Increasing Students' Ability in Speaking by Using Video Blogs Media at the Seventh Grade of SMP Swasta Bunga Mawar Gunungsitoli in 2023/2024

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Abstrak:
The ability to speak is an expression of expressing opinions, thoughts and feelings in communicating and expressing oneself through interactions between people. Speaking is the basis for students to be confident in developing their potential in learning, especially learning English. This researcher aims to improve students' speaking skills by using video blog media. The method used in this research is the classroom action research method. The instrument of this research is the use of media through video blogs. The classroom action research carried out consisted of two cycles. Each cycle consists of 4 stages, namely planning, action, observation and reflection. The research results showed that in cycle I there were 26 students who achieved a score of less than 70 as the limit for complete understanding, while 4 students scored more than 70. The average score for students' speaking ability through video blogs was 54.33%. Meanwhile, in cycle II, 2 students got a score of less than 70, while 28 students got a score of more than 70. The average score for students' speaking ability through video blogs was 80.28%. After conducting classroom action research at Bunga Mawar Gunungsitoli Private Middle School, this provides an illustration that learning using media through video blogs has improved students' speaking skills, especially in class VII at Bunga Mawar Gunungsitoli.

Key Words: Action Research; Classroom; Media; Speaking; Understanding; Video Blog.

Introduction

Speaking is an expression that expresses an opinion, thought and feeling in communication. Apart from that, speaking is a process of expressing oneself through words through interaction between humans. Speaking skills are usually assessed during direct face-to-face interactions, between the interlocutor and the candidate. One of the things that makes someone confident about being able to learn English is speaking ability. So speaking skills are very important to build relationships between people, and to be able to express yourself through the medium of video blogs. Based on the Independent Learning curriculum module at Bunga Mawar Gunungsitoli Private Middle School specifically for class VII which is listed in competency, with a Minimum Completion Criteria (MCC) of 70. What is expected is to be able to master speaking skills, especially in greeting and giving responses. However, in reality there is a problem between reality and expectations where students have not been able to achieve the MCC 70 target because they have not mastered speaking skills, especially in greeting and giving responses. The above student incompetence is caused by several root problems, namely: some students lack confidence in speaking English because of differences in pronunciation and spelling, some students rarely practice speaking English, some students do not master how to say greetings and give responses because they lack

understanding. less, some students are less motivated to use English because of different school backgrounds, and some students are less able to understand every word that is expressed.

Video Blog media is a form created by individuals or groups to share content, activities, experiences or self-expression. So video blog media really helps students to be more confident, especially in speaking English. Apart from that, video blog media can express the experiences experienced by students both individually and in groups to always develop the potential that exists in children, from here I see the development. students to continue to motivate themselves to continue learning to explore their potential intensively. Problem Formulation Researchers will formulate the problem with a focus on conducting research "How to Improve Students' English Speaking Skills Using Video Blog Media in Class VII of Bunga Mawar Gunungsitoli Private Middle School in 2023/2024. Classroom action assessment is a process carried out to solve problems experienced in the field and obtain improvements according to the information experienced and provide assessments according to students' abilities.

Literature Review

Speaking is one of the productive language skills orally because in this activity the speaker (speaker) is required to produce an oral presentation that reflects his ideas, feelings and thoughts. Meika & Tianame (2019). Haryudin and Jamilah (2018) stated that speaking English is a foreign language that requires a lot of practice to master. Students must practice in class activities and also outside class because with a lot of practice students will get used to using English and speak fluently.

Speaking Component; According to Lestari (2021) there are five components of speaking skills related to comprehension, grammar, vocabulary, pronunciation and fluency. When it comes to improving your English skills, good speaking skills are always the most important thing, so focus on practicing and improving them. The criteria for good speaking are also called speaking components, making it easier for the audience to recognize what the speaker is saying.

The affective assessment sheet in question consists of five aspects, namely (1) discipline; (2) interest; (3) cooperation; (4) activeness; and (5) responsibility.

