

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH INSTAGRAM VLOG
AT THE TENTH GRADE OF MA MAMBAUL HIKAM 01 LUMAJANG**

UNDERGRADUATE THESIS

Submitted to the State Islamic University of Kiai Haji Achmad Siddiq Jember
In partial fulfillment of requirement to obtain
A Bachelor's Degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Studies and Language Education Department
English Education Program



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
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FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC STUDIES AND LANGUAGE EDUCATION DEPARTMENT
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MOTTO

... وَلَا تَيْأَسُوا مِنْ رَوْحِ اللَّهِ ۖ إِنَّهُ لَا يَيْأَسُ مِنْ رَوْحِ اللَّهِ إِلَّا الْقَوْمُ الْكَافِرُونَ

Meaning: "...And despair not of relief from Allah. Indeed, no one despairs of relief from Allah except the disbelieving people"
(QS. Yusuf: 87)¹



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¹ Quran Kemenag in Word application, QS. Yusuf, 19 May 2023

DEDICATION

I dedicate this thesis to:

1. My beloved parents, Matparing and Karmilah who have supported to me to choose all decisions and choices in my life and have never stopped praying for me
2. My friends (Taufiq, Naufal, and Anam) who always help me. I cannot explain how grateful I am to have you all in my life.
3. My classmates of TBI 2 and my friends at PLP MAN Bondowoso.
Thank you for the wonderful friendship and moment.



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ACKNOWLEDGEMENT

I give thanks to Allah SWT who always gives me his blessing and guidance, so I can I accomplish this undergraduate thesis well. Sholawat and Salam are always given to our prophet Muhammad SAW who has brought us from the darkness to the lightness.

This thesis is for achieving the undergraduate degree of English language teaching of UIN Jember. The undergraduate thesis entitled “Improving Students’ Speaking Skill through Instagram Vlog at Tenth Grade of MA Mambaul Hikam 01 Lumajang in Academic Year 2022/ 2023”.

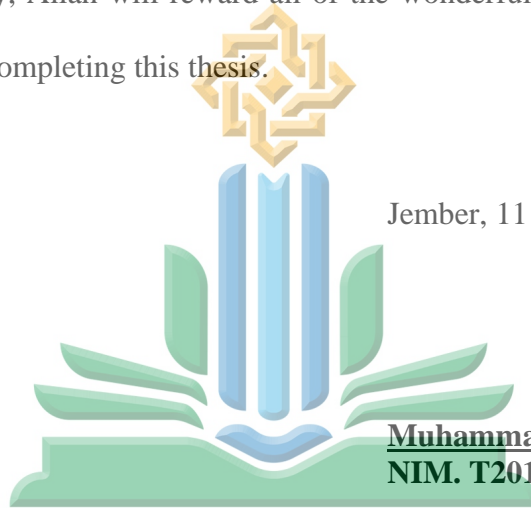
I also fully aware that the undergraduate thesis can never finished without helping from others during the process of writing. Therefore, in this occasion the writer express appreciation to honorable:

1. Prof. Dr. H. Babun Soeharto, S.E.MM. the Rector of Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember who has given me the chance to study at this university.
2. Prof. Dr. Hj. Mukni’ah, M.Pd.I. the Dean of the faculty of tarbiyah and teacher training of Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember who has facilitated my study in this faculty.
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4. As’ari, M.Pd.I. as the Coordinator of English education program
5. Febrina Rizky Agustina, M.Pd. as my thesis advisor, who has given me the guidance, suggestion, and patience.

6. Muhammad Hayyi, S.Pd. as the Headmaster of MA Mambaul Hikam 01 Lumajang who has given the permission to conduct this research.
7. Dewi Santining Sari, S.Pd. as English teacher who helps me to conduct this research.
8. All of students at tenth grade of MA Mambaul Hikam 01 Lumajang who has helped me to accomplish the process of research.

Hopefully, Allah will reward all of the wonderful actions that people did help me in completing this thesis.

Jember, 11 June 2023



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ABSTRACT

Muhammad Ari Firdausi, 2023. *Improving Students' Speaking Skill through Instagram Vlog at The Tenth Grade of MA Mambaul Hikam 01 Lumajang Academic Year 2022/2023*

Keywords: Speaking Skill, Pronunciation, Fluency, Instagram Vlog

Speaking skill is a skill in expressing thought through the sound of language that is arranged in the form of sentence. Speaking skill has four aspects, namely grammar, vocabulary, pronunciation, and fluency. This research focused on speaking skill in aspect of pronunciation and fluency. Based on the students' problem in preliminary study, it was found that students had problems in aspect of pronunciation and fluency. They could not speak well because they had difficulty to pronounce some vocabularies correctly and they needed more time to practice their vocabularies in order to speak fluently. It could be presived from pre-test result that almost students did not achieve the minimum passing grade of 70.

There were 2 research questions in this research, 1) how is Instagram Vlog applied in teaching speaking at the tenth grade of MA Mambaul Hikam 01 Lumajang and 2) how can Instagram Vlog improve students' speaking skill at the tenth grade of MA Mambaul Hikam 01 Lumajang. The research objective in this research was to know how Instagram Vlog is applied in teaching speaking at the tenth grade of MA Mambaul Hikam 01 Lumajang and to know how can Instagram improve students' speaking skill at the tenth grade of MA mambaul Hikam 01 Lumajang.

This research was conducted using the Kemmis and McTaggart classroom action research model. This research was carried out in 1 cycle consisting of 3 meetings of treatments then continued with remedial teaching for students who did not pass the minimum passing grade. The criteria of success in this research was 85% of the total of students achieved at least the minimum passing grade or more. The subjects of this research were 22 students of MA Mambaul Hikam 01 for the 2022-2023 academic year. The research data was collected through qualitative and quantitative data. The qualitative data was obtained by analyzing the interview, results of fieldnotes, observation results. Meanwhile, the quantitative data was obtained from the results of pre-test and post-test.

The result showed that there were 8 students who achieved the minimum passing grade of 70 in the pre-test or only 40% of students. Whereas in the post-test it showed that there were 18 students who achieved the minimum passing grade or equal to 85% of the total of students so that the criteria of success in this research was achieved with one cycle. The rest of students who did not achieve the minimum passing grade were given remedial teaching.

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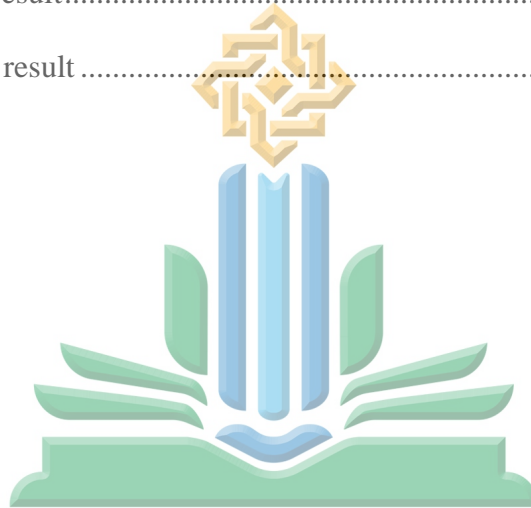
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CHAPTER 1

INTRODUCTION

A. Research Background

English is made a compulsory subject for students in junior and senior high school in Indonesia especially in education sector. The regulation of the Minister of Education and Culture no. attachments. 69 of 2013 concerning the basic framework and curriculum structure for middle and high School states that English is the first foreign language that must be learn in secondary school in Indonesia whose purpose is to equip students in mastering four basic skills. English language has an important position in curriculum 13 which must be mastered by students in junior and senior high school in Indonesia.² It is line with Al-Farisy states that every student in junior and senior high school must be competent in mastering these four basic English skills where the aim is to increase the competitiveness of the Indonesian people in a global society.³ The four of basic skill are listening, reading, speaking, and writing.

Speaking is the most important skill to be mastered and understand by students⁴. Speaking is very important to learn and to communicate with others. Brown states the importance of learning speaking skill is to express

²Byslina Maduwu, The Importance of Learning English at School (Medan: Journal of Warta, 2016,) 4.

³Fitry Alfarisy, Policy for learning English in Indonesia In the perspective of Forming World Citizens with Intercultural Competence, (Yogyakarta: Scientific Journal of the Education profession, 2021), 7

⁴Ur Penny, A course In Language Teaching. Cambridge: Cambridge University Press, 1996), 54

idea, think and to interact with other speakers⁵. Speaking skill is the most important skill that must be mastered by students in communicating and expressing their idea both in class and outside the class. The goal is to achieve success in learning English.⁶

Speaking is something that is not easy for Indonesian's students because they have to understand and master every important component of speaking skill, namely grammar, vocabulary, pronunciation, and fluency.⁷

Rizky & Suharmoko stated that Indonesian students were difficult to speak English because they were lack of grammar and vocabulary.⁸ Students are difficult to distinguish the use of grammar in the sentence. For example, students have difficulty applying the simple past and simple present. They often mix up these two tenses when speaking. Students are also difficult to determine the right vocabulary in speaking. It is caused by the difference of English tenses. For example, they are difficult using vocabulary in the form of simple present and simple past. Therefore, Tawarik states that one way to overcome difficulty in speaking in Indonesian students is to have mastered grammar and vocabulary well.⁹ Mastery of grammar and vocabulary is very

⁵H Douglas Brown, *Teaching by Principle: An Interactive Approach in Language Pedagogy* Second Edition. New York: Pearson Education, (2000), 267.

⁶Hotmaria, *Efforts to Improve English Speaking Skill in SMA Negeri 1 Padang using the Three Step Interview Learning strategy* (Journal of Education Action Research, Bali: 2020) 3

⁷Titis Awaliyah, "Effectiveness of Instagram Vlog in Teaching Speaking in Class X of SMAN Jenang Ponorogo 2019/2020 academic year", (a Thesis, State Islamic University of Ponorogo, 2020), 14.

⁸Wa Ode Tika Rizky&Suharmoko "Improving English Speaking Skill Through Storytelling in Sorong City 3 Public Vocational School Students, (Journal of Language and Linguistics: Sorong 2019), 10.

⁹Oxtavius Tawarik, "The Correlation between Student Vocabulary Mastery and Speaking Ability of Students of SMA Negeri 1 Ledo 2016", (Journal of Educational Learning and Innovation: 2017), 10

important for students to be mastered to overcome difficulty in speaking in class because they have an attachment to one another. Adequate mastery of grammar and vocabulary will make easier for students to speak. There is a positive relationship between mastery of grammar and vocabulary. The positive relationship between the mastery of these two skills are easy communication and speaking according to grammatical rule with adequate vocabulary.¹⁰

Students also have difficulty in speaking because they are weak in aspect of pronunciation and fluency. They cannot pronounce some words correctly because misunderstanding well about difference in language. Students' difficulty in aspect of pronunciation is due to difference in the source language (Indonesian) and the target language (English). The difference includes in spelling, pronunciation, emphasis, and intonation.¹¹ Hewing stated that pronunciation is a challenge for foreign language students because they had to understand and master aspect of pronunciation well¹². The challenge includes how to master the sound of vowel, consonant, consonant cluster, connected speech, intonation, syllable, and word stress. It is caused by a different in pronunciation of their native language.

Beside that, students are not fluent in speaking because they need enough time to express their ideas through speaking. When they are forced to

¹⁰Dana Sudarjat, The Correlation Between English Grammatical Mastery and Vocabulary Mastery In English Language Learning, (Journal of Educational and Learning Technology, Banten: 2017) 15.

¹¹Syaefani Arif Romadlon, et al, Improving the Pronunciation Ability of Karya Bhakti Brebes Vocational Students by Using a website www.elfast.com (Journal of Community Service: South Tanupali 2022) 5

¹² Martin Hewings. Pronunciation Practice Activities: A Resource Book for Teaching English Pronunciation: Cambridge University Press 45

speak directly, they will be confused to determine correct vocabulary and will not be able to speak fluently. Saraswat stated that the students' difficulty in the aspect of fluency was caused by their difficulty to connect one sentence to another in the form of conversation.¹³ Students also have difficulty in fluency because they are confused how to pronounce vocabulary correctly. Therefore, mastery the aspect of fluency must balance with mastery of pronunciation. Students must be able to pronounce vocabulary with the right pronunciation so that they can speak fluently. Mastering aspect of pronunciation such as spelling, pronunciation, emphasis, and intonation will make easier for students to achieve proficiency in fluency and conversation.¹⁴

Besides the difficulty in aspect of speaking, students have a difficult in encountering obstacles. The first obstacle is the lack of motivation to speak English by students in class.¹⁵ It is caused by the lack of desire and effort of students to be able to speak, the effort made, and the sense of interest in speaking. Students are less motivated to learn to speak because they are not enthusiastic and less interested in speaking English. They think speaking English is difficult to understand and practice.¹⁶ Therefore, Harmer stated that motivation is very important in speaking because it directs students to success in speaking goal.¹⁷ Students who have high motivation be able to improve

¹³ Mahendra Saraswat; *Speak English Fluently*, Upkar Prakhasan: Agra; 2017. 71

¹⁴ Janet Gerber; *How to Speak English Fluently: Tips and Tricks for English Learners* 45

¹⁵ Titwas Awaliyah "The Effectiveness of Instagram Vlog in Teaching Speaking in Class X of SMAN Jenang Ponorogo", (A Thesis: State Islamic University of Ponorogo, 2020) 13

¹⁶ Filla candra Setiawati, *Increasing Motivation to Learn English Through the Use of Android Applications at Jwahirul Ulum Sidoarjo Vocational School*" (A Thesis: Sunan Ampel State Islamic University Surabaya, 2017) 8

¹⁷ Harmer, J (1991) *The Practice of English Language Teaching*. Longman New Edition

their speaking skill while students with low motivation have low skill to speak¹⁸

The next obstacle is the lack of students' interest in learning English. Students are less interest because they have weakness in speaking aspect such as small vocabulary, difficulty in pronounce of English words, and lack of understanding English grammar. Therefore, Adara & Hartini stated that one of the students' lack of interest in speaking English and having to understand aspect of speaking that was different from the source language. They must understand how to implement proper grammar, correct pronunciation, and vocabulary that was different from their source language.¹⁹

The last obstacle is the lack creative learning strategy that are applied by teachers. Learning strategy plays a very important role in creating a more effective learning. Teachers need a creatives strategy to support the learning process. When teachers use less varied strategy, they led to low student learning outcome. Students are not brave and cannot fully explore their skill due to the lack of implementing creative learning strategy.²⁰ So the researcher need a strategy that can increase student interest and motivation. One of ways is using social media and technology in learning strategy. It is the ability to

¹⁸Anwar Rahman & Rafista DeViyanti: The Relationship Between Students' Motivation to Their Speaking Ability (ESAI Journal; Lampung State Polytechnic: 2012) 12

¹⁹Reza Anggryasti Adara & Tin Hartini; Developing Interest and Motivation to Speak English Through Storytelling (Journal of Empowerment: University Islam Bekasi: 2021) 4.

²⁰Ita Fitriah Nasution: The Influence of the Habit of Using Video Blog on Speaking Skill in MA Al-Washiliyah 22 Tembung Students, (A Thesis. 2018), 13.

use the latest media and technology that can apply through learning inside and outside the classroom.²¹

Based on a preliminary study of teacher and students of tenth grade of MA Mambaul Hikam 01 Lumajang in academic year of 2022-2023, it was found that students had some difficulties in mastering speaking skill.

The first difficulty was needed enough time to assemble word into sentence. There were ten students had difficulty to express the idea and apply through speaking. They needed time to choose right vocabulary. As a result, they could not speak fluently.²² The result of interview with the English teacher of MA Mambaul Hikam 01 stated that one of the learning models that was implemented with the problem uses throwing snowball on descriptive text material. The step was the teacher threw the ball randomly to the students. the student who got the ball must answer question from the teacher about the character of something. After explaining, the students threw to other students and they had to answer question from the teacher about the character of something correctly.²³ The result of the method showed that there were ten students still had difficulty answering the teacher's questions directly. They needed time to express their ideas by speaking correctly. Some students were afraid of answering the wrong question. They felt embarrassed and worried to speak in front of the class. Therefore, the research conducted by Kamaludin showed that students had difficulty in speaking because they could not speak

²¹Reza Adara & Tin Hartini; Developing Interest and Motivation to Speak English; Journal of Empowerment: Islamic University 45 Bekasi; 2021) 5

²²Interview Tenth grade Students MA Mambaul Hikam 01 November 24 2022

²³Interview english teacher MA Mambaul Hikam 01 23 December 2022

directly and need time to express their idea through speaking. They needed time to arrange vocabulary into sentences.²⁴

For this reason, students must be able to arrange word into sentence with the correct vocabulary and grammatical so they are able to speak correctly

The next difficulty was caused by a lack of confidence when speaking. There were eight students said that it was difficult to speak because of not confident to speak in front of the class. They felt embarrassed and worried about their speaking performance in front of the class.²⁵ It is line with what Wahyuni & Nurhaeni stated that there were students who had low self-confidence because they seldom spoke and did not have the courage to speak in front of the class²⁶ some students worried if their performance made a mistake in front of class and their friends.

The last difficulty was caused by pronouncing some vocabularies incorrectly. Students were difficult to pronounce correctly because of difference in the source language and target language.

The result of interview with the English teacher of MA Mambaul Hikam stated that used the listening method by using music to improve their pronunciation.²⁷ The steps were students listen to the song that was being played, then they said and imitated the song. After that the teacher did a

²⁴Kamaludin Improving Students` Speaking skill Through Podcasting Guided Interview at MTs Sumber Payung Ganding Sumenep (A Thesis: Kiai Achmad Siddiq State Islamic University Jember 2021) 26

²⁵Interview Tenth grade Students MA Mambaul Hikam 01 December 14, 2022

²⁶Asti Wahyuni & Nurhaeny; Students Self-Confidence in Speaking Skill; English Educational Journal: South Sulawesi: 2020) 6.

²⁷Interview english teacher MA Mambaul Hikam 01 13 December 2022

correction and assessment of students' improvement result. According to Jessica & Ohoiwutun, listening English song was one way to improve students' skill in pronunciation. They could know how to pronounce vowel and consonant correctly and then apply them through speaking.²⁸ The result of applying the method shows that there were 18 students have difficulty differentiating the pronunciation of vowel and consonant.²⁹ Students were difficult to pronounce some fricative sounds: [θ], [ð], [ʃ], and [ʒ]. [θ], [ð], and [ʒ]. For example, in the word "share" is pronounced by /ser/ instead of /fer/. In vocal sounds they have difficulty distinguishing the pronunciation of vowel sounds [ʌ], [ɪ], [ə], and [ɒ], and pronouncing the addition of vowel sounds [ɜ:] and [u:], as the result students did not pronounce word clearly. Therefore, Gilbert stated that the students' difficulty in learning pronunciation was the implementation of vowel and consonant sound that was not same as the source language.³⁰

The obstacle and difficulty in students' speaking skill must be overcome by educator or teacher by using creative learning strategy. Learning strategy plays a very important role in creating a more effective learning. Teachers need a creative strategy to support the learning process and to help students' problem in the class. One model of learning strategy that can be used by teacher is use Instagram Vlog. Instagram Vlog is an activity to utilize Instagram media by recording video on certain topic in the form of

²⁸Stefani Jessica & Josep E. Ohoiwutun; Improving the Pronunciation Through Listening to English Songs (Journal of English Language Teaching; University Of Tadulako: 2015) 6.

