with communication.	
Comprehension	5	It seems to understand everything without difficulty.	
	4	Understand almost everything at normal speed even though occasional repetitions may be needed.	
	3	Understand most of what is said to be slower than normal speed and there is repetition.	
	2	Having great difficulty following what was said. Can understand only "social conversation" is spoken slowly and a little repetition.	
	1	Cannot be said to understand even simple English conversation.	
Performance	5	Speaking clearly and loudly, good facial expression, and communicative.	
	4	Speaking in a soft voice, but can be understood, good facial and communicative enough.	
	3	Speaking in soft voice, but can be understood, enough facial expression and communicative enough	
	2	Mumbling, flat facial expression, and less communication	
	1	Speaking in volume which is almost inaudible, no facial expression and not communicative	

Maximum Score : 30

Total Score = $\dfrac{score}{Maximum\ score} \times 100$

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Website: http://www.smkn4malang.sch.id. email: mail@smkn4malang.sch.id

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Kompetensi Keahlian	:	**Semua bidang keahlian**
Mata Pelajaran	:	**Bahasa Inggris**
Semester	:	**2 (dua**
Kelas	:	**X**
Kompetensi Dasar	:	**3.12 dan 4.12**
Materi Pokok	:	**Simple Routine Task**
Alokasi Waktu	:	**3 X 45 menit**

B. Kompetensi Inti (KI)

KI.3	Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, procedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian *Bahasa Inggris* pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
KI.4	Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian *Bahasa Inggris*. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

A.   Kompetensi Dasar (KD)

3.12. Menganalisis fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (simple routine tasks) sesuai dengan konteks penggunaan di dunia kerja.

4.12   Menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (simple routine tasks) dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks dunia kerja

B.   Indikator Pencapaian Kompetensi (IPK)

3.12.2 menentukan struktur teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (*simple routine tasks*) sesuai dengan konteks penggunaan di dunia kerja.

3.12.3 menganalisis struktur teks lisan dan teks tulis yang melibatkan unsur kebahasaan dalam tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (*simple routine tasks*) sesuai dengan konteks penggunaan di dunia kerja.

4.12.1   menyusun sebuah teks simple routine tentang kegiatan sehari-hari mereka sebagai seorang pelajar dengan menggunakan unsur kebahasaan yang baik dan benar.

C.   Tujuan Pembelajaran

Setelah melalui proses belajar mengajar diharapkan siswa mampu :

1. Siswa mampu menentukan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait rutinitas yang dilakukan dalam kegiatan sehari-hari

2. Siswa mampu menyusun atau membuat sebuah teks secara tulis dan lisan tentang kegiatan sehari-hari mereka sebagai seorang pelajar dengan menggunakan struktur kebahasaan yang baik dan benar.

D.   Materi Pembelajaran

    a.   Fungsi Sosial : Untuk meminta dan memberi informasi kegiatan atau rutinitas yang dilakukan dalam kegiatan sehari hari (Simple Routine Task)

    b.   Struktur Teks :

        1.   Opening

        2.   Main idea/ Exchange

        3.   Closing

    c.   Language feature : The using of Simple Present Tense

E.   Media Pembelajaran
- Instagaram
- Vlog (Example of Video Blogging)
- Contoh Paragraf

F.   Sumber Belajar
- https://funkyenglish.com/present-simple-tense-daily-routine/
- Fundamental of English Grammar third edition by Betty Schrampfer Azzar

G.   Pendekatan, Model, dan Metode Pembelajaran

    1. Pendekatan : *Scientific Method*/5 M (Mengamati, Menanya, Mengumpulkan informasi, Mengasosiasi, dan Mengomunikasikan)

    2. Model Pembelajaran   : Discovery Learning

    3. Metode Pembelajaran : Diskusi, Presentasi, Tanya Jawab.

H.   Langkah Pembelajaran

**Metode Pembelajaran :Communicative Language Teaching**

Kegiatan Pembelajaran

Pertemuan 2

Kegiatan	Sintak Model Pembelajaran	Deskripsi Kegiatan	Nilai PPK, literasi, 4C, HOTS	Alokasi Waktu
Pendahuluan		Apersepsi • Guru memberi salam • Guru meminta ketua kelas untuk mempersiapkan teman-temannya **berdoa** dan mengecek daftar hadir siswa. "Before we start our lesson today, let me check your attendance list..." • Guru bertanya tentang keadaan mereka hari ini *"How are you today?...."*	-Religius -Rasa ingin tahu	10'
Inti	1. Stimulation	1. Mengamati • Siswa diberi beberapa contoh teks *"Simple Routine"* sebagai seorang pegawai	- literasi	30'
	2. Problem Statement.	2. Menanya • Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang ungkapan daily activities dalam bahasa inggris.	- rasa ingin tahu	10'
	3.Collecting Data	3. Mencoba /Mengumpulkan Informasi • Siswa mencatat apa yang telah disampaikan oleh guru • Siswa mencoba untuk mengucapkan beberapa kata yang sering		15'

		digunakan dalam *"Simple Routine"* dengan pengucapan yang baik dan benar dengan arahan guru	- berkomuni kasi	
	4.Verification	4. Mengidentifikasi • Siswa diperkenalkan beberapa video bloging (Vlogging) • Siswa mengidentifikasi bagaimana cara membuat vlogging		25`
	5.Generalizatio n	5. Mengasosiasi • Siswa diminta untuk menyusun sebuah teks berkaitan dengan *"Simple Routine"*, tentang kegiatan mereka sebagai seorang pelajar secara individu	- Kreativi tas	25`
Penutup		Refleksi: • Guru bertanya kepada siswa tentang perasaan mereka tentang pembelajaran hari ini. *"So, are you happy with our lesson today?"*	Rasa ingin tahu	

		Membuat Kesimpulan:
		• Guru bertanya tentang materi yang telah mereka pelajari hari ini.
		     "Well, what have you learnt today?"
		     "Good, don't forget about the
			Rasa ingin tahu
			