Conceptual Framework

The researchers will focus on conducting research at Bunga Mawar Private School. In conducting this research, the researchers will use video blog media to determine the extent of students' creativity in using video blog media as a learning medium to be able to express greetings and provide responses through the material that has been taught during the teaching and learning process and how to improve the use of video blog media so that students can speak with good and correct vocabulary, grammar, and usage.

Based on the problems found above, the researchers will conduct classroom action research (CAR) at the school so that the researcher can describe students' abilities in speaking English using video blog media.

Research Methods

Researchers conduct classroom action research with procedures. As Dwi Susilowati (2018) stated that Classroom Action Research (CAR) is action research whose implementation can be seen, felt and experienced.

In classroom action research, research procedures are presented in a cyclical form. Each cycle has four elements of activities carried out by researchers, namely planning, action, observation and reflection. In this research, researcher have used two cycles. In the first cycle the researcher did not get good results. So

the researcher continued with the second cycle and got good results. The researcher created a cycle scheme which was carried out by the researcher as follows.
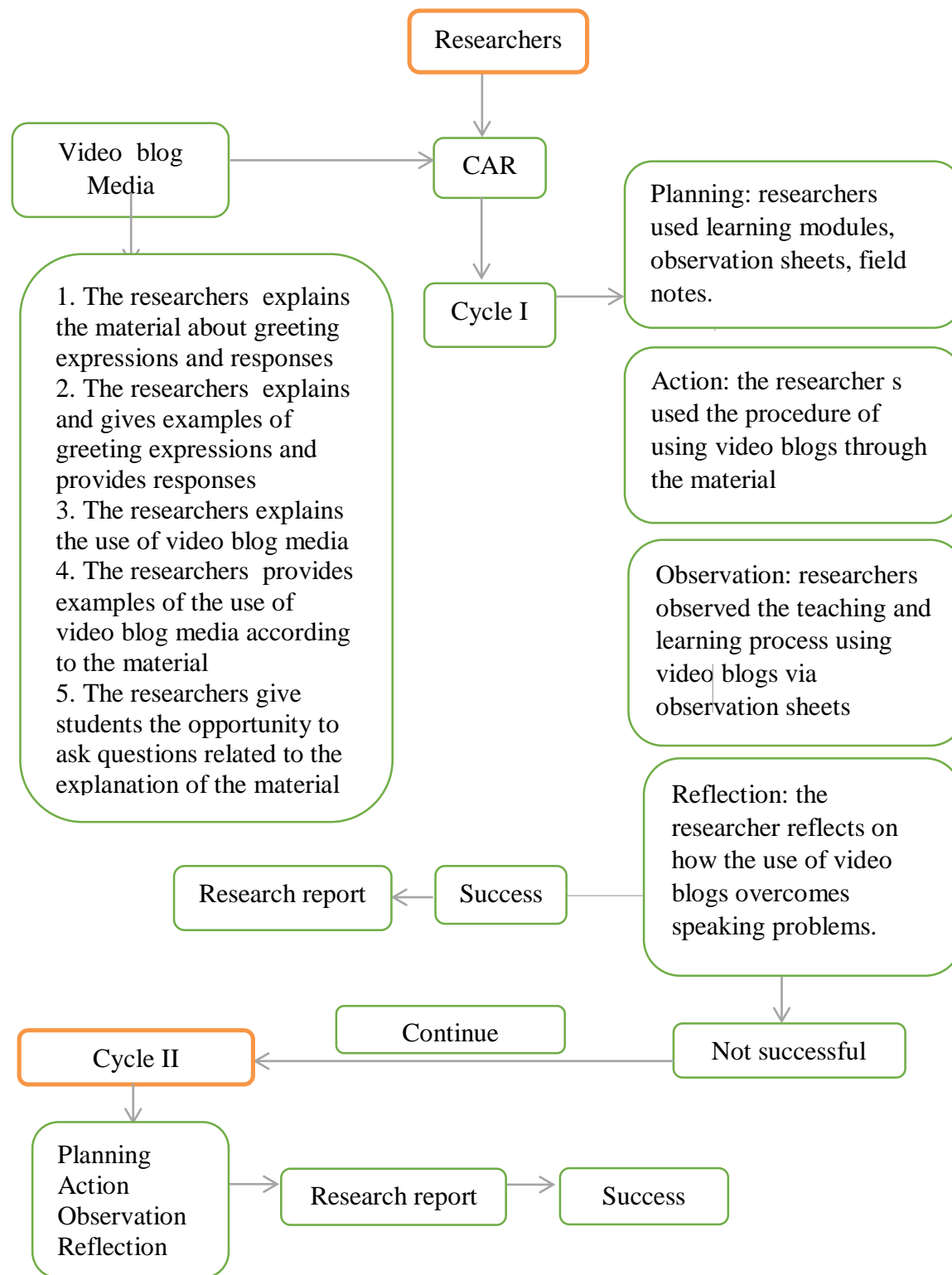
Instruments of the Research