²⁹Interview english teacher MA Mambaul Hikam 01 11 December 2022

³⁰JB Gilbert; Intonation: A guide for Listeners. in. J. Morley (ed) Pronunciation Pedagogy and Theory. (TESOL; 1994) 3-16

video, then later posting and uploading them on the video on Instagram. Students can use this social media to improve their English skill by making video on certain topic and then posting the videos on their personal page with a minimum and maximum duration in one video. Then, teacher can give the feedback and assessment in students' speaking result. So, the students can make correction and improve their speaking based on the teacher feedback and assesment³¹ Therefore, Instagram vlog can be used as a platform to accommodate their practice of speaking. Instagram Vlog media is also able to increase self-confidence, reduce embarrassment and nervousness. Instagram vlog can help students check their own performance through video recording and make possible to reflect after the video is posted in improving their speaking and self-confidences.³² .

For this reason, researcher is interested in conducting classroom action research (CAR) at the tenth grade of MA Mambaul Hikam 01 for the 2022-2023 academic year. The researcher proposes this research with the title of "Improving Students' Speaking Skill Through Instagram Vlog at The Tenth Grade of Ma Mambaul Hikam 01 Lumajang"

³¹Mega Wulandari, "Improving EFL Learners' Speaking Skill Through Instagram Vlog" (A Journal on Language and Language Teaching: Sanata Darma University, 2019), 3.
itwas Awaliyah, "Effectiveness of Instagram Vlog in Teaching Speaking in Class X of SMAN Jangan Ponorogo 2019/2020 academic year", (a Thesis, State Islamic University of Ponorogo, 2020), 14.

³²Trisilia Devana & Nurul Afifah, "Improving Students' Speaking Skill and Motivation Through Instagram Vlog" Atlantwas Press: Palembang, 2020)

B. Research Question

Based on the background above, research question in this study is:

1. How is Instagram Vlog applied in teaching speaking at the tenth grade of MA Mambaul Hikam 01 Lumajang?
2. How can Instagram Vlog improve students' speaking skill at the tenth grade of MA Mambaul Hikam 01 Lumajang?

C. Research Objective

1. To know how Instagram Vlog is applied in teaching speaking at the tenth of grade MA Mambaul Hikam 01 Lumajang
2. To know how can Instagram Vlog improve students' speaking skill at the tenth grade MA Mambaul Hikam 01 Lumajang

D. Limitation of The Study

1. The research subjects were 22 students at tenth grade of MA Mambaul Hikam 01 Lumajang
2. The material being taught was recount-text-past experience
3. The improvements of students' speaking skill in aspect pronunciation and fluency by using Instagram Vlog

E. The Significance of The Study

1. Theoretical Significance

This research is expected to contribute idea as a strategy that is literally easy to implement as an alternative tool in improving students' speaking skill through Instagram vlog. Students is facilitated to have the opportunity and more time to practice speaking English.

2. Practical Significances

a. For teachers

Researcher hopes the teachers get new innovation in teaching based on the latest media method and media of instruction.

b. For future researchers

Researcher hopes the future researchers are expected to be able to explore the similar area in research.

F. Definition of Key Terms

1. Instagram Video Blog

Instagram vlog or Instagram video blog is a combination of two words, Instagram and video blog. Definition of Instagram is an online media where users can post and upload photos and videos on their personal pages. Other users can view, provide feedback, comment and engage with each other, while a video blog or vlog is a video that combines video, sound and image that contains opinion, story and daily activity from a person

Instagram vlog is a term for someone who upload a video with a certain topic to their profile page on Instagram social media. Someone can record their habit or action and upload them to social media where other users can comment on and like the result of that person's vlog.³³

In this study, the use of Instagram vlog media focussed on the result of uploading of students' speaking video to their Instagram. The students'

³³Mega Wulandari, "Improving EFL Learners' Speaking Skill Through Instagram Vlog " (A Journal on Language and Language Teaching: Sanata Darma University, 2019), 6

feedback assessment were aspect of pronunciation and fluency. Students uploaded their video and after that they tagged the teacher's Instagram account for feedback. Then the teacher provided written and oral feedback on the result of their video in the form of direct message

2. Speaking Skill

Speaking is a skill where the students do a practice to expresses their idea and feeling in communication. It is one of the language skills that learners need to acquire in order to be able to communicate with others. Furthermore, speaking is an activity which has an important role in the process of language learning.

This study focused on improving students' speaking skill in aspect of pronunciation and fluency. Students had minimum duration of one and a half minute and maximum of unlimited to speak. Students practiced in telling their past experience in recount text material using Instagram Vlog.



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CHAPTER II

LITERATURE REVIEW

A. Previous Research

There were several previous studies related to Instagram Vlog in teaching speaking. As follows:

1. The first study was conducted by Maria Asumpta Deni Kusumaningrum & Dewanti Ratna Pertiwi, 2022, entitled "Examining the Effectiveness of Instagram Vlog on Speaking Proficiency of Aerospace Engineering Students", Adisutjipto Aerospace Technology Institute, Special Region of Yokyakarta.

In this study, the researcher conducted a case study on the ability to speak through Instagram Vlog. This research was carried out in the second semester of 49 Aerospace Engineering Students. This study aimed to determine whether or not there was an effect of teaching English using Instagram Vlog on students' speaking skill, especially in fluency and pronunciation.

The result of this study showed that Instagram Vlog had an effect on increasing students' speaking proficiency. Beside that, students were also motivated to learn to speak English in terms of fluency, self-confidence, motivation, and new vocabulary

The similarities of this study were the implementation of students' speaking to improve fluency skill and students' response to the result of speaking English using Instagram Vlog. The difference was that the

researcher' research conducted Classroom action research whereas previous research used a qualitative study.

2. The second study was conducted by Mega Wulandari, 2019, entitled "Improving EFL Learners' Speaking Proficiency through Instagram Vlog", Sanata Darma University, Indonesia.

It was Classroom Action Research research on Students in The First semester undergraduate in English Department of Sanata Darma University. This research was investigated whether Instagram vlog contributed to the improvement of EFL's speaking ability and examined learners' perception on the integration of Instagram vlog in a speaking class. There were 28 participants involved in this research to determine the impact of Instagram Vlog on learners' speaking ability.

The result of this study proved that Instagram Vlog can improve the speaking skill of semester 1 students at Sanata Darma University. This can be seen with the result of the pre-test and post-test research. The pre-test score showed a value of 72.32 and the post-test was 82.20. This study also showed that Instagram vlog can motivate students to increase their confidence in speaking English. In addition, this study also described students' positive perceptions of using Instagram Vlog in class with an average score of 80.

The similarity of this research was the use of the classroom action research method and Instagram Vlog media to improve student speaking skill using Instagram and student responses to student learning outcomes

using Instagram Vlog media. The difference between the researcher research and previous research was the focus of speaking assessment. The researcher' research used speaking assessment on the aspect of pronunciation and fluency while the previous research used 4 aspects, namely grammar, vocabulary, pronunciation, and fluency. Another difference was the time allocation. The time allocation for the researcher' research was a minimum of one and a half minute minutes and a maximum of no limit, while the previous research used a time allocation of 1 minute

3. The third study was conducted by Qurrotul Aini, 2020, entitled "The Effectiveness of Instagram Vlog in Teaching Speaking Achievement in Six Class MI Asyafiyah Tuban".

This was a quantitative pre-experimental study in the use of Instagram Vlog media. This research put objective hypothesis to the test by examining the relationship between variables to determine the cause and effect of the research by using Instagram Vlog

The result of the study proved that Instagram Vlog helped students' speaking skill. This study showed a significant difference after the use of Instagram Vlog media. This can be seen from the result of the pre-test and post-test. The result of the t-test showed that the result of the pre-test and post-test were -8.332 t-table with a significance level of 0.05 and df 24 was 1.705. So, the t-count value was greater than t-table,

namely $-7.1320 > 2.001$, which can be concluded that H_a was accepted and H_o was rejected.

The similarity of this research with the researcher's research was that they both use Instagram Vlog media as a media to improve students' speaking skill. The difference was that this research used pre-experimental research method as research method while the researcher's research used classroom action research as research method. So, the research from the researchers' research focused on the use of Instagram Vlog media in treatment so that later students were able to improve their speaking skill in the post-test.

4. The fourth study was conducted by Titis Awaliyah, 2019, entitled "The Effectiveness of Instagram Vlog in Teaching Speaking Skill At the tenth grade of SMAN Jenangan Ponorogo".

This was a Quantitative-quasi experimental. The purpose of this study was to observe and to find the significant difference score in speaking skill between students who were taught by using Instagram Vlog and students who were not taught by using Instagram Vlog.

The result of this research proved that the influence of Instagram Vlog in improving students' speaking skill. The improvement in speaking skill can be seen in the result of the pre-test and post-test in the experimental class where the pre-test score had an average score of 54.25 and the post-test has an average score of 77.25. The result of the pre-test and post-test research in the control class without using Instagram Vlog

received a less significant increase with a pre-test value of 52.50 and a post-test of 59.50.

The similarity of this research with the researcher' research was the implementation of Instagram vlog as a media speaking skill. The difference was that this research was a quantitative of quasi experimental research, while the researcher' research was in the form of classroom action research. Another difference was the time allocation for using the Vlog Instagram media. This study used a time allocation of 5 minutes in speaking while researcher' research used a minimum time of one and a half minute and a maximum of no limit. the Researcher' research also required students to tag the teacher's personal account so that later the teacher will provide feedback on student learning outcomes using direct messages.

5. The fifth study was conducted by Muthmainnah & Azwar Annas, 2020, entitled "Utilization of Vlog as Learning Media in Improving Maharakah Kalam for IAIN Kudus Students", Kudus State Islamic Institute, Indonesia.

It was descriptive qualitative research for Students of the faculty of Da'wah of IAIN Kudus Odd Semester 2019/2020. This research used social media such as Youtube, Instagram, Facebook, and TikTok. The media was used to upload the result of their speak. The purpose of this study was to find out the implementation of Vlog as a media to improve Maharakah kalam for students of IAIN Kudus.

The result of research on the use of video-based social media blog/vlogging showed an increase in student learning outcomes in Maharakah Kalam. This Video Blog-based social media also helped to grow students' confidence in speaking Arabic in expressing ideas and thoughts well.

The similarity of this research with researcher' research was that they both used Instagram Vlog media as a media for extensive speaking practice. The difference between this research and researcher's research was that this research used qualitative descriptive as a research method, while researcher' research used classroom action research as a research method. Another difference was that this research was a descriptive regarding the use of vlog media as a media for improving Maharakah Kalam in Arabic, while the researcher's research used Instagram vlog as a media to improve speaking skill in aspect of fluency and pronunciation.

6. The sixth study was conducted by Aries Utomo & Islamiah Bastiar, 2020, entitled "The Use of Instagram to Improve English Literature Students Self-Confidence in Mastering Speaking Skill", Sebelas Maret University, Indonesia.

It was a qualitative study that described the use of Instagram to increase the confidence of 28 Mulawarman English literature students in mastering speaking skill.

The result of this study indicated that most students strongly agree about using Instagram in mastering speaking skill and students experience increased confidence in speaking.

The similarity of this research with the researcher's research was the implementation of Instagram media as a media to improve students' speaking skill. Another similarity was the use of student response as a form of speaking assessment. The difference was that this research was a qualitative study focusing on improving speaking skill in the vocabulary aspect, while the researcher used Instagram Vlog media to improve students' speaking skill in monologue in the aspect of fluency and pronunciation.

B. Theoretical Framework

1. Language Skill

a. Definition of Language Skill

Language skill is an ability to listen and speak to other people and the ability to read and write message conveyed by others in text form. Language skill is a systematic communication tool for expressing idea, feeling, opinion, and idea by using gesture, sound, motion and sign that have understandable meaning.

Language skill has an important role in human life both in the social, educational, economic, religious and cultural field. Language skill is needed by human life wherever and whenever. It is known that there are many languages in this world. Every community from a country, region, village, tribe, and others has its own language, to communicate with others. People usually uses only one language. However, people will find it difficult to communicate with others in

different language. This is because of the different languages used by them so that the communication process does not go well. They do not understand each other and cannot catch the message. Therefore, language skill needs special attention in order to improve their language skill.

b. Functions of Language Skill

Brown states that there are several language functions, namely:³⁴

1. A Tool for self-expression.

Someone can express self-expression by using language such as through writing and speaking

2. A Tool for Communication

Someone can use language as communication with other people.

3. A Tool for social adaptation

Someone can use language as a tool for social adaptation. They can adapt to a new environment with language

4. A Tool for social control

Language can be used for social control. Like when there is a conflict, someone can use good language as a solution to the problem that occurs.

³⁴ H Douglas Brown. (2000). Teaching by Principle: An Interactive Approach to Language Pedagogy. White plains: Addison weslet longman. 43

c. Aspects of Language Skill

Brown stated that there are four aspects of language skills, namely listening, reading, speaking, and writing skill.

1. Listening skill

Listening skill is the skill to understand everything that is expressed orally in the form of words, stories, speeches, or so on. Listening skill is a process of listening with full attention, understanding, appreciation, and interpretation to obtain information or message and understand the meaning of communication that has been conveyed by others. Listening skill is one of the most important factors in language skill used in daily activity.

Listening skill can be achieved by listening to the differences from one speech to another. Listening skill requires exercises in the form of listening to the contents of other people's conversations appropriately in order to understand what their intention and goal are.

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The Purpose of Listening skill is to obtain information from others, make good relationship between one person and another in everyday life, collecting data in order to obtain clear and correct information, and respond to everything that is heard correctly.

2. Reading skill

Reading skill is a skill in understanding other people's intentions expressed in writing. Reading skill for example reading

letter, article, newspaper, novel, and so on. Reading skill is an interactive activity to understand the meaning contained in writing and the process carried out to get the message conveyed by the author³⁵

The Purpose of reading skill is to increase one's speed in understanding writing³⁶ Improve one's ability to understand reading enrich reading competence, and Increasing understanding of new vocabulary

3. Speaking skill

Speaking skill is a skill in expressing thought through the sound of language arranged in the form of sentence. Speaking skill for example story, speech, presentation, and so on. Speaking skill is the skill of producing the sound of words to convey one's goal and feeling to others. Speaking skill is an indicator of the quality of language learning. Speaking skill is based on a person's self-confidence to speak honestly and correctly by eliminating shyness, nervousness and low self-esteem.

The Purpose of speaking skill is to inform information and repor and to entertain someone in a conversation

³⁵ Francois, Grellet, (1983). Developing Reading Skill. Cambridge: Cambridge University Press. 44

³⁶ H, Douglas Brown. (2000). Teaching by Priciple: An Interactive Approach to Language Pedagogy. White Plains: Addison weslet longman. 50

4. Writing skill

Writing skill is a skill in expressing the heart through writing. Writing skill is the skill to express ideas and feelings to others in written form. Writing skill does not come alone but through lots of regular practice. Writing skills are honed from elementary school to university. Starting with knowing letter, copying letter, writing word, sentence, and so on.

Writing skill is one of the language skills in the form of productive skill. Productive skill is the skill to produce language. Therefore, writing skill relies more on language skill actively and productively.

The Purpose of writing skill is to do an assignment, to please the readers and eliminate sadness through writing, to convince the reader of the written idea expressed and to provide information to the reader³⁷

2. Speaking Skill

a. Definition of Speaking Skill

Speaking skill is one of the skills that must be mastered by students to communicate well. Speaking skill is preceded by generating idea which will later be poured through speaking and communication. Speaking also involves interactive communication. This means that the process of speaking is connecting idea between the speaker and the

³⁷ Harmer, J. (1983). *The Practice of English Language Teaching* (1st Edition). New York: Longman Inc 25

listener to create a good communication. The purpose of speaking for students is to improve their speaking skill, improve media for self-expression, and to follow social rule that exist in every communicative situation. Sari stated that speaking skill was a skill in a communicative process between two people where the aim was to express the idea³⁸

From the definitions above, it can be explained that speaking is a communicative process between two or more people by processing idea and feeling to create a communication.

b. Aspects of Speaking

The aspect of speaking is a part of the speaking process. This component is a support for every speaking process to speak fluently. Duong states that there are four aspects of speaking that generally need to be known, namely grammar, vocabulary, pronunciation, and fluency.³⁹

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1. Grammar

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Grammar is a system of language rule that regulate the relationship between word and sentence. Grammar is a set of rules that determine the structure of language which includes different vocabulary and sentence. So that the structure of grammar from one country to another are difference because they came from

³⁸Putri Purnama Sari, "The Influence of Using Podcasts on the Speaking Skills of Class II Junior High School Students" (Thesis, Sulthan Thaha State Islamic University Saifuddin Jambi, 2019).

³⁹Duong T. M, "Investigating the Effects of Role Playing in EFL Speaking Courses", Global Journal of Foreign Language Teaching, 4, 2 (2014): 81-91.

difference system.⁴⁰ The use of grammar is needed by the speaker in pouring vocabulary into sentence because it will make it easier for the speaker to speak structurally by using the right grammar.

2. Vocabulary

Vocabulary is a word that has a specific meaning and purpose. Each speaker must determine the vocabulary with the right meaning so that the listener understands what is being said. In addition, vocabulary also describes an action, object, and idea when speaking. Duong said that the better the vocabulary skill, the better a person's ability to speak.⁴¹

3. Pronunciation

Pronunciation is a process of pronouncing words correctly. The process of pronouncing vocabulary must include every component in each pronunciation such as articulation, word stress, proper intonation, and sufficient stress so that the spoken vocabulary can be understood. Pronunciation is the process of pronouncing certain words in the correct way. Pronunciation plays an important role in speaking skill, someone who pronounce the vocabulary correctly will be easy for listeners to understand because they understand their meaning. Conversely, they will have difficulty understanding of the meaning if the speaker pronounces

⁴⁰Al-Mekhlafi, Nagaratnam, "Difficulties in Teaching and Learning Grammar in an EFL Context" *International Journal of Instruction*, 4, 2 (2011): 69-92.

⁴¹Duong, TM "Investigating the influence of EFL speaking courses" *Global Journal of Foreign Language Teaching*: (2014). 83-84.

the vocabulary incorrectly without understanding the components of the pronunciation.