			 Kreativitas
			
			 HOTS
			
			 Religius
				20`

		Tindak Lanjut • Guru meminta mereka untuk melakukan Vlogging dan mempresentasikan hasil dari teks yang telah		

| | | mereka buat kemudian meminta mengupload di social media (Instagram kelas) | | |
| | | • Guru mengakhiri pembelajaran dengan berdoa bersama. *"We have a great time together today. Please pray together before we closed our lesson today. Thank you for your attention, and goodbye."* | | |
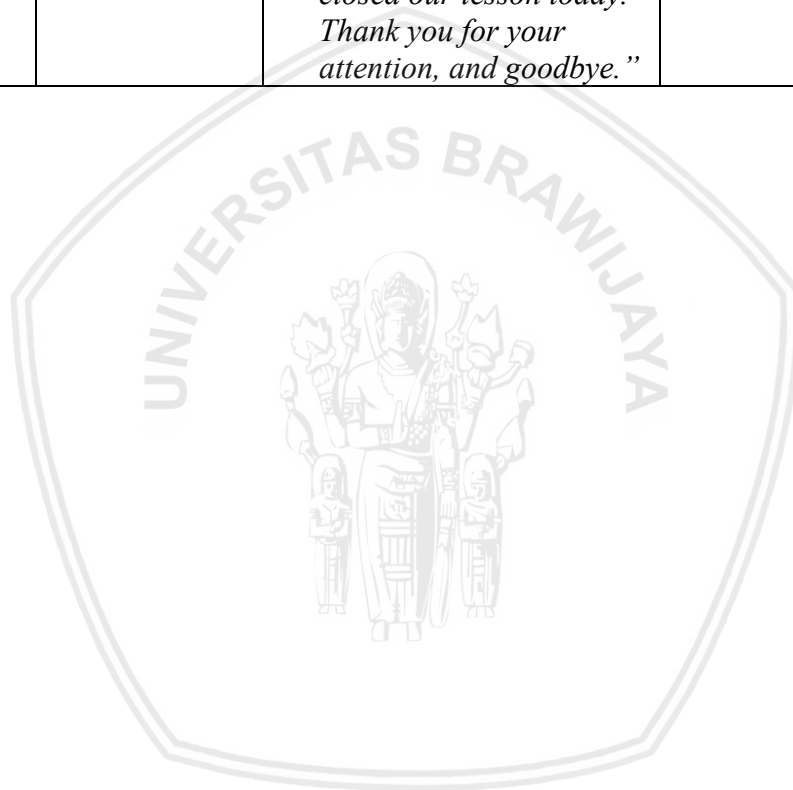
I. PENILAIAN HASIL BELAJAR (PHB)

1) Penilaian Pengetahuan *(terlampir pada lampiran 4)*

    Teknik penilaian : Tes Tulis

    Bentuk tes : Membuat dialog berpasangan dan menyusun sebuah teks *"Simple Routine"*

2) Penilaian keterampilan *(terlampir pada lampiran 4)*
    Teknik penilaian : Berbicara
    Bentuk tes : Mempresentasikan hasil dialog dalam bentuk Vlog/Vlogging

Malang, 4 April 2019

Guru Bahasa Inggris

Anis Sovia S.Pd, M.Pd
NIP 198602032010012019
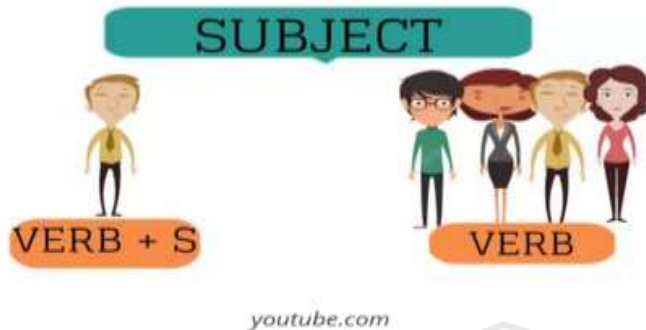
Guru Praktikan

Novi Aditya Shinta
NIM 155110500111020

Mengetahui

Kepala SMK Negeri 4 Malang

Dr. H WADIB SU'UDI, M.M
NIP 19610908 198803 1 003

Waka Kurikulum

EKO BUDI ISWANTO, S.Pd
NIP 19690412 199203 1 015

(Lampiran 1)

youtube.com

> ➢ *Example:*
>   1. The sun <u>rises</u> in the east (fact)
>   2. Ann <u>takes</u> a shower every day
>   3. I usually <u>read</u> the newspaper in the morning
>   4. Sacha <u>speaks</u> English and Russian.
>   5. He <u>watches</u> his favourite TV program every Sunday.
>   6. We <u>understand</u> what you feel.
>   7. You <u>learn</u> Math at school.
>   8. They <u>go</u> home on foot at 3 p.m
>   9. She <u>cleans</u> her house every Monday.
>   10. You <u>love</u> a romance movie but she <u>loves</u> an action movie.
>   11. I usually wake up at 04.30 a.m in the morning *(Saya biasanya bangun pada jam 04.30 di pagi hari)*
>   12. I go to school at 06.30 a.m *(Aku pergi ke sekolah jam 06.30)*
>   13. My father take me to the school with his car *(Ayahku membawa aku ke sekolah dengan mobilnya)*
>   14. In the school, I study from 6.30 a.m until 11.00 a.m *(Di sekolah aku belajar dari jam 6.30 – jam 11.00)*
>   15. After school, I play video games with my friends *(Sepulang sekolah aku bermain video games dengan teman-temanku)*
>   16. I'm doing my homework in the night then I go to sleep. *(Aku mengerjakan PR-ku dimalan hari kemudian aku tidur)*

Example 1.

Daily Activity As An Accountant

I work during 5 days then 2 days off. On working days I get up at 5 o'clock in the morning. Then I make my bed and clean my room. I wash my face, brush my teeth prepare breakfast for 30 minutes.

After that I work for about 20 or 30 minutes. At 6 o'clock I prepre my uniform and working stuff. I have a shower then prepare my self to work. Before going to work. I pray for a while to thank God about everything. Then I go to work by bus at 6.40 a.m. I walk to abus stop and wait for a bus. I usually arrive at my office at 7.15 a.m and start working at 7.30 a.m.

I lovemy job as an accountant in one national company. I always finish all tasks punctually so I don't bring any task home. At 5 p.m I go home by bus or soeties with my friend. Her house is near to my house so often drive togetherto home by car.

Sometimes I hangout with friemds until 7 p.m. At 7.15 p.m I take a bath, then I eat dinner. Before going to bed, I usually spend time for readng a book, watching a movie or listening to music. Finally, I sleep at 11 p.m.

Take from : <ins>https://englishcoo.com/contoh-daily-activity/</ins>

Example 2

Daily Activies of an Waiter

On the working day, I usually wake up at 6 o'clock in the morning. I clean my room and prepare breakfast. I take a bath at 7 a.m, then I prepare my self to work. When I have orning schedule, I go to work at 8 o'clock.