Figure II: The researcher's procedure for improving students' speaking skills in using media through video blog media. The scheme above explains that one cycle consists of four stages, namely: planning, action, observation and reflection. This stage is the stage carried out by researchers in conducting research.

To determine the understanding of seventh grade students at Bunga Mawar Gunungsitoli Private Middle School, researchers used a speaking test. This test measures students' abilities regarding topics in speaking subjects. The test consists of a pre-test and post-test, researchers will observe the process of speaking skills in the form of video blog media.

In collecting data, researcher will use several instruments, as follows:

1) Observation sheet

2) Documentation sheet

3) Field note sheet

Research Results
The results of researchers activities in all cycles in this study can be seen in the following table:

Table V
Researchers Activities in All Cycles

No	Cycle	Meeting	Criteria	Frequency of activities	%
1	I	1	Done	15	88.24 %
			Undone	2	11.77 %
		2	Done	16	94.12 %
			Undone	1	5.89%
2	II	1	Done	17	100 %
			Undone	0	-
		2	Done	17	100%
			Undone	17	-

The table above explains that in cycle I from the first meeting, there were 15 activities (88.24 %) that had been carried out by the researchers and two activities (11.77%) that had not been carried out at all by the researcher. In the second meeting, there were sixteen activities (83.4%) that had been carried out by the researcher and one activities (5.89%) that had not been carried out by the researcher. While in cycle II the first meeting, there were thirty activities (100%) that had been carried out by the researcher and no activities (0%) had been carried out by the researcher. In the last meeting there were thirty activities (100%) that had been carried out by the researcher and no activities (0%) had not been carried out by the researcher. Seeing these results, it shows that the researchers has improved in each meeting. It can be seen below as follows:
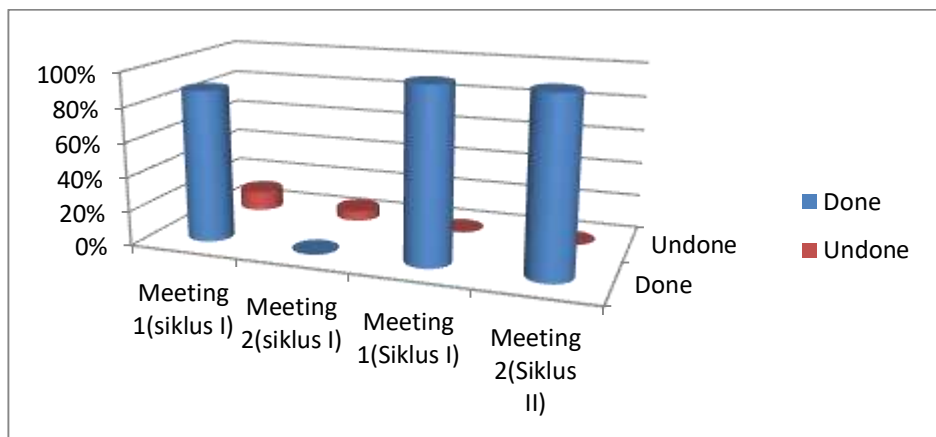
Figure 7: Researchers activities in all cycles