4. Fluency

Fluency is one of the speaking skills. Someone must speak fluently without much pausing and thinking. Fluency can also be defined as the ability to speak without taking a long time to think. Therefore, Yingjie mentioned that fluency was a process of speaking at an effective and fluent pace so as to produce words and sentences that did not take too long.⁴²

c. Speaking Performance Types

Speaking performance types are the types of speaking that can be used in the speaking and communication process. Brown stated that there are several types of speaking performance that students need to know, namely imitative, intensive, responsive, transactional, interpersonal, and extensive.⁴³

1. Imitative

Imitation is a type of speaking performance which is an imitating process to practice several aspects of speaking that refer to vocabulary and grammar. This type can also be said as a process of practicing speaking without emphasizing high speaking skill by using mastery of pronunciation and fluency

⁴²Yingjie Y, "Speech Fluency Development: The 4/3/2 Technique for EFL Learners", International Journal of Research Studies in Language Learning, 3, 4 (2011): 55- 70.

⁴³H. Douglas Brown, Teaching by Principles an Interactive Approach to language pedagogy 2nd ed. (San Francisco: Longman, 2001), 271.

2. Intensive

Intensive is a speaking skill specifically designed to train grammatical and vocabulary. This skill is almost similar to imitation, but this type is more focuses on understanding in-depth grammar and vocabulary correctly

3. Responsive

It is a type of speaking' skill to speak in dialogue where a person can be said to speak responsively and be able to answer directly in the speech communication process. Therefore, this type requires mastery of each of the speaking aspect such as mastering grammar, vocabulary, pronunciation, and fluency.

4. Transactional

Transactional is a type of speaking performance types that is used to exchange information as a continuation of responsive speech. This type emphasizes the skill to master the components of speaking which include grammar, vocabulary, pronunciation, and fluency so that the process of exchanging information will run fluently

5. Interpersonal

It is a form of dialogue speaking performance that emphasizes and aims to maintain a social relationship rather than exchanging information.

6. Extensive

This is an individual speaking performance or monologue. A speaker or students can be said to speak extensively when carrying out individual speaking performance such as speech, story, and another. Extensive speaking pays attention and uses all of aspects of speaking, namely grammar, vocabulary, pronunciation, and fluency.

d. Difficulty of Speaking

In general, the difficulty of speaking is caused by several factors including lack of speaking practice, lack of confidence, difference of mother tongue, fear of making mistake, and low of mastering aspects of speaking.

1. Lack of speaking practice

Many EFL students lack speaking practice because they are afraid to speak incorrectly. They rarely talk because many schools do not practice and implement practice speaking in every lesson. Another thing is the form of teaching language in class which focuses more on language theory and less speaking practice in class.

2. Lack of confidence

Students are lack confidence in speaking because they are fear of pronouncing the wrong vocabulary. They feel shy, nervous, and not confident when they have to speak in front of the class. On

the other hand, when the teacher forces students to speak without providing an understanding of the speaking aspect, students will not be ready when ask to practice speaking

3. Difference of mother tongue

The use of the mother tongue usually occurs when students learn to speak a foreign language. This happens because they have long been attached to use their mother tongue in the communication process. The differences include the difference of grammar structure and pronunciation accent. So that they are difficult and not ready directly when ask to speak in a foreign language.

4. Fear of making mistakes

This factor relates on previous factor. The difference of mother tongue and lack of speaking practice make them not ready to speak and fear of making mistakes in speaking.

5. Low of mastering aspects of speaking

Low mastery of the speaking component is the reason students' difficulties in speaking. Students who do not understand grammar will find it difficult to arrange words into sentences. Students who have a low vocabulary will find difficult and confused in speaking practice, students who cannot pronounce vocabulary correctly will hinder the communication process because listeners do not understand what is being said

e. Speaking assessment

Assessment of speaking is a continuation in the form of assessing students' speaking skill. Brown states the speaking assessment is used in assessing students' skill in 4 aspects of speaking, namely, grammar, vocabulary, pronunciation, and fluency.⁴⁴

Table 1 Speaking Assessment by Brown

Score	Grammar	Vocabulary	Pronunciation	Fluency
1	Errors in grammar are frequent, but speaker can be understood by native speaker used to dealing with foreigner	Speaking vocabulary inadequate to express anything but most elementary needs	Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his language	No specific fluency description. Refer to other four language areas for implied level of fluency
2	Can usually handle elementary construction quite accurately but does not have through or confident control of the grammar	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	Accent is intelligible though often quite faulty	Can handle with confidence but not with facility most social situations, including introductions, and casual conversation about current event as well as work, family, and autobiographical information
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate accurately in most formal	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics. Vocabulary is broad enough that he rarely	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words

⁴⁴H. Douglas Brown, Principles of Language Assessment and Classroom Practice (Longman: California 2003) 141-142

Score	Grammar	Vocabulary	Pronunciation	Fluency
	and informal conversation on practical, social, and professional topic	has no grope for word		
4	Able to use the language accurately on all levels normally pertinent to professional needs. Error in grammar is quite rare	Can understand and participate in any conversations within the range of his experience with a high degree precision of vocabulary	Errors in pronunciation are quite rare	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with high degree of fluency
5	Aquivalent to that of an educated native speaker	Speech on all levels is fully accepted by educated native speaker on all its feature including breadth of vocabulary and idioms, colluqualism, and pertinent cultural references.	Equivalent to and fully accepted by educated native speaker	Has complete fuency in the language such that his speech is fulli accepted by educated native speaker

3. Learning Media

a. Definition of Learning Media

Learning media is a tool, method, or technique used for teaching and learning activity. The goal is teaching and learning interaction process between teachers and students can take place appropriately. Learning media is also defined as a learning resource that can be used to show message, feeling, and thought of students so that they can encourage the learning process. Learning media is a learning resource

that can be in the form of people, objects, or events used in the learning process.⁴⁵

Based on the above understanding, it can be explained that learning media is everything that is used as media between teachers and students in the teaching and learning process so that students are able to follow and get a meaningful learning process.

b. The Characteristics of Learning Media

1. Fixative Property

This feature describes the ability of the media to record, store, and reconstruct an event or object. This characteristic is very important for teachers because the learning process that has been recorded in class can be used at any time.

2. Manipulative Property

This feature is the transformation of an event by manipulating time and process briefly. Such as providing material on the process of earthquakes that is more easily understood by students by briefly modeling in front of the class how the process occurs.

3. Distributive Property

Distributive is a media characteristic that allows an object to be transported through space simultaneously to students so that they get the same relative experience as the event.

⁴⁵ Arsyad, Ashar. 2003. Learning Media. Jakarta: Raja Grasindo Persada, 20

c. Functions of learning media

The functions of learning media can be grouped into 3, namely the function of helping teachers in overcoming deficiencies in the learning process, the function of helping students improve and increase student understanding in the learning process, and the function of improving the teaching and learning process to improve learning outcomes.

d. Types of learning media

1. Audio media

Audio media is media that functions to channel messages in the form of audio or sound only. Such as radio, telephone, and others

2. Visual media

Visual media is media that functions to channel messages in the form of image only and rely on the sense of sight. visual media is divided into two, namely silent visual media in the form of images only such as photo, map, and so on and motion visual media in the form of moving projection image such as silent film.⁴⁶

3. Audio visual media

Audio visual media is media that functions to channel message in the form of images, sound, video and motion. Audio visual media is divided into 2, namely silent audio-visual media in

⁴⁶ Karo-Karo, I. R., & Rohani, R. 2018. The benefit of media in learning. AXIOM: Journal Education And Mathematic, 35

the form of images, videos, and motion without sound such as silent TV and motion audio visual media in the form of image, video, sound, and motion such as sound flim, TV, and others.

e. **Types of digital-based learning media**

Digital-based learning media is media that uses digital tool and media in the teaching and learning process. According to Gunawan & Ritonga, there are several digital-based learning media that can be used including⁴⁷

1. Communication technology

This media uses communication technology or social media as a learning tool and supports students' creativity skill such as Facebook, YouTube, Instagram, and others.

2. Interactive multimedia

This media is a learning media that combines various media such as text, image, sound, animation, and video as a tool in the teaching and learning process⁴⁸. Examples include Microsoft Power Point, Canva, Google Classroom, and Quipper.

3. Digital Video Animation

This media uses audio-visual media by combining animated image followed by audio according to the character of the animation.

⁴⁷ Gunawan and Ritonga, A. A. 2019. Digital-Based Learning Media: Jakarta: Raja Grafindo Persada

⁴⁸ Lestari, Nova. 2020. Interactive Multimedia-Based Learning Media. Klaten: Lakeisha.

There are several types of digital video animation media that can be used in the learning process such as micro video that focuses on explaining the material briefly, Tutorial that explains the steps of tasks or learning materials that must be done, Screencast in the form of digital video recording, and animation that is used in the form of video to make learning more interesting.

4. Play on Demand and Broadcast (Podcast)

It is a digital media available in the form of audio or audio-visual recording that can be heard by many people.

5. Augmented Reality (AR)

Augmented Reality is a technology that is a combination of two or three dimensions with the real environment. This media allows teachers to visualize concept in realtime.

6. Virtual Reality (VR)

This media is a technology that allows a person to see directly and involve physically in an activity with the help of a computer. The image in VR is three-dimensional so they look more real.

4. Video Blog

a. Definition of Video Blog (Vlog)

A video blog or vlog is a video that combines video, sound and image that contain opinion, story and daily activity from a person. Vlog is different from text blogging which only combines text and images.

The use of video blog is done with a digital camera or cell phone equipped with good internet access. Vlog is used as a suitable media for recording someone such as speech, story, presentation, and so on. In the education, vlog is used as a media to improve learning skill and encourage student participation.⁴⁹

Vlog usually provides further information using video editing by trimming, editing, and integrating with background music, special effect, and so on for users. Other users can view, provide input, reflection, comment, and improvement to the video. For this reason, users are able to increase information and emotional potential with other users by using vlog.

b. The Purpose of Vlog

1. Personal Vlog

This vlog is made by someone with various elements of experience, idea, and thought which are usually in the form of story, presentation, and so on.

2. Commercial Vlog

Vlog is made for profit or money by promoting certain products in order to increase the selling power of a product. This vlog is usually fitted with a number of advertisements to benefit from video views.

3. Learning Vlog

⁴⁹ Helianthunsonfri, J. (2017). A Guide to Use Video Blog. Jakarta: Media Komputindo. 49

This vlog is used in teacher and student learning. Teachers can explain learning material while students can do video blog as learning practice.

4. Communication Vlog

This vlog is used for communication by giving or seeking information to find out someone's experience. Someone can work together, share, and communicate with other people.

c. Types of Vlog

According to Istiyah & Marawati, there are several types of vlog that people usually use, namely⁵⁰:

1. Daily Vlog

A daily vlog is a video activity that someone does about their daily life

2. Beauty and Life Style Vlog

Vlog that shows how to apply makeup, beauty and the like which are popular for women

3. Food Vlog

Vlog that explains food from taste, location, and price

4. Kids Vlog

Vlog that tells children's daily lives and tips on caring for children

5. Review and Unboxing Vlog

⁵⁰ Istiyah, & Marawati, A. (2010). The Learning Media of Video Blog. Jakarta: Multi Kreasi Satu Delapan. 28

Vlog that provides information about products or goods in terms of the quality of use, price, and good condition.

6. Travel Vlog

Video vlog that leverages personal or group travel experiences

7. Family Vlog

Vlog that tells about someone's family activity at home or outside the home⁵¹

d. Benefits of Vlog

According to Helianthunsonfri benefits of vlogs are:

1. Vlog is able to express one's self more naturally with more complete facilities than text blogging.⁵²
2. Vlog is used in improving learning development designs
3. Vlog expands options for communication and expression with personal video postings.
4. Vlog can increase understanding of a more modern technological world
5. Vlog is useful for expanding one's self-publishing starting from blogging

⁵¹ Istiyah, & Marawati, A. (2010). The Learning Media of Video Blog. Jakarta: Multi Kreasi Satu Delapan. 31

⁵² Helianthunsonfri, J. (2017). A Guide to Use Video Blog. Jakarta: Media Komputindo. 49

5. Instagram Vlog

a. Instagram

1. Definition of Instagram

Instagram is an online media where users can post and upload photos and videos on their personal pages. Other users can view, provide feedback, comment, and engage with each other. This application is present in 2010 and its users now in 2023 are more than 1.45 billion people. Besides being able to post photos and video, this application makes easy for users to: (1) take pictures or videos; (2) change the look and feel of media selecting filters; (3) add a description; (4) adding hashtag; (5) tagging people in their photos and videos; (6) searching for and exploring other people's photos and videos; (7) share their content on other social media channels like facebook, Twitter, etc

2. The Features of Instagram

There are several features of Instagram Include:⁵³

a. *Follower* and following

Follower is a term for other users who become follower while following is a term for those who follow. Unlike Facebook, which uses a 'friend' system, Instagram is more asymmetrical, which means if user A follows user B, user B does not need to follow user A. User A can follow

⁵³ Gao, W., Tian, Y., Huang, T., & Yang, Q. (2010). Vlogging: A survey of video blogging technology on the web. ACM Computing Surveys (CSUR), 42(4), 15

every timeline and profile of other users. However, due to the asymmetrical nature of Instagram, users who are followed will not be able to follow the uploads of users who follow them, so they follow the user again or better known as Follow-back.⁵⁴

b. *Likes and Comment*

The Like feature is a feature that is a marker for other users to like photos or videos uploaded by other users. Meanwhile, comment is a feature for other users to provide opinion or comment regarding upload of other people's photo or video content. Instagram social media also did not limit its user in commenting on other Instagram photos or videos upload. This communication between Instagram users themselves can be established by giving likes and also commenting on photos uploaded by other users

c. Upload photos and videos

This feature makes easy for users to upload their photos and videos to their personal pages.

d. Camera and photo effect

Photo effect or better known as filters is feature on Instagram that is used to arrange, edit, give effects to photos

⁵⁴ Bintang, Agung. *Social Pedia*; CV Jejak, Sukabumi, 2021, 39

or videos so that photos and videos are more beautiful and beautiful.

e. *Aroba*

This feature functions to add an arroba sign (@) and enter the user's Instagram account. This feature also functions to increase interactions between other Instagram users.

f. *Geotagging*

Geotagging or GPS is an Instagram feature that functions as a location detector for Instagram user. The Instagram user can add the location where the content is uploaded. The use of geotagging on Instagram is the biggest use compared to other social media such as Twitter and Facebook. This shows that Instagram users can tell, record, and show their daily lives to other Instagram users.

g. *Share to Facebook and Tweet*

Instagram user can also share the result of their uploaded photos and videos to other social media, namely Facebook and Twitter by using the Copy, Share URL feature. Instagram user can also connect their Instagram account to other social media. This is also useful for user to get more likes and comments because this content can not only be seen on Instagram but on other social media.

h. *Explore*

Explore is a collection of popular photos from around the world at that time. The photo will indirectly become something that is known by the international community so that the number of followers will increase. Through this feature other users can also identify other users who have the same attachment so that mutual interaction will occur later.

i. *Stories*

Stories is a feature where Instagram users can share their daily activities in the form of photos or videos. This feature has a duration of time and will disappear when the time was up.

j. *Hastag*

Hastag is a feature used to tag photos or videos. User who uses this feature will appear on the search homepage.

k. *Repost*

Repost is an Instagram feature that is useful for re-uploading content uploaded by other users who are considered interesting to their Instagram account.

l. *Save to private profile*

This is the newest feature from Instagram which make easier for Instagram users who do not have a way to save uploaded photos or videos that they want to see later

3. The advantage of Instagram

Agung states there are the advantage of Instagram include⁵⁵:

1. Instagram is displayed attractively which contains image, audio, and text combined in a unified whole
2. It can facilitate the learning process with Instagram
3. The activity of using Instagram vlog is an easy thing that can be done on the internet by almost teenagers.

4. The disadvantage of Instagram

The disadvantage of Instagram include:

- a. Most of the Instagram only shows entertainment while learning is lacking
- b. Additional skill is needed to edit the vlog result creatively
- c. It must have a good internet connection when using and uploading it

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b. Instagram Vlog

1. Definition of Instagram Vlog

Instagram vlog or Instagram video blog is a combination of two words, Instagram and video blog. Definition of Instagram is an online media where users can post and upload photos and videos on their personal pages. Other users can view, provide feedback, comment and engage with each other, while a video blog

⁵⁵ Bintang, Agung. *Social Pedia*; CV Jejak, Sukabumi, 2021, 45

or vlog is a video that combines video, sound and image that contains opinion, story and daily activity from a person.⁵⁶

Instagram vlog is a term for video that is uploaded by someone to their profile page on Instagram. One can record their habit or action and upload them to social media. Other users can comment and like of the result of person's vlog. Each of these people can find out how many likes and comments on the result of the uploaded video. It is also possible to communicate with each other in response to the uploaded video⁵⁷.

The use of social media Instagram vlog is seen as the right place for EFL to speak and improve their speaking skill. EFL students used Instagram Vlog to improve their English skill. The various benefits have been found by researchers when EFL carry out video recording activities in the learning process. These EFL are able to learn technique in demonstrating their language skill inside and outside the classroom.

EFL students also receive an increase in their language skill, self-confidence, and at the same time encourages them to take risks in implementing the target language. The implementation of the target language by EFL students have been able to improve their language skill in several ways. First, The

⁵⁶ Istiyah, & Marawati, A. (2010). The Learning Media of Video Blog. Jakarta: Multi Kreasi Satu delapan. 30

⁵⁷ Gao, W., Tian, Y., Huang, T., & Yang, Q. (2010). Vlogging: A survey of video blogging technology on the web. *ACM Computing Surveys (CSUR)*, 42(4), 15

EFL students can reflect on themselves by re-watching the result of their uploaded video and improving them in future session. Second, they are more critical of their own talent after analyzing their video. Third. They are motivated in learning the target language. Fourth. They can grow confidence in speaking inside or outside the classroom.

2. The Steps to Use Instagram Vlog

Instagram Vlog is a collection of self-generated video by users that are posted on the Instagram website. Here are the steps how to use Instagram vlog.⁵⁸

- a. Find the theme, reason and title for creating an Instagram Vlog
- b. Give an interesting name or title to the Instagram Vlog video
- c. Upload video on the Instagram page
- d. Edit video as attractive as possible

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⁵⁸ Helianthunsonfri, J. (2017). A Guide to Use Video Blog. Jakarta: Media Komputindo. 50

CHAPTER III

RESEARCH METHODS

A. Research Method

This study used classroom action research Research Kemmish & Mc Taggart research. There are four components in one cycle for conducting classroom action research, namely planning, acting, observing, and reflecting. Classroom action research is designed to address real problem experienced by the teacher to relate students in class the main feature of classroom action research is real action carried out through teaching and learning activity to solve practical problems encountered in learning.⁵⁹ Therefore classroom action research focuses on the teaching and learning process that occur in the classroom to improve the quality of learning practice. The purpose is to know the change and progress of the action applied during learning activity.