Sometimes I get afternoon schedule, so I work at 2 p.m. My job as a waiter in one restaurant gives me a schedule tha is not always same every week. It keeps changing but I am still happy with that.

After 5 days working I have two days off. My holidays are not always Saturday and Sunday. I work housrs a day including an hour break.

After working I do yoga for 30 minutes, the clean my self. Ater that, I get ready for dinner with my friend. Before sleeping, I chat with my friend or read abook. Sometimes I go to the cinema with some friends or listening music. I go to bed at 11 to 12 p.m

Take from : [*https://englishcoo.com/contoh-daily-activity/*](https://englishcoo.com/contoh-daily-activity/)

(Exercise 2)

1. Makes a daily activity as an employee (choose one occupation) using good and language features!
2. For homework, present your work by vlogging, then upload it in Instagram class before the due date!

Speaking Scoring Rubric

Categories	Score	Description
Pronunciation	5	Almost Perfect
	4	There are some errors but does not interface the meaning
	3	There are some errors and disturbing meaning
	2	Many errors and disturbing meaning
	1	Too many errors and disturbing meaning
Grammar	5	Make view (if any) noticeable error of Grammar or word order
	4	Sometimes it makes grammatical and word order that does not have meaning, and obscuring meaning
	3	Often make grammatical errors and word sequences that sometimes obscure the meaning
	2	Grammar and sequence errors make it difficult to understand, often changing sentences.
	1	There are many grammatical errors and word order, so it cannot be understood at all.
Vocabulary	5	Rich and varied vocabulary
	4	There are some wrong vocabulary and disturbing meaning
	3	There are some vocabulary and disturbing meaning
	2	Many wrong vocabulary and disturbing meaning
	1	Too many wrong vocabulary and disturbing meaning
Fluency	5	Almost fluent
	4	Speak smoothly, with little hesitation which does not interface with communication
	3	Speak with some hesitation, but it does not usually interface with communication
	2	Speak with some hesitation which often interferes with communication

	1	Hesitates too often when speaking, which often interfaces with communication.
Comprehension	5	It seems to understand everything without difficulty.
	4	Understand almost everything at normal speed even though occasional repetitions may be needed.
	3	Understand most of what is said to be slower than normal speed and there is repetition.
	2	Having great difficulty following what was said. Can understand only "social conversation" is spoken slowly and a little repetition.
	1	Cannot be said to understand even simple English conversation.
Performance	5	Speaking clearly and loudly, good facial expression, and communicative.
	4	Speaking in a soft voice, but can be understood, good facial and communicative enough.
	3	Speaking in soft voice, but can be understood, enough facial expression and communicative enough
	2	Mumbling, flat facial expression, and less communication
	1	Speaking in volume which is almost inaudible, no facial expression and not communicative

Maximum Score : 30

$$Total\ Score = \frac{score}{Maximum\ score} \times 100$$

PEMERINTAH PROPINSI JAWA TIMUR
DINAS PENDIDIKAN
SMK NEGERI 4 MALANG
Jl. Tanimbar No. 22 Malang 65117 Telp. (0341) 353798, Fax (0341) 363099
Website: http://www.smkn4malang.sch.id. email: mail@smkn4malang.sch.id

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Kompetensi Keahlian	:	**Semua bidang keahlian**
Mata Pelajaran	:	**Bahasa Inggris**
Semester	:	**2 (dua)**
Kelas	:	**X**
Kompetensi Dasar	:	**3.12 dan 4.12**
Materi Pokok	:	**Simple Routine Task**
Alokasi Waktu	:	**3 X 45 menit**

C. Kompetensi Inti (KI)

KI.3	Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, procedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian *Bahasa Inggris* pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
KI.4	Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian *Bahasa Inggris*. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

A. Kompetensi Dasar (KD)

3.12. Menganalisis fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (simple routine tasks) sesuai dengan konteks penggunaan di dunia kerja.

4.12 Menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (simple routine tasks) dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks dunia kerja

B. Indikator Pencapaian Kompetensi (IPK)

3.12.1 Siswa dapat menjawab pertanyaan pemahaman dari teks terkait daily activities dengan tepat.

4.12.1 Siswa dapat menyusun teks interaksi transaksional menjadi paragraf yang benar sesuai secara tulis dan lisan dengan konteks penggunaannya

C. Tujuan Pembelajaran

Setelah melalui proses belajar mengajar diharapkan siswa mampu :

1. Menentukan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait ruinitas yang dilakukan dalam kegiatan sehari-hari
2. Menjawab pertanyaan terkait teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait rutinitas sehari-hari
3. Menyusun teks yang berkaitan dengan rutinitas yang dilakukan sehari-hari
4. Mempresentasikan teks yang telah disusun dengan mempraktekan dalam kegiatan vlogging

D. Materi Pembelajaran

a. **Fungsi Sosial :** Untuk meminta dan memberi informasi kegiatan atau rutinitas yang dilakukan dalam kegiatan sehari hari (Simple Routine Task)

b. **Struktur Teks :**

1. **Opening**
2. **Main idea/ Exchange**

3. **Closing**
c. **Language feature : The using of Simple Present Tense**

E. Media Pembelajaran
-   Video Vlog
-   Instagaram

F. Sumber Belajar
-   https://funkyenglish.com/present-simple-tense-daily-routine/

G. Pendekatan, Model, dan Metode Pembelajaran

1. Pendekatan   : *Scientific Method*/5 M (Mengamati, Menanya, Mengumpulkan informasi, Mengasosiasi, dan Mengomunikasikan)
2. Model Pembelajaran   : Discovery Learning
3. Metode Pembelajaran : Diskusi, Presentasi, Tanya Jawab.