Results of Students' Abilities in all Cycles

The results of students' abilities in speaking using video blogs can be seen in the following graph:

Table VI
Students' Abilities In Speaking Using Video Blogs

No	Cycle	Level	Quantity	%	Classification
1	I	Verygood	1	3.33%	Successful
		Good	0	0 %	
		Enough	3	10 %	Unsuccessful
		Less	6	20 %	
		Failed	20	66.67 %	-
2	II	Very good	1	3.33 %	Successful
		Good	14	46.67 %	
		Enough	13	43.33 %	
		Less	2	6. 66%	Unsuccessful
		Failed	-		

In the table above, it has been explained previously that in cycle I there were 20 students (66.67%) who were categorized as failing, 6 students (20%) who were categorized as lacking, 3 students (10%) who were categorized as sufficient, 0 students (0%) who were categorized as good, 1 student (3.33%) was categorized as very good. While in cycle II none were categorized as failing, there were 2 (6.66%)

students who were categorized as lacking, there were 13 students (43.33%) who were categorized as sufficient, 14 students (46.67%) who were categorized as good, and 1 student (3.33%) who was categorized as very good. The data above shows that students' speaking ability in cycle II is better than cycle I. All students have completed the KKM in cycle II, which is 70. The results can be seen in the graph below:
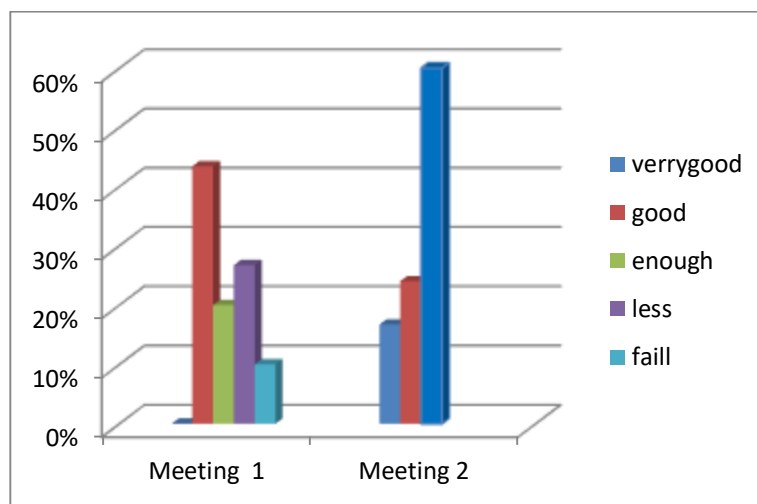

Figure 8: student abilities in all cycles

Discussion
General Response Of Research Problem

The object of research is students' ability to speak using video blogs. The research problem is how the use of video blogs can improve students' ability to speak? The general response in this study is the use of video blogs to improve students' ability to speak through the procedure of using video blogs in class Seven of SMP Swasta Bunga Mawar Gunungsitoli. The use of video blogs provides opportunities for students to learn. This research was conducted in two cycles. In cycle I, the average student's ability orally was 54.33 and in cycle II was 80.28 from the data of student abilities in each cycle, an increase in students' ability orally can be found. Although, the average student score shows that they have passed the minimum competency criteria stated in the school is 70. Therefore, the researcher concluded that the use of video blogs can improve students' ability to speak.