Classroom Action Research consists of three words, namely classroom, action, and research. Research is an activity of investigating an object using a particular methodology to obtain data or information that is useful to improve the quality of something that they are interesting and important to the researcher. Action is a planning activity to achieve certain goals. Class is defined as a group of students at a certain time and a certain teaching from the same teacher. The class here is not only interprets as a room, but also interprets as a group of students in the learning process.⁶⁰

⁵⁹Stephen Kemmis, Robin McTaggart, and Rhonda Nixon, *Action Research Planners: Conducting Critical Participatory Action Research*. (Springer: Acid-free Paper, 2014): 18.

⁶⁰Ananda, Rafida, Syahrums; *Classroom Action Research* (Cipta Pustaka Media: Bandung; 2015) 8

Based on some of the definitions above, it can be concluded that Classroom Action Research is a method that focuses on the effectiveness of implementing a strategy in the form of a process to improve students' skill using certain teaching techniques. It useful for teachers to improve students' skill and pay more attention to reflect activity when they gave action to students

This study used classroom action research Kemmish & Mc Taggart research model. Researcher conducted research with an English teacher to conduct Classroom Action Research by Implementing Instagram Vlog to improve students' speaking skill through Instagram Vlog at Tenth Grade students of MA Mambaul Hikam 01 Lumajang. There were four components in one cycle for conducting classroom action research. Namely planning, acting, observing, and reflecting. Implementation of this model aimed to improve the learning process in the classroom.⁶¹

B. Location, Time, and Research Subject
 Researcher conducted Classroom Action Research at the tenth-grade students of MA Mambaul Hikam 01 Lumajang for the 2022-2023 academic year. It was located at Jl. Citandui No. 57 Suko Jogoyudan, Lumajang, East Java. The reason of researcher to do research at MA Mambaul Hikam 01 was knowing and understanding the location of the research, had never conducted the same previous research, and had obtained permission of the principal, teachers, and students to make MA Mambaul Hikam 01 as research location.

⁶¹Stephen Kemmis, Robin McTaggart, and Rhonda Nixon, *Action Research Planners: Conducting Critical Participatory Action Research*. (Springer: Acid-free Paper, 2014): 20

This research conducted in the semester event on February 24, 2023. The subject of this study was 22 students of tenth grade of MA Mambaul Hikam 01 consisting of 5 males and 17 females. The selection of tenth grade as the object of research was in accordance with the learning achievement of students according to the situation, type, and goal of the tenth grade such as narrative, description, procedure, exposition, recount, and report material.⁶² It was different from the learning achievement of eleventh and twelfth grade that were equivalent to Level B2 CEFR (Upper Intermediate) in Indonesian curriculum.⁶³

C. Research procedure

Research procedure is an important component in the research, a systematic procedure is needed to provide appropriate steps in conducting research. In this study, the researcher used classroom action research by Kemmis & McTaggart. There are four basic steps in action research; planning, acting, observing, and reflecting.⁶⁴

1. Planning

Planning is the strategy and steps to do research. The researcher arranges the research schedule. Planning explains what, why, where, who,

⁶²Budi Hermawan, Dwi Haryanti, Nining Suryaningsih; English Teacher's Handbook: Work In Progress for SMA/SMK/MA Grade X: (Jakarta: Ministry of Education, Culture, Research, Technology Curriculum Standards Agency and Education Assessment Center for Bookkeeping: 2022) 14

⁶³Anik Musikah Indriastuti; Teacher's Handbook for Advanced English for Class XI (Ministry of Education, Culture, Research, Technology Agency for Curriculum Standards and Education Assessment Center for Bookkeeping: 2022) 18

⁶⁴Stephen Kemmis, Robin McTaggart, and Rhonda Nixon, Action Research Planners: Conducting Critical Participatory Action Research. (Springer: Acid-free Paper, 2014): 18.

and how regarding the action. Planning usually includes the preparation of learning assessment, learning material, and research instrument

In this study the researcher consulted with the English teacher to plan the steps of the research which include lesson plan, speaking assessment, pre-test and post-test, and criteria of success.

a. Lesson plan

The lesson plan is a learning plan that will be implemented by the teacher in classroom learning. The lesson plan contains a detailed program so the success of learning activity in research is clearly formulated⁶⁵. In addition, the lesson plan must refer to clear guideline so that the learning program that will be implemented is successful⁶⁶

In this study, Lesson plan referred to the Regulation of the Minister of National Education of the Republic of Indonesia No. 41 of 2007 concerning Process Standard for Elementary and Secondary Units⁶⁷ which included:

1. Subject identity

Subject identity includes educational unit, class, semester, subject, subject theme, and the number of meetings.

In this study, subject identity subject was English for MA/SMA class X. Curriculum 13 even semester, English subject

⁶⁵Stephen Kemmis, Robin McTaggart, and Rhonda Nixon, *Action Research Planners: Conducting Critical Participatory Action Research*. (Springer: Acid-free Paper, 2014): 18

⁶⁶Rusydi Ananda & Syahrin, *Bandung Classroom Action Research: Cipta Pustaka Media*; 2015

⁶⁷Regulation of the Minister of National Education of the Republic of Indonesia No. 41 of 2007 concerning Process Standards for Elementary and Secondary Units

with the theme of recount text - my personal experience with 3 meetings.

2. Competency standard

Competency standard is the minimum qualification ability of students that describes the mastery of knowledge, attitude, and skill that are expected to be achieved in each class or semester in a subject.⁶⁸

This study took core competency 4 and basic competency 4.7 English book for class X SMA/MA even semester English subject with the theme recount text - my personal experience with details:

Core competency 4: Processing, reasoning, and presenting in the realm of concrete and abstract realms related to the development of what one learnt at school independently and is

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able to use method according to scientific principle

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Basic competency 4.7: Telling short and simple spoken recount text related to personal experience by paying attention to social function, text structure, and linguistic element correctly.

3. Indicators of Competency Achievement

Indicator of Competency Achievement is an indicator that is measured and observed to show the achievement of basic competency and core competency.

⁶⁸Regulation of the Minister of National Education of the Republic of Indonesia No. 41 of 2007 concerning Process Standards for Elementary and Secondary Unit

The indicator for achieving core competencies in the lesson plan cycle 1 was understanding the structure of recount text in giving and asking for information related to personal experience and implement recount text material through personal experience stories by paying attention to linguistic element, social function, and language feature through Instagram Vlog media.

4. Learning objective

Learning objective describes the process and learning outcomes expected to be achieved by students in accordance with basic competency⁶⁹.

The learning objective of this research was:

- a. Students understood the definition and purpose of recount text-personal experience
- b. Students were able to tell recount text-personal experience by

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using Instagram Vlog
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5. Time Allocation

The time allocation is determined according to the need for achieving basic competency and learning load.

In this study, the researcher used a time allocation that was in accordance with the time allocation set by the school, namely 60 minutes.

⁶⁹Regulation of the Minister of National Education of the Republic of Indonesia No. 41 of 2007 concerning Process Standards for Elementary and Secondary Unit

6. Learning Approach

The learning approach is the starting point for the learning process which refers to the view of the occurrence of a process that lies behind the learning method. There are several approaches that can be applied by teacher such as expository, inquiry, contextual, and scientific approach⁷⁰.

In this study, the researcher used a scientific approach which referred to curriculum 13, namely using five steps consisting of observing, asking questions, collecting data, making associations, and applying them.

7. Learning Strategy

Learning strategy is learning activity that must be carried out by teacher and students so that learning objective can be achieved effectively and efficiently

In this study researcher used a project-based learning strategy. Project based learning was a learning strategy that was built in the form of activities related to the material being taught. The activity strategy in lesson plan cycle 1 was to tell personal experiences in monologue using Instagram Vlog media.

⁷⁰Regulation of the Minister of National Education of the Republic of Indonesia No. 41 of 2007 concerning Process Standards for Elementary and Secondary Units

8. Learning Media

Learning media is one of the tools used in the learning process. This media aimed to be able to support the success of the learning process.

In this study, researcher used Instagram Vlog media. This Instagram Vlog was a media for students in implementing recount-text-personal experience material in the form of stories.

9. Learning Activity

Learning activity in this lesson plan contained 3 actions, namely:

a. Introduction

The introduction is the initial activity in a learning meeting that is intended to generate motivation and focus the attention of students to actively participate in the learning process.

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b. Core activity

The core activity is a learning process to achieve basic competence. The core activity is carried out interactively, inspiringly, and systematically to motivate students to play an active role in the learning process.

c. Closing

Closing is an activity carried out to end learning activity in the form of conclusion, assessment, reflection, feedback, and follow-up.

The learning activity in this lesson plan had three meetings, namely:

Table 2. Learning Activity

First meeting: (2 JP)

Learning Steps	Description	time allocation
Introduction	<ol style="list-style-type: none"> 1. Greet, pray, check student attendance 2. The teacher explained the learning objectives of the topic to be studied. 3. The teacher explained the definition of recount text along with its social function, text structure, and language features 4. The teacher gave an example to students about practicing recount text material through telling stories by showing his own performance of using Instagram vlog. 5. The teacher gave an example of how to use the Instagram Vlog media in practicing recount-text-personal experience material to improve speaking skill with details: 6. Teacher asked students to upload their videos in their Instagram account 7. The teacher asked the students to tag the teacher's Instagram account 	15
Core activity	<ol style="list-style-type: none"> 1. Students observed the teacher practicing telling stories, recount text-personal experience using his own Instagram Vlog 2. Students discussed recount-text-personal experience material by asking questions about the material they had not understood to the teacher 3. The teacher let the students ask questions about how to practice and use Instagram vlog media to improve their speaking skill 	20

Learning Steps	Description	time allocation
Closing Activity	<ol style="list-style-type: none"> 1. The teacher provided feedback on the recount text material that has been taught 2. The teacher answered student questions regarding the use of Instagram Vlog media 3. The teacher conveyed learning activities at the next meeting. The teacher instructed students to practice their last own personal experience by using Instagram Vlog media at the second meeting 4. praying, greetings, and closing 	10

Second Meeting: (2 JP)

Learning Step	Description	Time Allocation
Introduction	<ol style="list-style-type: none"> 1. Teacher greets, prays, checks student attendance 2. The teacher reviewed the recount text-personal experience material and how to practice this material by telling stories through Instagram Vlog media 3. The teacher instructed students to share and tell their personal experiences through their own Instagram Vlog media with a minimum duration of one a half minute and maximum of unlimited 	15
Core activity	<ol style="list-style-type: none"> 1. Students told their personal experiences through Instagram Vlog media Each student told about their personal experience with minimum duration of one a half minute and maximum of unlimited 2. Students uploaded their videos through their Instagram vlog by tagging the teacher's personal 	15

Learning Step	Description	Time Allocation
	Instagram account.	
Closing Activity	1. The teacher provided feedback on students learning outcomes in aspect of pronunciation and fluency by using Direct Message on Instagram, written and oral feedback 2. praying, greeting, closing.	15

Third Meeting (2 JP)

Step Learning	Description	Time Allocation
Introduction	1. Teacher greets, prays, checks student attendance 2. The teacher instructed students to listen to the result of written and oral feedback on students' fluency and pronunciation assessments 3. The teacher instructed students to share their personal experiences through their own Instagram Vlog media based on the teacher's written and oral feedback in fluency and pronunciation.	10
Core activity	1. Students understood and listened to the result of teacher feedback in assessing fluency and pronunciation. Students ask again the result of teacher feedback that had not been understood in terms of fluency and pronunciation.	

Step Learning	Description	Time Allocation
	2. Students improved their speaking result according to the teacher's feedback in fluency and pronunciation by telling their personal experiences through Instagram Vlog media with minimum duration of one a half minute and maximum of unlimited 3. Students uploaded their videos via their Instagram by tagging the teacher's personal Instagram account	15
Closing Activity	4. The teacher provided feedback on student learning outcomes The teacher provided feedback on students learning outcomes in aspect of pronunciation and fluency by using Direct Message 5. pray, closing greeting.	20

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b. Speaking Assessment

Speaking assessment is an action in assessing students' speaking skill. Speaking assessment is used in assessing students' result and speaking skill in 4 aspects, namely grammar, vocabulary, pronunciation, and fluency.⁷¹ Assessment in the aspect of vocabulary, grammar, pronunciation, and fluency in speaking is used to determine students' speaking skill. There are some types of speaking that must be

⁷¹H. Douglas Brown, Principles of Language Assessment and Classroom Practice (Longman: California 2003) 141-142H. Douglas Brown, Principles of Language Assessment and Classroom Practice (Longman: California 2003) 99

assessed which include imitative speaking, intensive, responsive, interactive, and extensive speaking.

Extensive speaking is one of types of speaking. Extensive speaking is a type of speaking in the form of monologue oral productions such as speech, story, and oral presentation. The characteristic of the extensive speaking type is the opportunity for oral performance.⁷²

In this study, the researcher used extensive speaking to be practiced by students. Students used extensive speaking-monologue to practice their personal experience.

Beside that, it is necessary to know the teacher's assessment of students' extensive speaking. There are two assesments of extensive speaking. There are micro and macro skill assessments.

Micro assessment is an assessment in a small scope of mastery while macro assessment is an assessment in a large scope. The micro assessment is as follow:

1. Students can quickly produce different words in meaning and pronunciation⁷³
2. Students can produce pronunciation with correct and precise word stress, intonation, and rhythm

⁷² H. Douglas Brown, Principles of Language Assessment and Classroom Practice (Longman: California 2003) 141-142H. Douglas Brown, Principles of Language Assessment and Classroom Practice (Longman: California 2003) 120

⁷³ H. Douglas Brown, Principles of Language Assessment and Classroom Practice (Longman: California 2003) 141-142H. Douglas Brown, Principles of Language Assessment and Classroom Practice (Longman: California 2003) 122

3. Students can produce fluent speech at basic, intermediate, and advanced achievement level
4. Students can produce fluent speech in a few sentences
5. Students can use grammatical patterns in grammatical order.

In this study, the researcher used extensive speaking assessment in the form of recount text -personal experience in pre-test and post-test the details were as follows:

1. Pre-test:

Pre-test type used Individual speaking test. The pre-test-form used the theme of telling about your past holiday with your family or your friends one year ago

2. Treatment

The treatment in this study used extensive speaking which was carried out at the second and third meetings using Instagram

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vlog media with details:
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- a. Second meeting:

1. Each student practiced the recount-text material by telling their personal experience through Instagram Vlog media with a minimum duration of one and a half minute and maximum of five minutes and tagging the teacher's personal Instagram account.

2. The teacher provided feedback on student learning outcomes in terms of fluency and pronunciation through direct messages on Instagram and paper written feedback

b. Third meeting

1. Each student improved their speaking result according to feedback from the teacher on aspect of fluency and pronunciation by practicing again the material of recount-telling their personal experience through Instagram Vlog media with a minimum duration of minimum of one and a half minute and maximum of five minutes and tagging the teacher's personal Instagram account.

3. Post-test

Post-test type used speaking test and post-test-form used

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 the theme of tell about your past holiday with your family or
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 your friends one year ago
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This study focused on assessing two aspects of speaking, namely pronunciation and fluency. This assessment was focused on the aspect of fluency and pronunciation due to the result of the students' initial study. The result of a preliminary study of 22 students of MA Mambul Hikam 01 showed students' deficiency in pronunciation and fluency aspect. The details were as follows:

a. Pronunciation

1. Students had difficulty pronouncing the pronunciation correctly due to differences in the source language (Indonesia) and the target language (English). These differences included differences in spelling and pronunciation
2. Students experienced difficulty in pronouncing several consonant and vowel sounds correctly.

b. Fluency

1. Students needed time to practice their ideas through speaking
2. Students found it difficult to arrange words from one word to another into one sentence.

The assessment speaking in this study refers to Brown's

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 speaking on pronunciation and fluency assessment theory,
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 namely with details
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a. Assessment of pronunciation⁷⁴

1. Pronouncing all words correctly
2. There are some words that were difficult to understand in the meaning
3. There are a few words that were difficult to understand in the meaning

⁷⁴H. Douglas Brown, Principles of Language Assessment and Classroom Practice (Longman: California 2003) 100

4. There are very few words that can be understood in the meaning

5. Vocabulary is completely incomprehensible in meaning

b. Assessment of fluency⁷⁵:

1. Sentences are very fluent and understandable

2. There are a few sentences that cannot be understood in meaning and cannot be spoken fluently

3. There are some sentences that cannot be spoken fluently.

4. Pronunciation of sentences are halting

5. Conversation of sentences are often stalled and short

c. **Criteria of success**

Criteria of success is a measure that determines whether research is successful or not. Teacher need to make criteria of success in order to achieve the objective of research and learning.

There are several indicators of student success in the learning process. The indicators of the criteria of success are:

1. The learning process is said to be successful if the lesson plan was implemented 75% -100%.⁷⁶

2. Student learning activity is said to be successful if the average student learning activity receives the target of success with an average value of 70

⁷⁵H. Douglas Brown, Principles of Language Assessment and Classroom Practice (Longman: California 2003) 105

⁷⁶Bahri Djamarah & Aswan Zain, Teaching and Learning Strategies, Jakarta: PT. Rineka Cipta, 2006) 56

3. If 70% of students participate in the learning process and achieve a minimum level of success, then the learning process is said to be successful

In this study, the indicators of the criteria of success were:

1. The learning process was said to be successful if the lesson plan was implemented 80%. Lesson planning success indicators in this study was:

- a. The presence of students during learning from the first-third meetings

- b. The teacher's explanation of the material being taught was a recount-text-personal experience at the first meeting.

- c. The teacher's explanation of the steps for using Instagram Vlog media as a medium for student speaking at the first meeting

- d. Students' understanding of recount-text-personal experience material at the first meeting.

- e. Understanding of students in speaking extensively using Instagram Vlog media at the first meeting

- f. Practice speaking students extensively using Instagram Vlog media to tell their personal experience in the second and third meeting.

2. The cycle was said to be successful if 85% of the total students obtained and received an individual passing score minimum of 70 for the post test
3. Students received an increase in score from the pre-test to the post-test

This increase resulted from learning practice that had been applied by the teacher in treatment in the form of using Instagram Vlog media

d. Pre-test and post-test

1. Pre-test

a. Definition of Pre-test

The pre-test is an initial evaluation of students' understanding before receiving learning. Through giving a pre-test, the teacher gets an idea of how many students already have initial knowledge of the material provided⁷⁷.