H. Langkah Pembelajaran

Metode Pembelajaran :Communicative Language Teaching

Kegiatan Pembelajaran

Pertemuan 3

Kegiatan	Sintak Model Pembelajaran	Deskripsi Kegiatan	Nilai PPK, literasi, 4C, HOTS	Alokasi Waktu
Pendahuluan		Apersepsi • Guru memberi salam • Guru meminta ketua kelas untuk mempersiapkan teman-temannya **berdoa** dan mengecek daftar hadir siswa. *"Before I introducing my self let me check your attendence..."*	-Religius -Rasa ingin tahu	10'

		• Guru meriview materi minggu lalu		
Inti	1. Stimulati on	1. Mengamati • Siswa diberi feedback berkaitan dengan vlogging yang telah mereka upload miggu lalu	- literasi	30'
	2. Problem Statement.	2. Menanya • Siswa ditanya tentang kesulitan yang ada ketika melakukan vlogging • Siswa bertanya tentang beberapa kosa kata yang mereka rasa sulit untuk diucapkan ketika mereka melakukan vlogging	- rasa ingin tahu	10'
	3. Collectin g Data	3. Mencoba/ Mengumpulkan Informasi • Siswa diberi contoh teks *"Simple Routine Tasks"* tentang beberapa profesi pekerjaan • Siswa mencatat apa yang telah disampaikan oleh guru • Siswa diminta untuk mengucapkan beberapa kata yang sulit untuk dilafalkan / siswa sering salah melafalkannya dalam vlogging sebelumnya.	- berkomuni kasi	15'
	4. Verificati on	4. Mengidentifikasi • Siswa diberi beberapa contoh teks yang		25`

		berkaitan dengan *"Simple Routine"* dengan topik yang berbeda dari minggu lalu • Siswa mencoba mengidentifikasi struktur kebahasaan yang ada didalam teks tersebut		
	5. Generali zation	5. Mengasosiasi • Siswa diminta untuk menegrjakan soal-soal tentang "Simple Routine Task" • Siswa diminta untuk membuat short teks tentang *"Simple Routine"* berkaitan dengan profesi seseorang yang telah ditentukan.	- Kreativit as	25`
Penutup		Refleksi: • Guru bertanya kepada siswa tentang perasaan mereka tentang pembelajaran hari ini. *"So, are you happy with our lesson today?"*	Rasa ingin tahu	
		Membuat Kesimpulan: • Guru bertanya tentang materi yang telah mereka pelajari hari ini. *"Well, what have you learnt today?"* *"Good, don't forget about the*	Rasa ingin tahu	20`
		Tindak Lanjut • Guru meminta siswa untuk membuat Vlogging untuk Homework dan	Kreativitas	

		mempresentasikan teks yang telah mereka buat, tanpa membaca teks • Guru mengakhiri pembelajaran dengan berdoa bersama. *"We have a great time together today. Please pray together before we closed our lesson today. Thank you for your attention, and goodbye."*	HOTS Religius	

J. PENILAIAN HASIL BELAJAR (PHB)

1) Penilaian Pengetahuan *(terlampir pada lampiran 4)*

   Teknik penilaian   : Tes Tulis

   Bentuk tes   : Membuat dialog berpasangan dan menyusun
                         sebuah teks *"Simple   Routine"*

2) Penilaian keterampilan *(terlampir pada lampiran 4)*
   Teknik penilaian   : Berbicara
   Bentuk tes   : Mempresentasikan hasil dialog didepan kelas &
   Vlog

Guru Bahasa Inggris   Malang, 4 April 2019

                                                      Guru Praktikan

Anis Soviani S.Pd , M.Pd   Novi Aditya Shinta
NIP 198602032010012019   NIM 155110500111020

Mengetahui

Kepala SMK Negeri 4 Malang   Waka Kurikulum

Dr. H. Wadib Suudi, M.M   Eko Budi Iswanto, S. Pd
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(Lampiran 2)

❖ **Penilaian Pengetahuan:**

A. **Read the text and answer the questions!**

My name is Andrea, I work at Bank in Malang as a teller. I live not so far from my work place. I usually get up at 5 a.m and then go to the bathroom. After that, I have breakfast. At 07.30 a.m I go to my office by motorcycle. Every day I meet many kind of people. It makes me know how to handle them patiently. I finish my work at 4 p.m. after get home, I usually take my dog walk in the afternoon. We walk around park near my house.

Questions!
1. Where is Andrea work?
2. What is Andrea job?
3. What does she usually do after work?
4. How she get to work?
5. "it makes me know how to handle people." What does "it" refer to?

B. **Answer the following questions. Give to answers.**
1. Do you have any hobby?
2. Do you like outdoor activities?
3. What is your job/school?
4. Do you like your job/school?
5. What do you usually do after work/school?

C. **Complete the sentences below with the appropiate question words.**
1. Tian   : ………. Do you do here every Tuesday and Thursday?
   Chandra   : I study English with Mr.John.
2. Corry   : …………… does he usually come here?
   Lara   : In the afternoon.
3. Fadia   : ……….. lives in that house.
   Rio   : Mr.Edward.
4. Vero   : …………does the athlete run?
   Thomas   : He rus quickly.
5. Teacher   : …………old are you?
   Student   : I'm sixteen years old.
6. Waiter   : ………. Do you like, milk or tea?
   Guest   : Milk, please.
7. Wahyu   : ……………. Is my bag.

|		
	Bayu	: In your locker.
8.	Ratih	: ……….. was angga absent yesterday?
	Rofi	: He was absent because he had a cold.
9.	Valent	: ……….. long have you lived in Bandung?
	Rico	: For two years.
10.	Ringga	: …………. Came to your house last night?
	Andi	: Mr.Edy Subagio.

Key Answer

A
1. Andrea is a teller
2. She usually take her dog in the afternoon
3. She goes to her office by motorcycle
4. She meet many kinds of people.

B.
1. Yes, I do/Yes, I have: No, I don't/No, I haven't
2. Yes, I do/No, I don't
3. I am a student.
4. Yes, of course
5. I usually...