Analysis And Interpretation Of Research Findings

After conducting two cycles of research, the researcher analyzed the results of students' speaking skills using video blogs and researcher observation sheets, as well as student activities carried out by the researcher in two cycles. In cycle I, the second meeting, the researcher gave an assignment to use videos and the results of the study showed that most students did not complete the Minimum Completion Criteria (MCC). The explanation of the table above shows that there is 1 student (3.33%) who is at a good level, 0 students at a good level, 3 students at a sufficient level, 6 students at a rather low level and 20 students at the unsuccessful level. The average student score is 54.33. Based on the students' scores in cycle I, it can be concluded that students' speaking skills in using video blogs in cycle I are still lacking. Students still have not utilized video blogs properly. Students' incompleteness in cycle I was caused by several students

who were less active in the learning process. In cycle II, the researcher reviewed the weaknesses that occurred in cycle I and made improvements in cycle II. The improvements made had a major impact on the results obtained by students. This can be seen from the results of observations, most students carry out activities according to the procedures in using video blogs. Student activities at the first meeting of cycle II While in cycle II none were categorized as failed, there were 2 (6.66%) students categorized as lacking, there were 13 students (43.33%) categorized as sufficient, 14 students (46.67%) categorized as good, and 1 student (3.33%) categorized as very good. average score 80.28 All students passed the minimum competency criteria in cycle II, which was 70. Based on the results of the study, it can be concluded that students' ability to use video blogs has increased, by using this video blog, students' problems in speaking can be overcome.

Research Findings Versus Recent Related Research

In speaking skills, it is very important for students to build communication through interaction with others and get used to practicing speaking a lot in a place that makes someone feel comfortable or so that students can be confident in making personal videos, students can also see their speaking skills. The design of this research is classroom action research and the research material is using video blogs especially drawing students' speaking skills, but has a relationship used and the subject of the study is class Seven of SMP Swasta Bunga Mawar Gunungsitoli. Meanwhile, in conducting the study, researchers found that students can creatively use video blogs according to the material that has been studied. Seen from the results of the videos they have made, all students have passed the MCC which averages 70.

Research Findings Versus Theory

The use of video blogs is designed to provide an experience for its users (Aydin, 2014). The use of vlogs as a medium for independent learning can increase motivation to practice, increase self-confidence, be creative in learning, and eliminate fear of speaking English. Vlogs are creative videos that can be made by anyone and then edited as creatively as possible (adding images, text, and sound) to be uploaded or shared on social media platforms such as YouTube, Facebook, and others (Fiddan & Debbag, 2018).

Through the theory above, it can be concluded that there are differences in the findings of researchers in using video blogs to improve students' speaking skills. This is done creatively, especially in building self-confidence for students.

Research Implications Based on Findings.

The researcher found the following research implications

a. The use of video blogs encourages students to learn using videos

b. By implementing the use of video blogs, students creatively use video blogs

according to the material.

c. Students think critically in improving their speaking skills using video blogs.

The expectations in the module have been achieved and the problems faced can be   resolved. The minimum completeness criteria (MCC) have been achieved by the researcher.

Limitations of Research Findings

Limitations need to be explained in order to have the same insight as the researcher. The limitations of the researcher's findings are:

a. Researcher are limited by students who have not used video blog media well.

b. Researcher are limited by students who are less able to edit videos that have been made.

c. Researcher are limited by the weaknesses of some students who are less

    interested in learning English because of limited abilities

d. Research experiences a gap between expectations.

e. Researcher limitations in using time

Conclusion

Based on data analysis, it shows that the results of the study on student activity during learning in cycle I were 54.33% and in cycle II student activity increased by 80.28 the performance indicator set is at least 70% of students actively participating in speaking learning using video blogs. Thus, the achievement of student activity completion at the end of cycle II of 80.28% has met the set completion limit.

Through the steps of using video blogs, students can easily understand the use of videos. This has a positive effect on students in terms of increasing student activity when participating in learning activities. Student activity can increase because they feel happy and think that using video blogs as a media is actually not too difficult.

Based on the results of classroom action research carried out in two cycles, through the activity of using video blogs by students, students can use them creatively and help them become confident in speaking English, besides that students can also understand their ability to speak English so that students can improve their abilities through the use of video blogs.

From the overall results, it can be seen that the classroom action research conducted from cycle I to the end of cycle II showed an increase in both activity and students' speaking ability in using video blogs.

Based on the description above, it can be concluded that the use of media through video blogs in speaking learning can increase activity in class VII students of SMP Swasta Bunga Mawar in 2024.

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