In this study, pretest was used to determine students' speaking score in aspect pronunciation and fluency

b. The purpose of the pre-test

The purpose of the pre-test is to find out and evaluate students' skill regarding the material presented. By knowing their skill, it will be easier for the teacher to determine the model, media, and method applied in learning

⁷⁷Rusydi Ananda & Syahrin, Bandung Classroom Action Research: Cipta Pustaka Media; 2015)
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In this study, the purpose of pretest was used to determine students' speaking score in aspect pronunciation and fluency

c. Pre-test question

Pre-test question usually refers to the learning objective to be achieved. The form of pre-test questions can be in the form of written, oral or descriptive exams.

d. Topic of pre-test

Topic is material to be assessed in pre-test

The topic in this study used recount-text-personal experience material

a. Speaking assessment

Speaking assessment is an action in assessing students' speaking skill. Speaking assessment is used in

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assessing students' result and speaking skill in 4 aspects, namely grammar, vocabulary, pronunciation, and fluency.⁷⁸

In this pre-test, researcher assessed aspect of pronunciation and fluency in speaking. This pre-test was assessed the result of each student's speaking in an extensive-monologue by telling their personal experience

⁷⁸H. Douglas Brown, Principles of Language Assessment and Classroom Practice (Longman: California 2003) 141-142H. Douglas Brown, Principles of Language Assessment and Classroom Practice (Longman: California 2003) 99

b. Duration

Duration is the time needed to do pre-test for every student by using minimum and maximum duration.

In this pre-test, the minimum duration for each student to speak about their personal experience was one and a half minute and maximum of 5 minutes

c. The steps of doing Pre-test

In this step, researcher used two instructions, namely:

1. Teacher' instruction

- a. The teacher brainstormed about the topic of the pre-test that was carried out, namely about past holiday with family or friends one year ago along with the minimum and maximum duration of the pre-test.

- b. The teacher gave an example of how to speak about past holiday with family or friends one year ago by using correct pronunciation and fluency

- c. The teacher gave an example of how to speak with body gesture by moving body part, especially the hand and head to express idea and speak

- d. Students were given three minutes for preparing speaking

- e. The minimum duration of the pre-test telling about past holiday with family or friends one year ago was one and a half minute and a maximum of 5 minutes
- f. The form of the assessment of speaking in the pre-test was on aspect of pronunciation and fluency.
- g. The teacher instructed the students one by one to come forward to take the speaking order number
- h. Students who got the first order number come forward to tell their past holiday with their family or friends one year ago for a minimum of one and a half minute and a maximum of 5 minutes
- i. The teacher instructed students one by one to tell their past holiday with their family or friends one year ago for a minimum of one and a half minute and a maximum of 5 minutes
- j. Students told their past holidays with their family or friends for a minimum of one and a half minute and a maximum of 5 minutes
- k. The teacher assessed the results of students' speaking in the pre-test on aspect of pronunciation and fluency

3. Students' instruction

- a. Students listened to instructions from the teacher properly
- b. Students one by one come forward to take the order number to speak
- c. The pre-test will be divided into 2 sessions. Students who receive an absence order of 1-11 enter Session 1. Absent 12-22 enter Session 2.
- d. For Session 2, please wait outside. Session 1 students please stay in class.
- e. Session 1 students must listen to instructions from the teacher properly
- f. The student who got the first number went to the front first.
- g. The other Session 1 students waited outside and wait for their turn to be called by the teacher in the order of absences after the first order students finished speaking
- h. Students were given speaking test with the topic: "My Last Holiday with family or friends one year ago".

The things that students needed to tell in telling the topic "My last Holiday With my Family or Friends One Year ago" are:

1. What title did the students choose according to the theme "My last Holiday with Family or Friends one Year ago"

2. Students prepared when and where did the story take place

3. Explaining step by step the story is carried out from the beginning to the end of the holiday's vocation

4. What was the conclusion of the story related to the impression and experience that had been done.

5. Students were given 3 minute to prepare a story about "My Last Holiday with family or friends one year ago" based on the teacher's speaking and brainstorming steps. (5W+1H)

i. Students only needed to speak to the teacher, without reading notes.

j. Students were given three minutes for preparing speaking

k. Students were given story time for a minimum of one and a half minute and maximum of 5 minutes.

- l. Students told past holiday with family or friends one year ago with correct pronunciation and fluency
- m. Students used body gestures by moving body parts such as hands and head to express ideas and speak
- n. After the first student finished speaking, the teacher called the student with the next number to come forward next until the last order student finished to come forward to speak in the first session.

d. Students' pre-test assessment

Table 3. Pre-test Assessment

Assessed Quality	Scores	Descriptors
Pronunciation	5	Pronunciation and intonation can be understood easily and are almost always clear There is very little mistake (1-3 words) or no mistake at all in pronunciation until the last part of the story
	4	Pronunciation and intonation are almost clear but there are a few difficult words to be understood There is little mistake in pronunciation (4-6 words) until the last part of the story
	3	Pronunciation and intonation are sometimes clear and sometimes unclear. There are few mistakes in pronunciation (7-9 words) until the last part of the story
	2	Pronunciation and intonation are unclear, but some words can be understood There are some mistakes in pronouncing words (10-12) until the last part of the story
	1	The voice was too quiet to hear and most of the pronunciation and intonation are hard to understand. There are many mistakes in pronouncing the words

Assessed Quality	Scores	Descriptors
	0	The student makes no attempt to pronounce in English (only use Bahasa Indonesia)
Fluency	5	There is very little pausing and thinking (1-2 pausing and thinking) in speaking Showing confidence and speak smoothly without much hesitation
	4	There is little pausing and thinking (3-4 pausing and thinking) in speaking Showing slight hesitation which does not interfere with comprehensibility
	3	There are few pausing and thinking (5-6 pausing and thinking) in speaking Showing hesitation that sometimes interfered with comprehensibility
	2	There are some long pausing and thinking (7-8 pausing and thinking) in speaking Showing hesitation that interfered with comprehensibility
	1	Very little communication or attempt of communication Very long pause in speaking
	0	The student makes no attempt of communication
Maximum total score = 10 (Total score) X (10) = (Final Score) Example: 9 X 10 = 90		

2. Post-test

a. Definition of Post-test

The post-test is an initial evaluation of students' understanding before receiving learning. Through giving a

post-test, the teacher gets an idea of how many students already have initial knowledge of the material provided⁷⁹.

In this study, pretest was used to determine students' speaking result after doing treatment in aspect pronunciation and fluency

b. The purpose of the post-test

The purpose of the pre-test is to find out and evaluate students' skill regarding the material presented. By knowing their skill, it will be easier for the teacher to determine the model, media, and method applied in learning

In this study, the purpose of post-test was used to determine students' speaking result after doing treatment in aspect pronunciation and fluency

c. Post-test question

Post-test question usually referred to the learning objectives to be achieved. The form of post-test questions can be in the form of written, oral or descriptive exams.

d. Topic

Topic is material to be assessed in post-test

The topic in this study used recount-text-personal experience material

⁷⁹Rusydi Ananda & Syahrin, Bandung Classroom Action Research: Cipta Pustaka Media; 2015)
35

e. Speaking assessment

Speaking assessment is an action in assessing students' speaking skill. Speaking assessment is used in assessing students' result and speaking skill in 4 aspects, namely grammar, vocabulary, pronunciation, and fluency.⁸⁰

In this post-test, researcher assessed aspect of pronunciation and fluency in speaking. This post-test was assessed the result of each student's speaking in an extensive-monologue by telling their personal experience

f. Duration

Duration is the time needed to do pre-test for every student by using minimum and maximum duration.

In this post-test, the minimum duration for each student to speak about their personal experience was one and

a half minute and maximum of 5 minutes

g. Step by step of doing Post-test

In this step, researcher used two instructions, namely:

1. Teacher' instruction

- a. The teacher brainstormed about the topic of the post-test that was carried out, namely about past holiday with family or friends one year ago along with the minimum and maximum duration of the pre-test.

⁸⁰H. Douglas Brown, Principles of Language Assessment and Classroom Practice (Longman: California 2003) 141-142H. Douglas Brown, Principles of Language Assessment and Classroom Practice (Longman: California 2003) 99

- b. The teacher gave an example of how to speak about past holiday with family or friends one year ago by using correct pronunciation and fluency
- c. The teacher gave an example of how to speak with body gesture by moving body part, especially the hand and head to express idea and speak
- d. Students were given three minutes for preparing speaking
- e. The minimum duration of the post-test telling about past holiday with family or friends one year ago was one and a half minute and a maximum of 5 minutes
- f. The form of the assessment of speaking in the post-test was on aspect of pronunciation and fluency.
- g. The teacher instructed the students one by one to come forward to take the speaking order number
- h. Students who got the first order number come forward to tell their past holiday with their family or friends one year ago for a minimum of one and a half minute and a maximum of 5 minutes
- i. The teacher instructed students one by one to tell their past holiday with their family or friends one year ago for a minimum of one and a half minute and a maximum of 5 minutes

- j. Students told their past holiday with their family or friends for a minimum of one and a half minute and a maximum of 5 minutes
- k. The teacher assessed the results of students' speaking in the post-test on aspect of pronunciation and fluency

2. Students' instruction

- a. Students listened to instructions from the teacher properly
- b. Students one by one come forward to take the order number to speak
- c. The pre-test will be divided into 2 sessions. Students who receive an absence order of 1-11 enter Session 1. Absent 12-22 enter Session 2.
- d. For Session 2, please wait outside. Session 1 students please stay in class.
- e. Session 1 students must listen to instructions from the teacher properly
- f. The student who got the first number goes to the front first.
- g. The other Session 1 students wait outside and wait for their turn to be called by the teacher in the order of absences after the first order students finished speaking

- h. Students were given speaking test with the topic: "My Last Holiday with family or friends one year ago".

The things that students needed to tell in telling the topic "My last Holiday With my Family or Friends One Year ago" are:

1. What title did the students choose according to the theme "My last Holiday with Family or Friends one Year ago"
2. Students prepared when and where did the story take place
3. Explaining step by step the story is carried out from the beginning to the end of the holiday's vocation
4. What was the conclusion of the story related to the impression and experience that had been done.
5. Students were given 3 minute to prepare a story about "My Last Holiday with family or friends one year ago" based on the teacher's speaking and brainstorming steps. (5W+1H)

- i. Students only needed to speak to the teacher, without reading notes.
- j. Students were given three minutes for preparing speaking
- k. Students were given story time for a minimum of one

and a half minute and maximum of 5 minutes.

- l. Students told past holiday with family or friends one year ago with correct pronunciation and fluency
 - m. Students use body gestures by moving body parts such as hands and head to express ideas and speak
 - n. After the first student finished speaking, the teacher called the student with the next number to come forward next until the last order student finished to come forward to speak in the first session.
- h. Students' post-test assessment

Table 4. Post-test Assessment

Assessed Quality	Scores	Descriptors
Pronunciation	5	Pronunciation and intonation can be understood easily and are almost always clear There is very little mistake (1-3 words) or no mistake at all in pronunciation until the last part of the story
	4	Pronunciation and intonation are almost clear but there are a few difficult words to be understood There is little mistake in pronunciation (4-6 words) pronunciation until the last part of the story
	3	Pronunciation and intonation are sometimes clear and sometimes unclear. There are few mistakes in pronunciation (7-9 words) until the last part of the story
	2	Pronunciation and intonation are unclear, but some words can be understood There are some mistakes in pronouncing words (10-12) until the last part of the story
	1	The voice is too quiet to hear and most of the pronunciation and intonation are hard to understand. There are many mistakes in pronouncing the words
	0	The student makes no attempt to pronounce

Assessed Quality	Scores	Descriptors
		in English (only use Bahasa Indonesia)
Fluency	5	There is very little pausing and thinking (1-2 pausing and thinking) in speaking Showing confidence and speak smoothly without much hesitation
	4	There is little pausing and thinking (3-4 pausing and thinking) in speaking Showing slight hesitation which does not interfere with comprehensibility
	3	There were few pausing and thinking (5-6 pausing and thinking) in speaking Showing hesitation that sometimes interfered with comprehensibility
	2	There are some long pausing and thinking (7-8 pausing and thinking) in speaking Showing hesitation that interfered with comprehensibility
	1	Very little communication or attempt of communication Very long pause in speaking
	0	The student makes no attempt of communication
Maximum total score = 10		
(Total score) X (10) = (Final Score)		
Example: 9 X 10 = 90		

e. Remedial Teaching

Remedial Teaching is a correcting learning which is made learning better. Remedial teaching is learning in a special form that aims to fulfill the main function of the learning process, namely overcoming the problem of students who have learning difficulty.⁸¹ Remedial teaching is more specific process because it is adapted to the type learning difficulty that is faced by students. The assistance

⁸¹Izhar Hasis, Remedial Teaching. Malang: 2001 Ministry of National Education

process is more emphasized on effort to improve learning method from previous learning method which includes strategy, method, step, action, and the obstacles encountered.⁸²

In general, Remedial Teaching is almost the same as learning activity that students must achieve the learning objective that has been set as well as possible. In particular, remedial teaching aims to enable students who have learning difficulty to achieve the expected learning activity through improvements in their learning process.

The steps in carrying out remedial teaching are:

1. Understanding the background of students' learning difficulties.⁸³
2. Conducting discussion and question and answer by teachers and students to find out any obstacles in the learning process
3. Determining method and strategy for implementing remedial teaching to resolve learning difficulty faced by students
4. Taking action in solving every difficulty and obstacle to student learning in accordance with the strategy and method that had been set
5. Conducting an assessment of the result of remedial teaching that has been implemented by students

The remedial teaching steps in this study were:

1. Understanding the background of students' difficulties did not get individual passing score after doing post-test.

⁸²Natawijaya. Remedial Teaching, 1983: Dedikbud

⁸³Natawijaya. Remedial Teaching, 1983: Dedikbud

2. Conducting discussion and question and answer by teacher and students to find out any obstacles in the learning process
3. Determining method and strategy for implementing remedial teaching to resolve learning difficulty faced by students that did not get individual passing score after doing post test
4. Taking action in solving every difficulty and obstacle to student who did not get individual passing score after doing post-test in accordance with the strategies and method that had been set

3. Acting

Acting is the implementation of a plan in order to collect information or data during the learning process. Acting is carried out according to established research procedure in planning.

In this study, the researcher conducted a pre-test to determine the of the students' speaking result. After that, the researcher used Instagram Vlog media as media to improve students' speaking skill in treatment. There were three meeting that used by students in the treatment. And the last, the researcher gave a post-test to measure the improvement in students' speaking skill before and after implementing Instagram Vlog.

4. Observing

Observing is action that is carried out through an observation to research object in research. Observing refers to observb the condition that occurs in class. In observing, data and problem are obtained through observation sheets at each meeting.

In this research, the researcher used field note on the improvement of students' speaking during the teaching and learning process in class.

5. Reflecting

Reflecting is the evaluation of the acting' result. Reflecting is used to know how the acting solve the students' problem in learning

In this study, the researcher and the English teacher discussed the teaching and learning process that had been carried out by the researcher. The researcher and teacher analyzed the improvement of students' speaking result in aspect of pronunciation and fluency and determined a plan of only finishing in the first cycle because it had received the criteria of success, continuing to the next cycle, or only doing remedial test for students that had not individual passing score.

D. Implementation of the Research Cycle

In this study, researcher used Classroom Action Research which consisted of one cycle in conducting research. It was adapted from an Action Research design by Kemmis & McTaggart. There were four components in one cycle for conducting classroom action research. Namely planning, action, observation, and reflection. In each cycle, there was an assessment to measure the improvement in students' speaking skill before and after implementing Instagram Vlog.

E. Data Collection Technique

In this study, the researcher collected data using several data collection techniques, namely: speaking test, interview, and field note

1. Speaking Test

In this study, researcher gave a test to measure students' speaking skill. The test to be carried out in this study were oral pre-test and post-test. The pre-test was carried out before the CAR was implemented to find out students' speaking skill and find students' weaknesses in speaking. In addition, the Post-test was carried out after the implementation of each cycle to find out the improvement in students' speaking skill. This study analyzed the improvement of students' speaking skill through student scores from the pre-test to the post-test. Both pre-test and post-test, students must display their speaking skill in front of the class according to the topic being studied. The post-test material was carried out based on the topics in each cycle. Researcher gave scores to students' speaking skill according to the speaking assessment. The criteria of success for assessing students' speaking skill can be seen in the following table⁸⁴

The speaking test in this study included the assessment of students' speaking skill in the Pre-Test and Post-Test in aspect of pronunciation and fluency. The form of speaking test was:

⁸⁴Penny Ur, A Course in English Language Teaching, (New York: Cambridge University Press, 2012), 180.

Assessed Quality	Scores	Descriptors
Pronunciation	5	Pronunciation and intonation can be understood easily and are almost always clear There is very little mistake (1-3 words) or no mistake at all in pronunciation until the last part of the story
	4	Pronunciation and intonation are almost clear but there are a few difficult words to be understood There is little mistake in pronunciation (4-6 words) pronunciation until the last part of the story
	3	Pronunciation and intonation are sometimes clear and sometimes unclear. There are few mistakes in pronunciation (7-9 words) until the last part of the story
	2	Pronunciation and intonation are unclear, but some words can be understood There are some mistakes in pronouncing words (10-12) until the last part of the story
	1	The voice is too quiet to hear and most of the pronunciation and intonation were hard to understand. There are many mistakes in pronouncing the words
	0	The student makes no attempt to pronounce in English (only use Bahasa Indonesia)
Fluency	5	There is very little pausing and thinking (1-2 pausing and thinking) in speaking Showing confidence and speak smoothly without much hesitation
	4	There is little pausing and thinking (3-4 pausing and thinking) in speaking Showing slight hesitation which does not interfere with comprehensibility
	3	There are few pausing and thinking (5-6 pausing and thinking) in speaking Showing hesitation that sometimes interfered with comprehensibility
	2	There are some long pausing and thinking (7-8 pausing and thinking) in speaking Showing hesitation that interfered with comprehensibility
	1	Very little communication or attempt of communication Very long pause in speaking
	0	The student makes no attempt of communication

Assessed Quality	Scores	Descriptors
Maximum total score = 10		
(Total score) X (10) = (Final Score)		
Example: 9 X 10 = 90		

2. Interview

Interview is a data collection technique using spoken language either face to face or through certain media. Interview is used in classroom action research to find out the result of the research.⁸⁵

a. Type of Interview

There were several types of interviews that can be used in classroom action research, namely:

1. Structured interview

Structured interview is interview that is conducted by first preparing interview material before the interview begins.

2. Semi structured interview

Semi-structured interview is an interview that is carried out by preparing the questions to be asked but allowing you to answer and explain the topics of your own answer that was different from the questions.

3. Unstructured interview

Unstructured interview is interview that is used by asking random and unsystematic questions and also using only outline questions.