C.
1. What
2. When
3. Who
4. How
5. How
6. What/Which one
7. Where
8. Why
9. How
10. Who
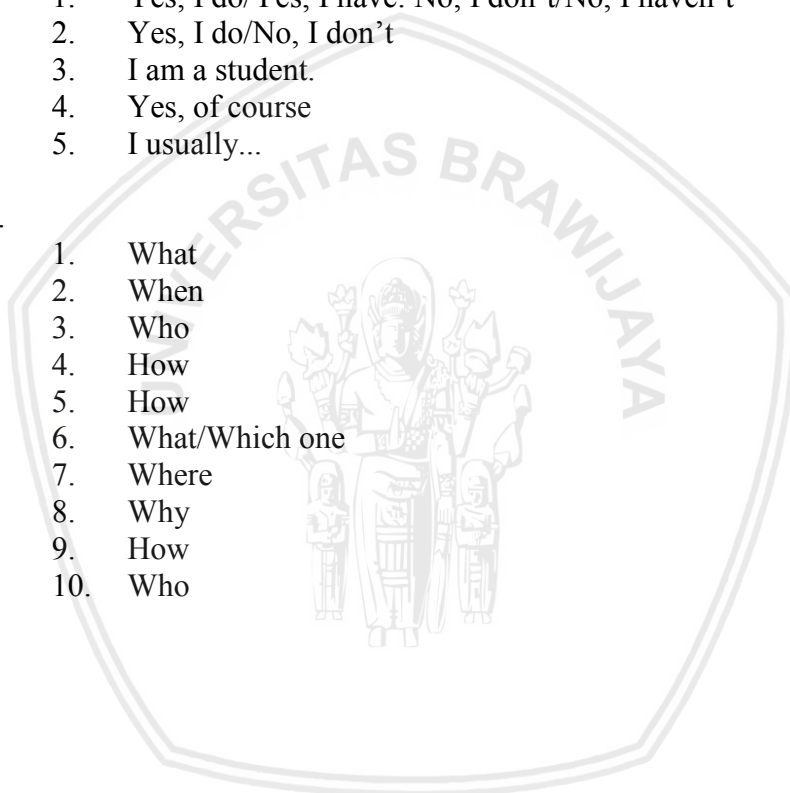
(Lampiran 2)

Exercise
1. Choose one of he occupations do you know well. Write their daily routine in paragraph!
2. Present your paragraph through vlogging and then upload it in Instagram class!

(Lampiran 3)

Speaking Scoring Rubric

Categories	Score	Description
Pronunciation	5	Almost Perfect
	4	There are some errors but does not interface the meaning
	3	There are some errors and disturbing meaning
	2	Many errors and disturbing meaning
	1	Too many errors and disturbing meaning
Grammar	5	Make view (if any) noticeable error of Grammar or word order
	4	Sometimes it makes grammatical and word order that does not have meaning, and obscuring meaning
	3	Often make grammatical errors and word sequences that sometimes obscure the meaning
	2	Grammar and sequence errors make it difficult to understand, often changing sentences.
	1	There are many grammatical errors and word order, so it cannot be understood at all.
Vocabulary	5	Rich and varied vocabulary
	4	There are some wrong vocabulary and disturbing meaning
	3	There are some vocabulary and disturbing meaning
	2	Many wrong vocabulary and disturbing meaning
	1	Too many wrong vocabulary and disturbing meaning
Fluency	5	Almost fluent
	4	Speak smoothly, with little hesitation which does not interface with communication
	3	Speak with some hesitation, but it does not usually interface with communication

	2	Speak with some hesitation which often interferes with communication
	1	Hesitates too often when speaking, which often interfaces with communication.
Comprehension	5	It seems to understand everything without difficulty.
	4	Understand almost everything at normal speed even though occasional repetitions may be needed.
	3	Understand most of what is said to be slower than normal speed and there is repetition.
	2	Having great difficulty following what was said. Can understand only "social conversation" is spoken slowly and a little repetition.
	1	Cannot be said to understand even simple English conversation.
Performance	5	Speaking clearly and loudly, good facial expression, and communicative.
	4	Speaking in a soft voice, but can be understood, good facial and communicative enough.
	3	Speaking in soft voice, but can be understood, enough facial expression and communicative enough
	2	Mumbling, flat facial expression, and less communication
	1	Speaking in volume which is almost inaudible, no facial expression and not communicative

Maximum Score : 30

Total Score = $\dfrac{score}{Maximum\ score} \times 100$

Knowledge Scoring Rubric

A. T X 10 = 40
B. T X 4 = 20
C. T X 4 = 40
   Total score A+B+C = 100

(Appendix 7)
Students' Post Test Score

NO	NAME	PRONUNCIATION	FLUENCY	GRAMMAR	VOCABULARY	COMPREHENSION	PERFOMANCE	TOTAL
1.	AWF	5	4	4	4	5	5	90
2.	ARA	4	4	4	4	5	5	83
3.	AHAR	4	4	4	4	5	4	83
4.	AIP	4	4	3	4	4	4	77
5.	AOM	4	3	4	4	4	4	77
6.	AANJ	4	4	4	4	4	4	80
7.	DR	4	4	4	4	4	4	80
8.	DAPE	4	3	3	4	4	3	70
9.	DFA	4	4	3	4	4	5	80
10.	DAI	5	4	3	3	4	3	77
11.	EBA	4	4	3	4	4	4	77
12.	FS	5	4	4	4	5	5	90
13.	FDPE	5	5	4	5	5	5	97
14.	HZ	4	4	4	4	5	4	83
15.	IG	3	3	2	3	3	3	57
16.	ISSK	4	3	3	4	4	5	77
17.	KW	4	4	4	4	4	4	80
18.	MAM	4	4	4	4	5	5	87
19.	MHBT	4	3	3	4	3	4	70
20.	NAA	4	4	3	4	4	4	77
21.	NLA	3	4	4	4	4	4	77
22.	NAP	3	3	3	3	3	3	60
23.	RKW	4	3	4	4	4	4	77
24.	RAS	4	4	3	4	4	3	73
25.	RS	4	4	3	4	4	4	77
26.	RFFM.	4	5	5	5	4	5	93
27.	SDJ	3	3	2	3	3	4	60
28.	SYP	3	4	4	4	4	4	77
29.	SAQ	5	4	4	5	5	5	90
30.	DH	5	4	4	5	5	4	90
31.	AVF	3	3	4	4	4	4	73
32.	MFSP	4	3	4	4	4	4	77

(Appendix 8)

Questionnaire for Students after the Action

Berilah tanda (X)Pada jawaban yang anda anggap paling sesuai dengan keadaan anda!

1. Bagaimana pendapat kalian mengenai penggunaan Vlogging dalam pembelajaran bahasa Inggris?

    a. Sangat menyenangkan   c. Cukup menyenangkan

    b. Menyenangkan   d. Kurang menyenangkan

2. Apakah aktivitas vlogging membuat anda termotivasi dalam kegiatan berbicara (Speaking) dalam bahasa Inggris?

    a. Sangat termotivasi   c. Cukup termotivasi

    b. Termotivasi   d. Tidak termotivasi

3. Apakah Vlogging yang digunakan dalam proses belajar speaking membantu anda untuk lebih mudah belajar speaking?

    a. Sangat membantu   c. Kurang membantu

    b. Cukup membantu   d. Tidak membantu

4. Apakah anda percaya diri ketika menggunakan Vlogging dalam pembelajaran speaking?

    a. Sangat pecaya diri   c. Kurang percaya diri

    b. Cukup percaya diri   d. Tidak percaya diri

5. Apakah setelah melakukan Vlogging dalam kegiatan speaking dalam bahasa Inggris anda merasa bahwa kemampuan berbicara anda meningkat?

    a. Ya   b. Tidak

6. Apakah anda mengalami kesulitan ketika melakukan kegiatan Vlogging dengan menggunakan bahasa Inggris?

    a. Ya   b. Tidak

7. Jika jawaban anda pada pertanyaan nomor adalah (a. Ya), jelaskan apa saja kesulitan yang anda alami beserta alasannya! Jika tidak tuliskan saran anda terhadap penggunaan Vlogging dalam kegiatan belajar speaking!