⁸⁵Palevianur, et al; Class Action Research (Sukoharjo: Pradina Pustaka; 2022) 65

b. Step Interview

There are several steps that must be used by researcher before and after the research is carried out. The interview step must be carefully prepared by the researcher in order to obtain maximum result in the research⁸⁶. The steps include:

1. Mastering in advance the purpose and result of the interview⁸⁷
2. Arranging questions in a systematic and structured manner
3. Determining the time and place for the interview.
4. Preparing the technical requirements of the interview

Interview is very useful for collecting teacher and student data to find out their experience in learning process before carrying out Classroom Action research. The interview is being conducted to find out the teacher's difficulty in teaching speaking and students' difficulty in mastering speaking skill. The interview is also conducted after carrying out the CAR to find out the experience and response of teacher and students towards the implementation of CAR. The observer needs to prepare a number of questions to ask English teacher as collaborator and students as a research objective.

In this study, Researcher used a structured interview with the student interview model. It aimed to find out their experience using Instagram Vlog media, students' difficulty, and how they overcome their speaking skill using Instagram Vlog media

⁸⁶Sanjaya, WM: Class Action Research (Prenada Media: 2016) 34

⁸⁷Sanjaya, WM: Class Action Research (Prenada Media: 2016) 29

In this study, the form of interview that was conducted by researcher to students was:

1. How can Instagram Vlog improve your speaking skill?
2. What were your obstacles in improving speaking skill through Instagram Vlog?
3. Was there an increase in speaking after implementing and using the Instagram Vlog media?

3. Observation

Observation is the process of obtaining data and information by making observation. Observation is made to obtain accurate data in the form of acting, object or activity⁸⁸.

a. Kind of Observation

1. Direct observation: the observation is used directly by researchers at the place and object of research
2. Indirect observation: the observation is used indirectly and the researcher is not in the place of the research

b. Type of Observation

1. Participatory observation: the observation is made by being directly involved in the object of research
2. Systematic observation: the observation is made according to the procedure and provision designed

⁸⁸Sudjana, Statistical Method, (Bandung: PT. Tarsito, 2002), 90

3. Experimental observation: the observation is carried out by taking action to control the situation and then making observations of the conditions under study.

c. Observation structure

To arrange the observation structure, the researcher must follow the steps according to the right rules. The steps include:

1. Specifying the object to be observed
2. Arranging an observation schedule
3. Preparing observation activities by preparing questions related to the learning process in research
4. Recording the result of observations in full
5. Compiling observation result

d. Observation Tool

In observation there are several tools that can be used in observation, among others:

1. Anecdotal record: namely recording events that apply to cases
2. Check list: namely the list of observation given depending on how the aspect is observed
3. Rating scale: namely data collection by explaining, classifying, and assessing individual situation.
4. Field note: Field note is written notes made by researcher to find out response, process, and learning outcome in class.

In classroom action research there are two notes used in Field note, namely a note that is made by the teacher and note is made by students. Field note taken by the teacher is used to record the action taken by the teacher during the action research process such as the type of actions given by the teacher in certain cycle, and note on student' response to the treatment⁸⁹. Students' fieldnote contains student responses to the actions taken by the teacher. Field note is made by students.

Beside that, according to Rusdy and Syahrin, the type of data that can be used as a reference in field note is:

- a. The accuracy of the method used⁹⁰
- b. Obstacles encountered during learning
- c. Accuracy in solving problems and problems during learning
- d. Completeness of facilities to support learning activity
- e. Student enthusiasm in the learning process

In this study, this research used teacher field note as field note. The form of the teacher fieldnote was the result of observing student learning activity by the teacher when using the Instagram Vlog. The teacher's fieldnote questions used 3 reference fields from Rusydi and Syahrin namely the accuracy of the method used, the obstacle during learning, and the accuracy in solving problem during learning. This research referred to the research

⁸⁹Rusydi Ananda & Syahrin, Bandung Classroom Action Research: Cipta Pustaka Media; 2015) 66

⁹⁰Rusydi Ananda & Syahrin, Bandung Classroom Action Research: Cipta Pustaka Media; 2015) 35

objective of the research, namely how can Instagram Vlog be applied in speaking skill and how can Instagram Vlog Improve students' speaking skill.

F. Data analysis techniques

Data analysis technique IS the process of processing and interpreting data with the aim of explaining information and research data according to research objectives. The processed data comes from qualitative and quantitative data which can be done separately or together. The explanation was as follows:

1. Qualitative data analysis

Qualitative data is data analysis technique starting from reducing data, displaying, and drawing conclusion.⁹¹ The data is in the form of the teacher's observation and students' interview in the learning process. The observation process can take the form of observation checklist, anecdote, rating scale or field note.

In this study, the researcher used the student interview and teacher observation field note as a qualitative data analysis. The details were:

a. Students Interview

1. How can Instagram Vlog improve your speaking skill?
2. What was your experience of using Instagram Vlog in improving speaking skill?
3. What were your obstacles in improving speaking skill through Instagram Vlog?

⁹¹Sanjaya: Classroom Action Research (Prenada Media: 2016) 55

4. Was there an increase in speaking after implementing and using the Instagram Vlog media?

b. Teacher Observation Field note

Table 5. Field Note

No	data types	Teacher Field Note Question Forms
	The accuracy of the method used	How can Instagram Vlog improve students' speaking skill?
	Obstacles encountered during learning	What difficulties do students face in improving speaking skill through Instagram Vlog media?
	the accuracy of solving problems and problems during learning	How do students overcome speaking difficulties using Instagram Vlog media?

2. Quantitative data analysis

Quantitative data analysis is a data technique using statistic. In quantitative data analysis, descriptive statistics is a technique often used in data analysis. Descriptive analysis is used to get a complete picture of the research data both in verbal and numerical form related to the data being studied.

The forms of descriptive analysis in quantitative data analysis include:

- a. Diagram: It isa form of descriptive data analysis that presents data by showing quantitative data visualization
- b. Modus: It is a form of descriptive analysis that presents data by showing the most value.
- c. Median: It isa form of descriptive analysis that presents data by showing the middle value

d. Mean: It is a form of descriptive analysis that presents data by showing the average value

In this study, the researcher used descriptive qualitative and quantitative analysis. In descriptive quantitative analysis, the researcher used to examine the result of the students' pre-test and post-test. In this study used Individual completeness analysis to determine student learning activity individually. The calculation formula was as follows⁹²:

$$KI = \frac{SS}{JS} \times 100\%$$

Information: IC: Individual completeness

SS: Maximum number of values

JS: Total value

G. Data Validity

Data validity is the steps to ensure the research data. It is intended that the data entered can be identified and the source and accuracy of the data can be explained. In classroom action research there are several types of validity that can be used in research, namely:

1. Criteria validity

Criteria validity is the validity that shows the relationship between the measurement instrument score and other independent and reliable instrument scores.

⁹²Sudjana, Statistical Method, (Bandung: PT. Tarsito, 2002), 65

2. Construction validity

Construction validity is the validity that indicates the extent of particular test. This validity is used to assess the ability and characteristic of a person in research.

3. Content validity

Content validity is a validity that is carried out by sampling question or selecting item that represents all of the instruments related to the material being taught. The testing technique is assisted by using an instrument consisting of the variable, indicator, and question form. In addition, there are several elements that must be described in content validity as a support, including the scoring system in determining the assessment, the number of respondents tested, and the behavioral interval measured by measurement.

In this research, researcher used content validity to ensure that the research data conforms to the established criteria. there were two assessment elements that were validated in content validity, namely:

a. Assessment of the relevance of the score system in the instrument

In this study used a relevance system score that ranged from 1 to 5. The more the result of the assessment was close to number 1, the more irrelevant the evaluation was, conversely the more the result of the assessment was close to number 5, the more relevant the evaluation.

1. Score assessment Form

No	Assessment aspect	Evaluation				
1	Score system	1	2	3	4	5

b. Assessment in speaking

1. Pronunciation

No	Indicator	Question	Evaluation
1	Pronunciation	-There is very little mistake (1-3 words) or no mistake at all in pronunciation in one paragraph -Pronunciation and intonation can be understood easily and almost always clear	5
		-Pronunciation and intonation are almost clear but there are a few difficult words to be understood -There is a little mistake in pronunciation (4-6 words)	4
		Pronunciation and intonation are sometimes clear and sometimes unclear -There are few mistakes in pronunciation (7-9 words) in one paragraph	3
		-Pronunciation and intonation are unclear but some words can be understood -There were some pausing and thinking (10-12 pausing and thinking) in one paragraph	2
		-the voice was quite to hear and most of the pronunciation and intonation are hard to understand - There are many mistakes in pronouncing words or mistakes at all-in-one paragraph	1
		- the students makes no attempt to pronounce in English (only use bahasa Indonesia)	0

2. Fluency

No	Indicator	Question	Evaluation
1	Fluency	There are very little pausing and thinking (1-2 pausing and thinking) in speaking -Show confidence and speak smoothly without much hesitation	5
		-There is little pausing and thinking (3-4 pausing and thinking) in speaking -show slight hesitation which do not interfere with comprehensibility	4
		-There are few pausing and thinking (5-6 pausing and thinking) in speaking -show hesitation that sometimes interfere with comprehensibility	3
		-There are some pausing and thinking (7-8 pausing and thinking) in speaking -show hesitation that interfere with comprehensibility	2
		- very Little or attempt of communication - very long pause in speaking	1
		-The student makes no attempt of communication	0

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. RESEARCH FINDING

1. Acting

a. First Meeting (Pre-test)

The first meeting was held on Monday 6 January 2023 at 10.45 WIB. In this meeting, the researcher conducted a pre-test speaking to students. At the first meeting, the researcher started learning by greeting and inviting students to pray before the pre-test began. Then, the researcher asked about their conditions while checking their whereabouts. In the speaking test, the researcher gave the students a theme, namely telling their experiences one year ago. After the first student finished speaking, the teacher called the student with the next number to come forward until the last ranked student finished speaking in the first session.

In addition, the researcher found that there was one student with special needs. This student cannot practice speaking because he has difficulty speaking fluently. The hearing factor was also the cause of this student's lack of fluency in speaking. The results of the researcher's interview with the class X teacher found that these students had special needs in terms of listening and speaking. So that researcher specialized students with special needs in this study

b. Second Meeting (The First treatment)

The second meeting was held on Thursday, 9 February 2023 at 11-00 12.00 WIB.

The researcher started the lesson by greeting, inviting students to pray together, checking the list of students present and informing what would be held at the meeting. The researcher started explaining recount text material-personal experience using Power Point Text (PPT) media and gave examples of how to practice recount text material by speaking using Instagram Vlog media.

The first, the researcher explained the generic structure of the recount text which includes Orientation, Events, and Re-orientation. After that the researcher explained briefly the language features of account text which included the use of the past tense, the use of sequences of events, and the use of descriptive words, and finally the researcher explained about the social function of account. text and some of them answered correctly.

The next, the researcher was introducing Instagram vlog media as a medium for students to practice speaking by telling students personal experiences using recount text material. The researcher gave an example of how to use Instagram Vlog media as a medium for students' speaking practice by telling their personal experiences one year ago in recount text material. After showing a video about how to use Instagram media to train students' speaking skills, the teacher then

gave students time to ask question about material they did not understand and how to upload the material on Instagram and then the researcher answered each student's question.

The next, the researcher instructed students to prepare and practice their personal experiences a year ago on recount text material at the next meeting using the Instagram Vlog media.

c. Third Meeting (The Second Treatment)

The third meeting was held on Thursday, 16 February 2023 at 11.00- 12.00 WIB. The researcher entered the class and started the teaching and learning process by greeting, praying, and checking the attendance list. Before the researcher told what they would do in the second meeting, the students and the researcher did brain storming together. To make sure students still remember the material given at the first meeting, the researcher asked students what the recount text was and what were its linguistic elements.

Furthermore, the researcher re-explained the direction of the previous meeting, namely telling his personal experience one year ago in recount material using the Instagram Vlog media. In this meeting the researcher focused on improving students' speaking skill in aspect of pronunciation and fluency.

Furthermore, students shared their personal experiences one year ago via Instagram Vlog media with a minimum duration of one and a half minutes and a maximum of unlimited and tagging the teacher's

personal Instagram account. Furthermore, the teacher provided feedback on the result of students' speaking in aspect of pronunciation and fluency.

d. Fourth meeting (The Third Treatment)

The fourth meeting was held on Thursday 23 February 2023 at 11.00 WIB. The researcher entered the class at 11 o'clock. The researcher prepared the media for the teaching and learning process. The researcher started the lesson by saying greeting, praying, checking the attendance list of students. The researcher gave the result of feedback on students' speaking skill in the practice of recount-text-personal experience one year ago at the second meeting on aspects of pronunciation and fluency through direct message on Instagram and paper based. Furthermore, students read the result of their speaking fluency and pronunciation aspect then the researcher gave time to the students to ask about their speaking result in aspects of pronunciation and fluency, then the researcher answered each student's question regarding the speaking results.

Next, the researcher asked the students to retell their personal experiences one year ago in recount text material based on the results of the teacher's feedback on pronunciation and fluency by using the Instagram Vlog media and marking the teacher's personal account.

e. Fifth meeting (Post-test)

The fifth meeting was held on Thursday, 2 March 2023 at 10.45 WIB. In this meeting, the researcher conducted a post-test talking to students. At the fourth meeting, the researcher started learning by greeting and inviting students to pray before the post test began. Then, the researcher asked about their conditions while checking their attendance.

In the speaking post-test, the researcher gave the students a theme, namely telling their experiences during the past year especially one year ago.

f. Sixth meeting (Remedial Test)

In this meeting, researcher used remedial teaching for students who did not receive individual passing score. The implementation of remedial teaching was carried out in three sessions, namely:

1. First session

The first session was held on Wednesday, 8 March 2023 12.00. At this stage the researcher discussed the results of the

students' pre-test and post-test at the previous meeting, namely:

- a. The teacher provided feedback on students' speaking on aspects of pronunciation and fluency according to the results of the previous test intensively
- b. Students asked and discussed any deficiencies in their speaking in the previous test

- c. The teacher exemplified speaking on aspects of pronunciation and fluency according to students' deficiencies
- d. The teacher repeated the result of students' speaking feedback on aspects of fluency and pronunciation so that students understand each of their deficiencies
- e. the teacher instructed students to prepare for speaking practice in treatment 1 at the next meeting using Instagram media

2. The Second and Third meeting of remedial test

The second and the third meeting was held on Wednesday, 8 March 2023 12.00. In this meeting students did treatment again for 1 meeting using Instagram Vlog media. After doing treatment, the researcher conducted a post-test to 3 students

2. Observing

a. Observing in The First Meeting (Pre-test)

At this meeting the researcher conducted a pre-test on students with the theme of telling story about Past Experience one year ago for 1 and a half minutes with preparation for 3 minutes of students' speaking time.

The result of the data that was generated from the field note with the interview in the pre-test found that:

First, some students were able to practice speaking with the theme of telling the past experience one year ago with a preparation time of 1 minute, two minutes and three minutes. The factor that caused

differences in students' readiness in speaking practice were motivated by students' skill to assemble ideas and vocabulary as outlined in sentences.

Second, most students cannot pronounce past tense vocabulary correctly because it was difficult to pronounce especially in the past form

Third, some students cannot speak fluently because of fear of pronouncing the wrong vocabulary. In addition, students were not confident because they felt nervous and embarrassed to practice speaking in front of the class.

The result of the pre-test in this study showed that there were 8 students from the total of students received a minimum individual passing grade score of 70.

This study also found that there was one student with special needs in terms of hearing and speaking. So, the researcher did not practice speaking to these students.

The data can be seen as follows:

Table 6. Pre-test Result

NO	Name	Pre-Test	Minimum Passing Score	Failed/Passed
1	KARIN	70	70	PASSED
2	FAIRUZ	50	70	FAILED
3	WIDYA	50	70	FAILED
4	RITA	50	70	FAILED
5	SALWA	60	70	FAILED
6	ARFI	70	70	PASSED
7	NAFA	50	70	FAILED

NO	Name	Pre-Test	Minimum Passing Score	Failed/Passed
8	MAULIDIA	70	70	PASSED
9	MEGA	70	70	PASSED
10	FIRDA	60	70	FAILED
11	AMELIA	60	70	FAILED
12	UNUN	70	70	PASSED
13	MARISA	0	70	FAILED
14	SEPTIA	50	70	FAILED
15	ELIN	80	70	PASSED
16	FARA	70	70	PASSED
17	RIZKY	50	70	FAILED
18	BIMA	50	70	FAILED
19	ARIL	70	70	PASSED
20	ILA	60	70	FAILED
21	ALAM	70	70	PASSED
22	HILMI	50	70	FAILED
Total				

b. Observation of The Second meeting (Treatment One)

In this meeting the researcher saw that students were interested in practicing speaking using Instagram Vlog media. Students were interested in using this media because they always used Instagram media in their personal lives, so that students understood how to practice speaking using Instagram media.

The following result was generated from field note and followed by interview in the first treatment found that:

1. Students were interested in using Instagram media because they always used this media in their daily lives.
2. Students understood how to upload their video result on Instagram

3. Students were interested in using this media because they can practice freely without feeling nervous and afraid of being wrong.

However, the researcher found 3 students who were still confused about using Instagram media to practice speaking because they were not used to using this media. The reason was, they did not have social media Instagram, only Facebook. For this reason, the researcher provided more intensive guidance to these students on how to practice speaking using Instagram Vlog media

c. Observation In the Third Meeting (Treatment two)

In the third meeting, the researcher saw that students were able to practice speaking using the Instagram Vlog media. Students can also upload their video result to Instagram. The average student was able to speak with a minimum duration of one and a half minutes and maximum was unlimited

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The result of this meeting also found that some students were wrong in pronouncing some consonant and vowel vocabulary. The result of this meeting found that 14 students were able to get an individual passing grades and 7 other students did not get an individual passing grade. The following result was generated from field note and followed by interview in the second treatment found that:

1. Most of the students had difficulties in pronouncing vocabulary in the simple past verb 2 form

2. Some students needed quite a long time to connect one sentence to the next.
3. Students got improvement in speaking, especially in aspect of pronunciation and fluency by using Instagram Vlog media.
4. Students were more confident in using Instagram as a speaking practice
5. Students' difficulties in practicing speaking using Instagram

Vlogs were:

- 1) Most students were confused about expressing vocabulary in the past tense and a few consonants and vowel sounds
- 2) Some students still need a long time to connect 1 sentence to the next sentence.

The researcher provided feedback on the results of their speaking practice through paper-based and direct messages on Instagram for each student who would be given a review and at the third meeting.

d. Observation in The Fourth Meeting (Treatment three)

In the fourth meeting, researcher and students reviewed the result of their speaking via Instagram Vlog. The form of this review was the result of the researcher's feedback on the result of students' speaking at the second meeting on aspect of fluency and pronunciation.