(Appendix 9)

The Result of The Student Questionnaire After Implementing the Action.

Name: Adelia Wahyu Fatika (02)

Class : X D 6D

Questionnaire for Students after Action

Berilah tanda (X)Pada jawaban yang anda anggap paling sesuai dengan keadaan anda!

1. Bagaimana pendapat kalian mengenai penggunaan Vlogging dalam pembelajaran bahasa Inggris?
   - a. Sangat menyenangkan
   - X Cukup menyenangkan
   - b. Menyenangkan
   - d. Kurang menyenangkan

2. Apakah aktivitas vlogging membuat anda termotivasi dalam kegiatan berbicara (Speaking) dalam bahasa Inggris?
   - a. Sangat termotivasi
   - c. Cukup termotivasi
   - X Termotivasi
   - d. Tidak termotivasi

3. Apakah Vlogging yang digunakan dalam proses belajar speaking membantu anda untuk lebih mudah belajar speaking?
   - a. Sangat membantu
   - c. Kurang membantu
   - X Cukup membantu
   - d. Tidak membantu

4. Apakah anda percaya diri ketika menggunakan Vlogging dalam pembelajaran speaking?
   - a. Sangat pecaya diri
   - c. Kurang percaya diri
   - X Cukup percaya diri
   - d. Tidak percaya diri

5. Apakah setelah melakukan Vlogging dalam kegiatan speaking dalam bahasa Inggris anda merasa bahwa kemampuan berbicara anda meningkat?
   - X Ya
   - b. Tidak

6. Apakah anda mengalami kesulitan ketika melakukan kegiatan Vlogging dengan menggunakan bahasa Inggris?
   - X Ya
   - b. Tidak

7. Jika jawaban anda pada pertanyaan nomor 6 adalah (a. Ya), jelaskan apa saja kesulitan yang anda alami beserta alasannya! Jika tidak tuliskan saran anda terhadap penggunaan Vlogging dalam kegiatan belajar speaking!

   karena kami /saya jarang berbicara memakai bahasa inggris jadi pada saat melafatkannya agak kesulitan.

Name: Dinasty Fitri A

Class : X DG D

Questionnaire for Students after Action

Berilah tanda (X)Pada jawaban yang anda anggap paling sesuai dengan keadaan anda!

1. Bagaimana pendapat kalian mengenai penggunaan Vlogging dalam pembelajaran bahasa Inggris?

   X a. Sangat menyenangkan   c. Cukup menyenangkan

   b. Menyenangkan   d. Kurang menyenangkan

2. Apakah aktivitas vlogging membuat anda termotivasi dalam kegiatan berbicara (Speaking) dalam bahasa Inggris?

   X Sangat termotivasi   c. Cukup termotivasi

   b. Termotivasi   d. Tidak termotivasi

3. Apakah Vlogging yang digunakan dalam proses belajar speaking membantu anda untuk lebih mudah belajar speaking?

   X Sangat membantu   c. Kurang membantu

   b. Cukup membantu   d. Tidak membantu

4. Apakah anda percaya diri ketika menggunakan Vlogging dalam pembelajaran speaking?

   a. Sangat pecaya diri   c. Kurang percaya diri

   X Cukup percaya diri   d. Tidak percaya diri

5. Apakah setelah melakukan Vlogging dalam kegiatan speaking dalam bahasa Inggris anda merasa bahwa kemampuan berbicara anda meningkat?

   X Ya   b. Tidak

6. Apakah anda mengalami kesulitan ketika melakukan kegiatan Vlogging dengan menggunakan bahasa Inggris?

   X Ya   b. Tidak

7. Jika jawaban anda pada pertanyaan nomor 6 adalah (a. Ya), jelaskan apa saja kesulitan yang anda alami beserta alasannya! Jika tidak tuliskan saran anda terhadap penggunaan Vlogging dalam kegiatan belajar speaking!

   > Kesulitannya, Penghafalan atau mengucapkan kosa kata Sulit dan juga ada kesalahan Saat membacanya.

(Appendix 10)

The Result of the Questionnaiere

No	Questions	Answers		Total Choice	Total Percentage
1.	Bagaimana pendapat kalian mengenai penggunaan Vlogging dalam pembelajaran bahasa Inggris	a.	Sangat menyenangkan	5	**16%**
		b.	Menyenangkan	17	**53%**
		c.	Cukup menyenangkan	10	**31%**
		d	Kurang menyenangkan	0	**0%**
2.	Apakah aktivitas vlogging membuat anda termotivasi dlaam kegiatan berbicara menggunakan bahasa Inggris?	a.	Sangat termotivasi	8	**25%**
		b.	Termotivasi	12	**38%**
		c.	Cukup termotivasi	7	**22%**
		d.	Tidak termotivasi	0	**0%**
3.	Apakah vlogging yang digunakan dalam proses belajar speaking membantu anda untuk lebih mudah belajar speaking?	a.	Sangat membantu	10	**31%**
		b.	Cukup membantu	20	**63%**
		c.	Kurang membantu	2	**6%**
		d.	Tidak membantu	0	**0%**
4.	Apakah anda percaya diri ketika menggunakan Vlogging dalam pembelajrana speaking?	a.	Sangat percaya diri	3	**7%**
		b.	Cukup percaya diri	24	**75%**
		c.	Kurang percaya diri	6	**18%**
		d.	Tida percaya diri	0	**0%**
5.	Aapakah setelah melakukan Vlogging dalam kegiatan speaking dalam bahasa Inggris anda merasa bahawa kemampuan berbicara anda meningkat?	a.	Ya	30	**94%**
		b.	Tidak	2	**6%**
6.	Apakah anda mengalami kesulitan ketika melakukan vlogging dengan menggunakan bahasa Inggris?	a.	Ya	6	**19%**
		b.	Tidak	26	**81%**

| 7. | Jika jawaban anda pada pertanyaan nomor 6 adalah (a. Ya), jelaskan apa saja kesulitan yang anda alami beserta alasannya! Jika tidak tuliskan saran anda terhadap penggunaan Vlogging dalam kegiatan belajaar speaking? | Sebagian besar siswa yeng memilih jawaban "ya" mengatakan bahwa kesulitan yang dialami siswa adalah
 - mereka tidak terbiasa menggunakan bahasa Inggris
 - ada beberapa kosa kata baru yang sulit mereka ucapkan
 - mereka lupa apa yang akan mereka ucapkan ketika berada didepan kamera |

(Appendix 11)

Interview Questions For The Teacher After Imlplementing Vlogging

1. Bagaimana pendapat ibu setelah melihat pembelajaran speaking dengan menggunakan vlogging?

2. Apakah ibu merasa termotivasi stelah melihat pengunaan vlogging dalam pembelajaran speaking?

3. Bagaimana pendapat ibu mengenai aktivitas belajar mengajar menggunakan vlogging?

4. Menurut ibu, kendala apa yang nampak saat pembelajaran speaking menggunakan vlogging?

5. Bagaimana pendapat ibu, bagaimana untuk cara mengatasi kendala tersebut?

6. Bagaimana pendapat ibu tentang partisipasi siswa dalam pembelajaran menggunakan vlogging?

7. Menurut ibu, apakah strategi vlogging ini efektif untuk meningkatkan kemampuan berbicara bahasa Inggris pada siswa?

Adopted From (Jayanti, 2016)

(Appendix 12)

The Result of Interview Questions For The Teacher After Imlplementing Vlogging

1. Bagaimana pendapat ibu setelah melihat pembelajaran speaking dengan menggunakan vlogging?

    -   Saya rasa cukup menarik untuk pembelajaran speaking dengan vlogging.

2. Apakah ibu merasa termotivasi stelah melihat pengunaan vlogging dalam pembelajaran speaking?

    -   Iya

3. Bagaimana pendapat ibu mengenai aktivitas belajar mengajar menggunakan vlogging?

    -   Saya rasa cukup menarik, siswa dapat mengeskpresikan diri mereka melalui vlogging ini, mereka dapat berlatih berbicara bahasa Inggris dengan percaya diri dan mereka juga dapat mengembangkan kreativitas mereka dengan cara mengedit video dengan menambahkan subtittle ataupun menambahkan backsound.

4. Menurut ibu, kendala apa yang nampak saat pembelajaran speaking menggunakan vlogging?

    -   Pertama kendalanya mereka tidak bisa menerapkannya didalam kelas karena akan menyita banyak waktu dan ada beberapa siswa yang terkadang malas untuk membuat vlogging.

5. Bagaimana pendapat ibu, bagaimana untuk cara mengatasi kendala tersebut?

- Menurut saya, guru harus lebih tegas untuk memotivasi mereka agar mereka mengerjakan vlogging dan mengumpulkannya tepat waktu.

6. Bagaimana pendapat ibu tentang partisipasi siswa dalam pembelajaran menggunakan vlogging?

   - Menurut saya 100% dari mereka sudah berpartisipasi dengan mengerjakan vlogging mereka, akan tetapi hanya kurang disiplin saja dalam mengumpulkan atau mengupload tugas mereka pada vlogging pertama, akan tetapi dalam vlogging berikutnya mereka teapt waktu.

7. Menurut ibu, apakah aktivitas vlogging ini efektif untuk meningkatkan kemampuan berbicara bahasa Inggris pada siswa?

   - Sangat efektif, mereka jadi terbiasa berbicara menggunakan bahasa Inggris ketika sering melakukan vlogging dan rasa percaya diri mereka jadi meningkat selain itu diluar sekolah mereka juga dapat belajar bahasa Inggris.

(Appendix 13)

Pictures of Activity
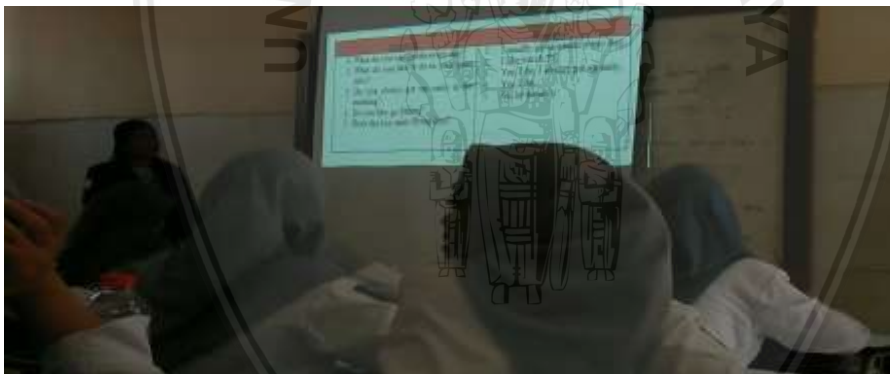
(Appendix 14)

Letter of Permission to Conduct a Research

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA
Jalan Veteran Malang 65145, Indonesia,
Telp. +62341- 575875, Fax. +62341- 575822
E-mail : fib_ub@ub.ac.id - http://www.fib.ub.ac.id

Nomor : C07 /UN10.F12/PN/2019
Lampiran : 1 (satu) lembar
Hal : Permohonan Ijin Penelitian

1 2 MAR 2019

Yth. Kepala Cabang Dinas Pendidikan Provinsi Jawa Timur
Jln. Anjasmoro No.25 Oro-oro Dowo, Klojen
Kota Malang
Jawa Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

nama : Novi Aditya Shinta

NIM : 155110500111020

semester : VIII (Delapan)

program studi : S1 Pendidikan Bahasa Inggris

waktu : 18 Maret - 30 April 2019

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

IMPROVING STUDENTS' SPEAKING ABILITY BY USING VLOGGING AT SMK NEGERI 4 MALANG

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.