At this third meeting the researcher found several students who got improvement in aspect of pronunciation and fluency. Researcher also provided and reviewed the results of their speaking through paper-

based which was distributed to each student. the researcher also provided examples of improvements in terms of pronunciation according to students' paper based. After that, students practice speaking again according to the feedback from the teacher. The following result was generated from field note and followed by interview in the third treatment found that

1. Students were enthusiastic in correcting mistakes in speaking, especially in the pronunciation aspect
 2. Students were excited to practice speaking using Instagram Vlog media according to feedback from the teacher in a paper-based form
 3. There was a significant improvement in students' speaking compared to the two treatments
 4. The students' experience in using Instagram media in speaking practice made them more confident
- The result of this meeting found that 17 students were able to get an average score and 4 other students were below average.

e. Observation In Fifth Meeting (Post-Test)

In the speaking post-test, the researcher gave a theme to the students, namely telling their experiences one year ago. At this meeting the researcher conducted a post-test on students with the theme of telling stories about Past Experience one year ago for 1 and a half minute and maximum 5 minutes with preparation for 3 minutes of

students' speaking time. In this pre-test, the researcher found that most of the students were able to speak in terms of fluency and pronunciation. The following result was generated from field note and followed by interview in the post test found that:

1. Most of the students were able to practice speaking with the theme telling past experience one year ago for a minimum of one and a half minutes and a maximum of 5 minutes with three minutes of preparation time.
2. Students were able to pronounce vocabulary in the form of past tense correctly because they had practiced speaking using Instagram Vlog media.
3. The result of feedback from teacher increased student learning outcomes in aspect of pronunciation and fluency
4. Apart from speaking, students got an increase in aspect of self-confidence and were not ashamed after using Instagram media in the speaking treatment. The result of the post-test in this study showed that 18 students out of the total received a minimum individual passing grade score of 70.

Table 7. Post-test Result

NO	Name	Post Test	Minimum Passing Score	Failed/Passed
1	KARIN	90	70	PASSED
2	FAIRUZ	70	70	PASSED
3	WIDYA	70	70	PASSED
4	RITA	70	70	PASSED
5	SALWA	80	70	PASSED

NO	Name	Post Test	Minimum Passing Score	Failed/Passed
6	ARFI	90	70	PASSED
7	NAFA	70	70	PASSED
8	MAULIDIA	90	70	PASSED
9	MEGA	90	70	PASSED
10	FIRDA	80	70	PASSED
11	AMELIA	70	70	PASSED
12	UNUN	80	70	PASSED
13	SEPTIA	70	70	PASSED
14	ELIN	90	70	PASSED
15	FARA	90	70	PASSED
16	RIZKY	60	70	FAILED
17	BIMA	60	70	FAILED
18	ARIL	80	70	PASSED
29	ILA	70	70	PASSED
20	ALAM	80	70	PASSED
21	HILMI	60	70	FAILED
Total		1600		

This study also found that there were 3 students who had not received a minimum individual passing grade score of 70. The factor students had not passed the minimum passing grade score were lack of confidence in speaking practice, still afraid of being wrong in pronouncing the past tense vocabulary, and some vocabulary the word past tense is mispronounced. For this reason, the researcher did not continue to cycle 2 but did remedial teaching for the 3 students in this study.

f. Observation in the sixth meeting (Remedial Test)

Observation on remedial teaching were carried out in three sessions, namely:

1. First session

At this stage the researcher discussed the result of the students' pre-test and post-test at the previous meeting, namely:

- a. The teacher provided feedback on students' speaking on aspect of pronunciation and fluency according to the result of the previous test intensively
- b. Students asked and discussed any deficiencies in their speaking in the previous test
- c. The teacher exemplified speaking on aspect of pronunciation and fluency according to students' deficiencies
- d. The teacher repeated the result of students' speaking feedback on aspects of fluency and pronunciation so that students understood each of their deficiencies
- e. the teacher instructed students to prepare for speaking practice

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in treatment 1 at the next meeting using Instagram media
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2. Second session

In this session, students did treatment again for 1 meeting using Instagram Vlog media. The data generated from field note with interview in the first treatment found that:

- a. Students understood and were more confident using Instagram Vlog media

- b. There was an increase in students' speaking on aspect of pronunciation and fluency according to the result of discussion, question and answer at the previous meeting
- c. There was an increase in the results of speaking, especially two students who achieved the criteria of success while the other one was still below average

3. Third session

In this session the researcher conducted a post-test to 3 students who did remedial teaching:

The data generated from field note with interview in the first treatment found that:

1. There was an increase in post-test results on remedial teaching after treatment
2. Three students get a minimum individual passing grade score of

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3. Reflecting

The post-test result in this study showed that 18 of the total students received a minimum individual passing grade score of 70. It showed that as much as 85% of the total students had received a minimum individual passing grade score. Therefore, after conducting the research, the researcher did not continue to cycle one but used a remedial test for students who did not get a minimum individual passing grade score.

B. Discussion

This section presents a discussion of research finding related to research questions.

1. The implementation of Instagram Vlog applied in teaching speaking skill

a. First Treatment

In this treatment it was found that students were interested in using Instagram media because they always used this media in their daily lives. As many as 18 students used this media in everyday life. Therefore, they can easily use this media as a speaking practice. They can use this media likes starting with uploading photos, editing videos creatively, and providing interesting filter effects. Romeltae stated that today's teenagers were so sensitive to the use of social media. They were able to follow these developments and master them with the learning process.⁹³

However, there were three students who could not use this social media. the reason was they had never installed and used this media in everyday life. They only used WhatsApp, YouTube and Facebook social media. For this reason, the researcher provided more intensive guidance to these students on how to use and practice speaking using the Instagram Vlog. Nasution stated that technology will not be able to replace the teachers. However, teachers who do not

⁹³Romeltea. 2014. Social Media: Definition, Characteristics, and Types. through <http://www.romelteamedia.com/2014/04/media-social-pengertian-dinding.html>,

use technology will be replaced. Therefore, teacher must always learn and adapt in the current technological revolution.⁹⁴

b. Second Treatment

Most of the students had difficulties in pronouncing vocabulary in the simple past. They were afraid and confused in pronouncing vocabulary in the simple past form. It caused them to mispronounce some of the vocabularies. Norry stated that errors in language occurred when using vocabulary in the language regardless of the limitations of linguistic rules.⁹⁵

In addition, differences in the source language also affected students' difficulties in pronouncing vocabulary correctly. For example, in pronouncing consonant sounds. It was found that they were difficult to pronounce some English sounds in fricative sounds: for example, in word think [θ] pronounced by (tink), word of this[ð] pronounced by (tis), word of very [v] pronounced by (feri). Word of share[ʃ] pronounced by (ser), and word of introduce [ʒ] pronounced by (introdu). they also have difficulty differentiating the pronunciation of vowel sounds /ə/ /ʌ/ æ, /ɒ/ /ɔ:/ such in the example of the word Fat / fæt/ pronounced by (fat), Box /bɒx/ pronounced by (box), Sure /ʃɔ:(r) pronounced by (sur), Fun (fʌn) pronounced by (fun) and Cinema / sɪnəmə/ pronounced by (sɪnəma). Therefore, Gilbert stated that the students' difficulty in learning pronunciation

⁹⁴Nasution. 2011. Educational Technology. Jakarta: PT Bumi Aksara, 22

⁹⁵Norry, John. 1983. Language Learners and Their Errors. London: Macmillan Press. 34-36

was the implementation of vowel and consonant sounds that were not the same as the source language.⁹⁶ Richard also mentioned that the foreign speaker error was caused by understanding the language from the native language to the target language. The error was in the form of a failure in understanding the concept of the target language so that there was no compatibility in the concept.⁹⁷

Some students could not speak directly and needed quite a long time to connect one sentence to the next in the conversation. Norry was stated about the ignorance of rules restriction. It was an error in the pause and time in the language in the pattern of the sentence that was used as the basis for constructing the next sentence. It was happened when someone directly spoke or responded suddenly so that there was a pause in speaking.⁹⁸

However, the positive effect of this treatment was students got an increase in speaking in terms of pronunciation and fluency by using the Instagram Vlog media because they were more confident, not nervous, and shy to speak freely to express their ideas through speaking on Instagram. Bintang et al stated that the use of social media such as YouTube, Facebook, and Instagram in learning

⁹⁶JB Gilbert; Intonation: A guide for Lwasteners. in. J. Morley (ed) Pronunciation Pedagogy and Theory. (TESOL; 1994) 3-16

⁹⁷Richard, Jack. C. 2002. Error Analysis Perspectives on Second Language Acquisition. London: Longman Group Ltd.

⁹⁸Janet Gerber; How to Speak English Fluently: Tips and Tricks for English Learners 45

affected the development of adolescents in behavior. One of them was that they will be more confident when speaking in public⁹⁹

c. Third Treatment

At the meeting, students practice speaking again using the Instagram Vlog media according to the result of the teacher's written and oral feedback on aspect of pronunciation and fluency. In the form of the teacher's written feedback on the pronunciation aspect, the teacher explained what vocabulary the students had not pronounced correctly and on the fluency aspect the teacher explained the time students paused and thought while practicing speaking. Whereas in the form of the teacher's oral feedback, the teacher provided an example of how to pronounce some of students' vocabularies that had not been properly pronounced in the pronunciation aspect, while in the fluency aspect the teacher provided examples of the practice of speaking fluently according to students' pausing and thinking constraints.¹⁰⁰

In this treatment, it was found that students were able to practice speaking using Instagram vlog media and got an increasing score in the aspect of pronunciation and fluency because of the result of teacher's written and oral feedback that was given to students.

⁹⁹Agung Bintang DKK Social Pedia; 2021 CV Jejak, Sukabumi p. 54

¹⁰⁰Brookhart, Susan M. How to Give Effective Feedback to Your Students. Alexandria: ASCD, 2008, 65

2. The implementation of Instagram Vlog to improve students' speaking skill

The result of the research showed that there was a significant increase in students' speaking skills. it can be seen from the students' speaking test scores from the pre-test to the post-test after the treatment.

The result of the pre-test showed that as many as 8 students of the total of students who received a minimum individual passing grade score of 70. While the post-test in this study showed as many as 18 students out of the total who received a minimum individual passing grade score of 70. It showed that as much as 85% of the total number of students who have received a minimum individual passing grade score.

There were several factors that affected the improvement of students' speaking from the pre-test to the post-test. The first was the use of treatment for three meetings. It allowed students to prepare themselves and had sufficient time to put their ideas into practice speaking through Instagram Vlog media. Therefore, Kemmish & Taggart stated that the use of treatment was very important in classroom action research. Treatment was useful for solving problems that occurred with teachers and students in the learning process in an effort to improve and perfect learning in their class.¹⁰¹ Fang also stated that classroom action research

¹⁰¹Stephen Kemmis & Robin McTaggart Action Research Planners: Conducting Critical Participatory Action Research. (Springer: Acid-free Paper, 2014): p. 34

was carried out when students identified their problems and then the teacher determined an action to overcome these problems¹⁰².

The second was the teacher's written and oral feedback on the result of students' speaking in each meeting. It allowed students to make correction and improvement to their learning outcomes at the next meeting. Hattie & Timperley stated that teacher feedback was one of the elements that greatly determined students' outcomes in the language learning process. They also stated that feedback will be a guide for students when they made mistakes in language.¹⁰³

The third was students' self-confidence in speaking practice. Students were more confident and enthusiastic in practicing speaking using Instagram because they liked and had been using this social media for a long time, almost all students used this social media to interact in social media. It caused an increase in their speaking practice. Romeltea stated that social media in learning function as a form of collaboration and creativity of teachers and students, by using social media students will find it easier to practice in learning without waiting for an explanation from the teacher.¹⁰⁴

In addition, the implementation of remedial teaching effected also on improving speaking for three students when in the post-test of cycle 1

¹⁰²Kemmis and Taggart (2007). Classroom Research and Action Research: Principles and Practice in EFL teaching., 67

¹⁰³Hattie, John and Hellen Timperley. "The Power of Feedback". Reviews of Educational Research, vol 77, No. 1, March 2007

¹⁰⁴Romeltea. 2014, Social Media: Definition, Characteristics, and Types. through <http://www.romelteamedia.com/2014/04/media-social-pengertian-dinding.html>, Retrieved May 21, 2023

they had not received individual passing score. These students were able to improve and improve their speaking skill after discussing, conducting questions and answers, and feedback on learning outcomes provided by the teacher. Therefore, Natawijaya said that the important of remedial teaching effected on students' speaking result because it was adapted to the learning difficulties faced by students. The assistance process was more focused on efforts to improve the learning method from the previous learning method which included strategies, actions and remedies for the obstacles encountered.¹⁰⁵

Therefore, practicing speaking using Instagram Vlog media showed a positive increase. Instagram Vlog media was suitable for learning and practicing speaking. Bintang et al mentioned the use of social media such as YouTube, Facebook, and Instagram can help students' speaking skill in. Social media helped them improve their speaking skill and had more confidence in speaking in front of the class¹⁰⁶

3. Students' response to the use of Instagram vlog media as a media for speaking practice

Almost students said that they could increase vocabulary memory. They were able to remember the vocabulary stored in the brain and practice it through speaking. Arifudin stated that the function of speaking was to remember past experiences. By speaking, they will

¹⁰⁵Natawijaya. Remedial Teaching, 1983: Dedikbud, 34

¹⁰⁶Agung Bintang DKK Social Pedia; 2021 CV Jejak, Sukabumi p. 56

remember the information they had learned and which had been stored properly. This memory cannot be separated from the brain's ability to store information¹⁰⁷

In addition, students said that they were able to practice speaking because the theme of speaking used everyday theme in past experience so that they were able to arrange words in the form of sentences with sufficient preparation time. Students said that practicing speaking with the theme of telling stories was quite easy because they had previously practiced to tell stories with different themes when they were still taking courses in a language course. Latif stated that speaking was a language skill that will not develop if it was not continuously practiced. Therefore, speaking skill cannot be mastered properly without practicing. If you were always trained, it will be better, otherwise if you were rarely trained, then your speaking skill will be far from being mastered¹⁰⁸

Some students also said that one of the lessons in language courses was to force students to speak by finding the right vocabulary to be practiced into speaking practice. Some Students had done this practice few times so they were not surprised when they do the pre-test because they can prepare it with enough time. Latif stated that the focus of learning to speak that need to be emphasized to students was how they

¹⁰⁷Arifudin, O. (2020) Psychology in Education and Learning (Theoretical and Practical Reviews). Bandung: Widina Bhakti Homeland, 45

¹⁰⁸Latif, Abdul. (2012). The Miracle of Story Telling. Jakarta: Zikrul Hakim.

can be confident and able to express English sentences and vocabulary correctly when speaking practice¹⁰⁹

Students said that the result of written and oral feedback from the teacher on the result of the speaking practice made it easier for them to correct any mistakes that they made when practicing speaking. They were able to improve the speaking result about how to continue speaking practice next because the teacher had given clear feedback on how to correct these mistakes. Therefore, Stern said that good language learning was learning that met the needs, conditions, and difficulties of students by identifying and studying weaknesses so that students can realize and be successful in the learning process.¹¹⁰

Through Instagram media as a medium for speaking practice, students felt happy to be able to use social media in learning because they can use other learning media that had never been applied in class. Bintang etc said that the problems faced by teachers varied inside and outside the classroom. For this reason, the application of the right method was very important so that learning in class can run smoothly. one of them was by using social media which had been applied for a long time to achieve success in student learning both used in class and outside the classroom¹¹¹

¹⁰⁹Latif, MA (2014). *Research Methods in Language Learning (2nd Edition)*. An Introduction. Malang: State University of Malang Press.

¹¹⁰Stern, HH (1991). *Fundamental Concepts of Language Teaching*. Oxford, UK: Oxford University Press.

¹¹¹Agung Bintang DKK Social Pedia; 2021 CV Jejak, Sukabumi p. 56

Before using Instagram media, students felt embarrassed and afraid of being wrong to practice speaking in front of the class. However, after practicing speaking through Instagram, students felt happy because they were able to train their mentality and confidence to speak in public. Arifin said that students' lack self-confidence generally came from certain assumptions about themselves that caused a lack of courage in relation to their abilities. Confidence was always associated with the ability and courage to take actions that not only carry physical but also psychological risks. For this reason, self-confidence was one of the external factors from the linguistic aspect that supported students in their potential success.¹¹²

students also said that there was the improvement on their speaking result because the teacher gave them enough time to prepare themselves to speak directly in front of class when did the pre-test and post-test. The students preparing included preparing the right vocabulary, arranging sentences correctly, and preparing mentally and feeling confident in public so that with sufficient preparation time students were able to practice public speaking well.¹¹³

For three students who did remedial teaching, they said that remedial helped them to practice speaking because the teacher analyzed and discussed questions and answers in more depth and also gave examples of their difficulties on aspect of pronunciation and fluency.

¹¹²Hermadi Fajar Arifin, *The Effect of Confidence on Interpersonal Communication* (Jakarta: Thesis of UIN Syarif Hidayatullah 2011). Matter. 2

¹¹³Mahendra Saraswat; *Speak English Fluently*, Upkar Prakhasan: Agra; 2017. 71

Because at the time of doing the post-test in cycle 1, students got an increase in speaking practice, although it was not enough to obtain and get a minimum individual passing grade score. In the end the teacher did remedial teaching to these students to determine the right steps to overcome problems and difficulties which they faced during the treatment in cycle 1. The difficulties included difficulty in pronouncing the vocabulary correctly. The result of the teacher's feedback on the pronunciation aspect in cycle 1 were not enough to speak correctly because there were still many vocabulary words that had not been pronounced correctly. The reason was the difficulty when practicing directly even though they have been given feedback by the teacher and forgetting how to pronounce the vocabulary correctly so that this hinders their speaking practice. They also needed guidance during direct practice so that when there was difficult vocabulary they can ask directly.

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In the aspect of fluency, they said they could not directly practice speaking and need to repeat this practice few times with enough time to be able to express their ideas through speaking. so that the results of the teacher's feedback in the first cycle were not enough for them to obtain a minimum individual passing grade score. Therefore, during remedial teaching the teacher guided students to practice speaking in front of them. When they had difficulty finding the right vocabulary because and forgot the meaning, they will immediately asked the teacher. After answering these questions students then arranged the vocabulary in the

form of sentences. They did it twice until finally they were able to speak fluently. so that when carrying out the treatment and post-test in remedial teaching they can get a minimum individual passing grade score of 70.