Dekan,

Prof. Dr. Agus Suman, SE., DEA.
NIP 196006151987011001

(Appendix 15)

Letter of Reply to the Research Permittion

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH MALANG-BATU
(KOTA MALANG DAN KOTA BATU)
JL. Anjasmoro No. 40 Telp/Fax.0341-353155 Kode Pos : 65112
M A L A N G

Malang, 14 Maret 2019

Nomor : 042.5/1030/101.6.10/2019
Sifat : Biasa
Lampiran : -
Perihal : Izin Penelitian / Observasi
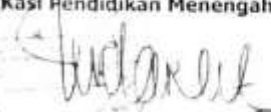
Kepada Yth.
Sdr.Kepala SMK Negeri 4 Malang
di
Malang

Memperhatikan surat dari Dekan Fakultas Ilmu Budaya Universitas Brawijaya Kementrian Riset. Teknologi, Dan Pendidikan Tinggi Nomor : 507/UN10.F12/PN/2019 tanggal 13 Maret 2019 tentang permohonan Rekomendasi izin Penelitian/Observasi, atas nama

NO	NAMA	NIM	Judul
1	Novi Aditya Shinta	155110500111020	Improving Students Speaking Ability By Using Vlogging at SMK Negeri 4 Malang

Dengan ini Kepala Cabang Dinas Pendidikan Wilayah Kota Malang Dan Kota Batu memberi ijin / rekomendasi untuk mengadakan Penelitian pada Tanggal **18 Maret s.d 30 April 2019** di Sekolah Bapak/Ibu sepanjang tidak mengganggu proses Kegiatan Belajar Mengajar.

Atas perhatian dan kerjasamanya di sampaikan terima kasih.

An. KEPALA CABANG DINAS PENDIDIKAN
WILAYAH MALANG - BATU
(KOTA MALANG - KOTA BATU)
Kasi Pendidikan Menengah Kejuruan

SUDIJARSI WIDARTIEK, S.Pd, MM
Pembina
NIP. 19641111 198703 2 005

(Appendix 16)

Letter of Research Permittion For SMK Negeri 4 Malang

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA
Jalan Veteran Malang 65145, Indonesia,
Telp +62341- 575875, Fax +62341- 575822
E-mail fib_ub@ub.ac.id - http www.fib.ub.ac.id

1 2 MAR 2019

Nomor	: 507 /UN10.F12/PN/2019
Lampiran	: 1 (satu) lembar
Hal	: Permohonan Ijin Penelitian

Yth. Kepala SMK Negeri 4 Malang
Jl. Tanimbar No. 22 Malang
Kota Malang
Jawa Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara

nama	:	Novi Aditya Shinta
NIM	:	155110500111020
semester	:	VIII (Delapan)
program studi	:	S1 Pendidikan Bahasa Inggris
waktu	:	18 Maret - 30 April 2019

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul

IMPROVING STUDENTS' SPEAKING ABILITY BY USING VLOGGING AT SMK NEGERI 4 MALANG

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir)

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih

Dekan

Prof. Dr Agus Suman, SE , DEA
NIP 196006151987011001

(Appendix 17)

Letter of Statement

Surat Pernyataan

Yang bertandatangan di bawah ini,

nama   : Novi Aditya Shinta
NIM   : 155110500111020
semester   : VIII (Delapan)
program studi : S1 Pendidikan Bahasa Inggris
waktu   : 18 Maret - 30 April 2019

dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi program sarjana saya dengan judul,

IMPROVING STUDENTS' SPEAKING ABILITY BY USING VLOGGING AT SMK NEGERI 4 MALANG

akan menjaga kerahasiaan data yang diperoleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

11 Maret 2019
Yang membuat pernyataan,

METERAI
TEMPEL

6000

Novi Aditya Shinta
155110500111020

(Appendix 18)

The Brief List of Thesis Writing Process

KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI UNIVERSITAS BRAWIJAYA FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145 Indonesia
Telp. (0341) 575875   Fax. (0341) 575822
E-mail: fib_ub@ub.ac.id   http://www.fib.ub.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Novi Aditya Shinta
2. NIM : 155110500111020
3. Program Studi : Pendidikan Bahasa Inggris
4. Judul Skripsi : Improving Students' Speaking Ability by Using Vlogging at SMK Negeri 4 Malang
5. Tanggal Mengajukan : 27 Agustus 2018
6. Tanggal Selesai Revisi : 15 Juli 2019
7. Nama Pembimbing : Dian Novita Dewi,. S.Pd., M.Li
8. Keterangan Konsul :

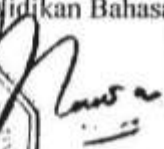| No.	Tanggal	Materi	Pembimbing	Paraf
1.	13-09-2018	Pengajuan Judul	Dian Novita Dewi, S.Pd., M.Li	
2.	26-10-2018	Konsultasi Bab 1	Dian Novita Dewi, S.Pd., M.Li	
3.	06-11-2018	Konsultasi revisi Bab 1 & konsultasi bab 2	Dian Novita Dewi, S.Pd., M.Li	
4.	29-11-2018	Konsultasi revisi 1, 2, & konsultasi bab 3	Dian Novita Dewi, S.Pd., M.Li	
5.	24-01-2018	Konsultasi revisi Bab 1, 2, & 3	Dian Novita Dewi, S.Pd., M.Li	
6.	06-02-2018	Konsultasi ACC Sempro	Dian Novita Dewi, S.Pd., M.Li	

7.	08-03-2018	Konsultasi revisi Bab 1, 2, & 3	Dian Novita Dewi, S.Pd., M.Li	
8.	12-03-2018	Konsultasi RPP	Dian Novita Dewi, S.Pd., M.Li	
9.	29-03-2018	Konsultasi revisi RPP	Dian Novita Dewi, S.Pd., M.Li	
10.	22-05-2019	Konsultasi Bab 4	Dian Novita Dewi, S.Pd., M.Li	
11.	12-06-2019	Konsultasi Revisi Bab 4 dan Konsultasi bab 5	Dian Novita Dewi, S.Pd., M.Li	
12.	17-06-2019	Konsultasi Revisi Bab 4 & 5	Dian Novita Dewi, S.Pd., M.Li	
13.	21-06-2019	ACC Semhas	Dian Novita Dewi, S.Pd., M.Li	
14.	03-07-2019	Konsultasi Revisi Bab 1-5 & ACC Kompre	Dian Novita Dewi, S.Pd., M.Li	
15.	16-05-2019	Konsultasi Bab 5 & ACC Jilid	Dian Novita Dewi, S.Pd., M.Li	

1. Telah dievaluasi dan diuji dengan nilai: B+

Mengetahui,
Ketua Jurusan Pendidikan Bahasa

Dosen Pembimbing

Dr. Sony Sukmawan, M. Pd
NIP. 1977719 200604 1 001

Dian Novita Dewi, S. Pd, M. Li
NIK. 12016128502042001