As for students with special needs in terms of hearing and speech, the researcher specialized and excluded these students in this study without giving a grade. The reason was the lack of speaking and hearing problems. so that when the researcher tested it in the pre-test. He could not say anything and just be silent without saying anything. Gunawan stated that there were deaf and speech-impaired children who were classified as deaf and without being able to speak at all or those with hearing loss and speech impairment. In terms of hearing and speaking, the child or tennegar were usually at a level of 70 db that made difficult to understand and talk to other people.¹¹⁴

Meanwhile, when the researcher told him to practice speaking using Instagram, he just smiled and shook his head as a sign that he did not want to practice it. The researcher did this twice but he still shook his head in refusal. When the researcher asked his teacher room, she said that the student in the learning process only did the assignments from the teacher as much as he could. So that the teacher never forced to do all the assignments correctly and specializes the child in every lesson. Siswomantoro said that children with special needs in hearing and speech will have an impact on their language and speech development. This

¹¹⁴Gunawan, D. 2016. Deaf and Speech Impaired Learning Teacher Module. Bandung, 43

language and speech barrier resulted in the development of his potential.¹¹⁵ In addition, preparing and implementing media are very important especially in learning speaking skill.¹¹⁶



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¹¹⁵Siswomartono S. 2007. Easy Ways to Learn SIBI (Indonesian Sign System). National Federation for Welfare, Deaf Indonesia (FNKTRI). Jakarta, 56

¹¹⁶Maufiratul Hasanah & Suparwoto Sapto Wahono, "Watching English Native Speakers' Youtube Channel to Improve Students' Pronunciation Ability" (English Review: Journal of English Education, 2022) 15-30

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research question it can be described that improving students' speaking skill as follows; 1) the teacher prepared the material of recount-text, 2) the teacher made his Instagram account, 3) the teacher let students to make their Instagram account, 4) the teacher gave the example how to use Instagram Vlog as media for practice speaking, 5) the students practiced speaking through Instagram Vlog, 6) the students gave feedback to the students' work in practicing speaking.

Based on the result of pre-test, it showed that only 45% of the total of students achieved the minimum passing grade of 70 and in the post-test, there were 85% of the total of students achieved the minimum passing grade of 70.

It can be concluded that the use of Instagram Vlog made the improvement on the students' speaking skill.

B. Suggestion

Based on the result of this study the suggestion given is

1. Suggestion for Teacher

- a. It was found that learning with Instagram social media help students to improve their speaking results and self-confidence when speaking in class or in public so that teachers can use this learning to improve students' speaking skill.

- b. The result of the teacher's written and oral feedback on students' speaking skill helped them understand every mistake they made in speaking practice. However, the teacher must also use sufficient time and intensive understanding with students so that students as a whole really understood every obstacle and error in speaking practice.

2. Suggestions for Researcher

- a. Learning to use Instagram Vlog social media can improve students' speaking. However, researchers must continue to try to use various other trending social media that were considered suitable and able to be applied in learning so that students were always enthusiastic in the learning process.
- b. The result of teacher feedback can be easily understood by students when they were able and truly understood their mistakes. For this reason, researchers must provide clear feedback, sufficient time, and intensive guidance so that they can really understand how to apply it

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J E M B E R

DECLARATION OF AUTHENTICITY

The undersigned below:

Name: Muhammad Ari Firdausi

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Study Program: English Education department

Faculty: Tarbiyah and Teacher Training

Institution: UIN Kiai Haji Achmad Siddiq Jember

Declare that this thesis entitled "Improving Students' Speaking Skill Through Instagram Vlog" is my original work, gathered and utilized specially to fulfill the purpose and objective of this study, and has not been previously submitted to any other universities for a higher degree. I also declare that the publication cited in this work has been personally consulted.

If in the future it turns out that the result of this work is proven to have elements of plagiarism and there are claims from other parties, then I am willing to be processed according to the applicable laws and regulations.

Thus, I made this statement truthfully and without coercion from anyone

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JEMBER

Jember 11 June 2023

Stated by



Muhammad Ari Firdausi
T20196079

Appendix 1 MATRIX OF RESEARCH

TITLE	VARIABLE	SUB-VARIABLE	INDICATOR	DATA RESOURCE	RESEARCH METHOD	RESEARCH QUESTION
<p>Improving Students` Speaking Skill Through Instagram Vlog at Eleventh Grade of MA Mambaul Hikam 01 Lumajang.</p>	<p>1. Speaking skill</p> <p>2. Instagram Vlog</p>	<p>Pronunciation</p> <p>Fluency</p> <p>Monologue</p>	<p>Intonation</p> <p>Word stress</p> <p>Accuracy</p> <p>Efficiency</p> <p>Hesitation</p> <p>Pausing</p> <p>Thinking</p> <p>Productive</p> <p>Creative</p> <p>Independent</p> <p>Self Confidence</p>	<p>Students of MA MA Mambaul Hikam 01 Lumajang English Teacher of MA Mambaul Hikam 01 Lumajang</p>	<p>1) Research Design Classroom Action Research (CAR) of Kemmis and McTaggart 1998</p> <p>1. Planning of the action</p> <p>2. Implementation of the action</p> <p>3. Classroom observation and evaluation</p> <p>4. Reflection of the action</p> <p>2) Data Collection Technique</p> <p>a. Fieldnote</p> <p>b. Interview</p> <p>c. Speaking Test</p>	<p>1. How can Instagram Vlog be applied in teaching speaking at Eleventh Grade MA Mambaul Hikam 01 Suko Jogoyudan Lumajang?</p> <p>2. How can Instagram Vlog improve students` speaking skill at Eleventh Grade MA Mambaul Hikam 01 Suko Jogoyudan Lumajang?</p>

APPENDIX II SILABUS

Satuan Pendidikan : MA MAMBAUL HIKAM 01
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X / 1-2 (Ganjil & Genap)
 Tahun Pelajaran : 2022/2023

Kompetensi Inti

- KI-1 dan KI-2** : **Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai	<p>Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru</p> <p>Struktur Teks</p> <ul style="list-style-type: none"> Memulai Menanggapi (diharapkan/di luar dugaan) <p>Unsur Kebahasaan</p>	<ul style="list-style-type: none"> Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks Memahami struktur 	<ul style="list-style-type: none"> Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya 	<ul style="list-style-type: none"> Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar Mengidentifikasi ungkapan-ungkapan penting dan 	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjukkerja Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)</p>	<ul style="list-style-type: none"> Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) 	<p>teks ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga</p> <ul style="list-style-type: none"> Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga 	<p>diri</p> <ul style="list-style-type: none"> Kerjasama 	<p>perbedaan antara beberapa cara yang ada</p> <ul style="list-style-type: none"> Menanyakan hal-hal yang tidak diketahui atau yang berbeda. Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal. Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya Melakukan refleksi tentang proses dan hasil belajarnya 		<p>Tahun 2016</p> <ul style="list-style-type: none"> Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	
<p>4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> Subjek Pronoun: <i>I, You, We, They, He, She, It</i> Kata ganti possessive <i>my, your, his</i>, dsb. Kata tanya <i>Who? Which? How?</i> Dst. Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik Deskripsi diri sendiri</p>	<ul style="list-style-type: none"> Menyusun kalimat meminta informasi terkait jati diri dan keluarga teman Menanggapi permintaan informasi terkait jati diri dan keluarganya 					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian	
	sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI							
3.2	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapi, sesuai dengan konteks penggunaannya	<p>Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p>Struktur Teks</p> <ul style="list-style-type: none"> Memulai Menanggapi (diharapkan/di luar dugaan) <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. Ucapan, tekanan 	<ul style="list-style-type: none"> Mengidentifikasi ungkapan-ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>) Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks Memahami struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>) Memahami unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>) Menyusun kalimat memberikan ucapan selamat dan memuji 	<ul style="list-style-type: none"> Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerja sama 	<ul style="list-style-type: none"> Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya Menentukan ungkapan yang tepat secara lisan/tulis dari 	8 JP	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016 Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjukkerja Portofolio
4.2	Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang							

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI	bersayap (extended) • Menanggapi ucapan selamat dan memuji bersayap (extended) yang diajukan kepadanya		berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar			
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)	Fungsi Sosial Menyatakan rencana, menyarankan, dsb. Struktur Teks • Memulai • Menanggapi (diharapkan atau di luar dugaan) Unsur Kebahasaan • Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i> • Nomina singular dan plural dengan	• Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan • Memahami unsur kebahasaan dari	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerjasama	- Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual (gambar, video) Mengidentifikasi dan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara	8 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016 ❖ Kamus Bahasa Inggris ❖ Pengalama	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
4.3	Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</p> <ul style="list-style-type: none"> Menyusun kalimat pernyataan niat melakukan suatu tindakan/kegiatan Menanggapi pernyataan niat melakukan suatu tindakan/kegiatan yang ditujukan kepadanya. 		<p>pengungkapannya</p> <ul style="list-style-type: none"> Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan Bermain game terkait dengan niat mengatasi masalah Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. Melakukan refleksi tentang proses dan hasil belajar. 		n peserta didik dan guru	
3.4	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah	<p>Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <p>Struktur Teks Dapat mencakup</p> <ul style="list-style-type: none"> Identifikasi (nama keseluruhan dan bagian) 	<ul style="list-style-type: none"> Religius Mandiri Gotong royong Kejujuran Kerja keras 	<p>Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang</p>	14 JP	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjukkerja Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> Sifat (ukuran, warna, jumlah, bentuk, dsb.) Fungsi, manfaat, tindakan, kebiasaan <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal 	<p>masing-masing konteks</p> <ul style="list-style-type: none"> Memahami struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal 	<ul style="list-style-type: none"> Percaya diri Kerjasama 	<p>benar.</p> <ul style="list-style-type: none"> Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan 		<p>Revisi Tahun 2016</p> <ul style="list-style-type: none"> Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	
4.4 Teks deskriptif							
4. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah	<ul style="list-style-type: none"> Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i> Kalimat deklaratif dan interogatif dalam tense yang benar Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. Ucapan, tekanan 	<ul style="list-style-type: none"> Menyusun kalimat meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal Menjawab pertanyaan tentang tempat wisata dan bangunan bersejarah terkenal yang diajukan kepadanya Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait 					

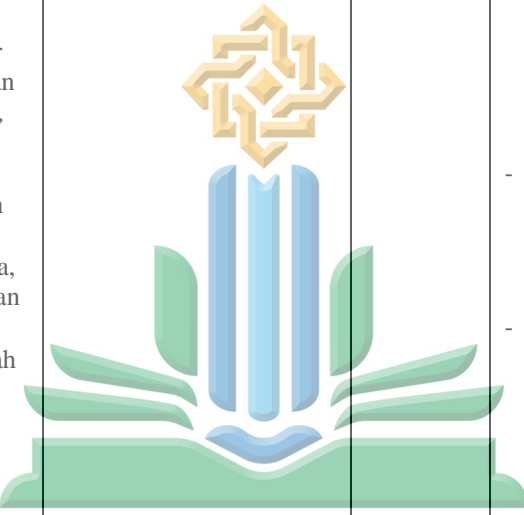
Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>terkenal</p> <p>4. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>		<p>bersejarah setempat.</p> <ul style="list-style-type: none"> - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar. 			
<p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks</p>	<p>Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah</p> <p>Struktur Teks</p> <ul style="list-style-type: none"> • Istilah khusus terkait dengan jenis pemberituannya • Informasi khas 	<ul style="list-style-type: none"> • Mengidentifikasi istilah khusus terkait dengan jenis pemberituannya • Mengidentifikasi ungkapan dan kosakata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan) • Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan 	<ul style="list-style-type: none"> • Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan 	10 JP	<ul style="list-style-type: none"> ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
penggunaannya	yang relevan	unsur kebahasaannya	• Kerja sama	<p>dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya</p> <ul style="list-style-type: none"> - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain - Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar. 		2016 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	
4.5 Teks pemberitahuan (<i>announcement</i>)	<ul style="list-style-type: none"> • Gambar, hiasan, komposisi warna <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> • Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan) 	<ul style="list-style-type: none"> • Menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain 					
4. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (<i>announcement</i>)	<ul style="list-style-type: none"> • Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI</p> <p>Multimedia <i>Layout</i> dan dekorasi yang membuat</p>	<ul style="list-style-type: none"> • Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman 					
4. Menyusun teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), lisan dan tulis, pendek dan sederhana, dengan memperhatikan							

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	tampilan teks pemberitahuan lebih menarik.						
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)	<p>Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb.</p> <p>Struktur Teks</p> <ul style="list-style-type: none"> • Memulai • Menanggapi (diharapkan/di luar dugaan) <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> • Kalimat deklaratif dan interrogative dalam <i>simple past tense, present perfect tense</i>. • Adverbial dengan <i>since, ago, now</i>; klausa dan adverbial penunjuk waktu 	<ul style="list-style-type: none"> • Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang 	<ul style="list-style-type: none"> • Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan kedua 	8 JP	<ul style="list-style-type: none"> ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	<ul style="list-style-type: none"> Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>merujuk waktu terjadinya dan kesudahannya</p> <ul style="list-style-type: none"> Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya Menyusun kalimat meminta informasi keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya Menanggapi permintaan informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi di 		<p>tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait.</p> <ul style="list-style-type: none"> Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut Melakukan refleksi tentang proses dan hasil belajar 			
4.6	Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan						

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		waktu lampau yang merujuk waktu terjadinya dan kesudahannya yang diajukan kepadanya					
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: <i>first, then, after that, before, when, at last,</i> 	<ul style="list-style-type: none"> • Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks recount • Memahami struktur teks recount dalam memberi dan meminta informasi terkait peristiwa bersejarah • Memahami unsur kebahasaan dari teks recount dalam memberi dan meminta informasi terkait peristiwa bersejarah • Membuat uraian tentang peristiwa bersejarah di Indonesia • Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca 	<ul style="list-style-type: none"> • Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama 	<ul style="list-style-type: none"> - Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan 	8 JP	<ul style="list-style-type: none"> ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.7 Teks recount – peristiwa bersejarah							
4. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur							

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</p> <hr/> <p>4. Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p><i>finally</i>, dsb.</p> <ul style="list-style-type: none"> - Adverbia dan frasa preposisional penunjuk waktu - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI 	<p>(siswa lain, guru) yang datang membacanya</p>  <p>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER</p>		<p>kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya</p> <ul style="list-style-type: none"> - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya <p>Melakukan refleksi tentang proses dan hasil belajar.</p>			
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait</p>	<ul style="list-style-type: none"> • Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan • Struktur Teks 	<ul style="list-style-type: none"> • Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan • Mengidentifikasi persamaan dan 	<ul style="list-style-type: none"> • Religius • Mandiri • Gotong royong • Kejujuran 	<p>Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya</p> <ul style="list-style-type: none"> - Didiktekan guru 	<p>8 JP</p>	<ul style="list-style-type: none"> ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	<p>Dapat mencakup:</p> <ul style="list-style-type: none"> - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat-kalimat dalam <i>simple past tense</i>, <i>past continuous</i>, dan lainnya yang relevan - Kosakata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI 	<p>perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif</p> <ul style="list-style-type: none"> • Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat • Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat • Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi 	<p>an</p> <ul style="list-style-type: none"> • Kerja keras • Percaya diri • Kerja sama 	<p>menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada</p> <ul style="list-style-type: none"> - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar 		<p>Kelas X, Kemendikbud, Revisi Tahun 2016</p> <ul style="list-style-type: none"> ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru 	
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat							

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	<ul style="list-style-type: none"> Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif Unsur kebahasaan <ul style="list-style-type: none"> Kosa kata dan tata bahasa dalam lirik lagu Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> Mengidentifikasi fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK Mengidentifikasi unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 	<ul style="list-style-type: none"> Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerjasama 	<ul style="list-style-type: none"> Membaca, menyimak, dan menirukan lirik lagu secara lisan Menanyakan hal-hal yang tidak diketahui atau berbeda Mengambil teladan dari pesan-pesan dalam lagu Menyebutkan pesan yang terkait dengan bagian-bagian tertentu Melakukan refleksi tentang proses dan hasil belajarnya 	4 JP	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016 Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjukkerja Portofolio
4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK		<ul style="list-style-type: none"> Menirukan lirik lagu secara lisan Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 					

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Mengetahui,
Kepala Sekolah

Muhammad Hayyi, S.Pd

10 Januari, 2023

Guru Mata Pelajaran

Dewi Santining Sari, S.Pd

APPENDIX III

LESSON PLAN

LEARNING IMPLEMENTATION PLAN (RPP)

School : MAMBAUL HIKAM 01

Subject : English

Class/Semester : X / II (two)

Subject matter : Recount

Time Allocation : 1x 60 minutes

A. Core Competency

1. To live and practice the teachings of the religion that was adheres to
2. Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and pro-active and showing attitude as part of the solution to various problem in interacting effectively with the social and natural environment and in placing oneself as a reflection of the nation in the association of the world.
3. Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, arts, culture, and humanities with insights into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, and applying procedural knowledge to the field of study specific according to their talents and interests to solve problems.
4. Processing, reasoning, and presenting in the realm of concrete and abstract realms related to the development of what one learns at school independently,

and being able to use methods according to scientific rules.

B. Basic competency

3.7. Identifying social function , text structure , and linguistic element of spoken recount texts by giving and asking for information related to personal experience according to the context of the user.

4.7. Recount text - personal account

4.7.1. Analyzing social function, text structure, and linguistic element in simple recount text about personal experience according to the context of its use.

4.7.2. Telling an oral recount text in an extensive-monologue about personal experience by paying attention to social function , text structure, and linguistic element , correctly and in accordance with the context of its users using Instagram vlog media.

C. Indicator

3.7.1 Identifying social function, text structure, and linguistic element of spoken recount texts by giving and asking for information according to context.

4.7.1. Analyzing the social function, text structure, and linguistic element of spoken recount text by giving and asking for information related to personal experience according to the context of its users

4.7.2. Telling an oral recount text in an extensive-monologue about personal experience by paying attention to social function, text structure, and linguistic element, correctly and in accordance with the context of its use using Instagram vlog media.

D. Learning objective

1st meeting

3.7.1. Students were able to identify social function, text structure, and linguistic element of oral recount text

3.7.2. Students were able to understand how to practice speaking in an extensive-monologue on oral recount-text using Instagram Vlog media

2nd meeting

4.7.1. Students were able to speak in extensive-oral monologue about recount-text-personal experience in identifying social function, text structure, and linguistic element according to the context of the user using Instagram vlog media

3rd meeting

4.7.2. Students were able to speak knowing the shortcoming of speaking practice in extensive-oral monologue about recount-text-personal experience in identifying social function, text structure, and linguistic element according to the context of the user using Instagram vlog media

4.7.2. Learners were able to correct deficiencies in speaking extensive-oral monologue about recount-text-personal experience in identifying social function, text structure, and linguistic element according to the context of the user using Instagram vlog media

E. Learning material

Extensive- Recount text

Social function :

1. Identifying the social function, text structure, and linguistic element of recount text
2. Analyzing the social function, text structure, and linguistic element of recount text
3. Telling oral recount texts about personal experience by paying attention to social function, text structure, and linguistic element, correctly and in accordance with the context of its users using Instagram Vlog media

Recount text material

a. Generic structure

1. Orientation, the first structure that contained information about the character, the scene, when the event took place and so on. The information provided by the author was expected to provide the knowledge or information needed by the reader in order to understand the storyline.
2. Events, the second structure was the content of the text or in the form of stories about events or experiences that the author wants to convey to the reader.
3. Reorientation, the third structure contained conclusions as well as summaries or repetition of information contained in the orientation structure

b. Language features

1. Recount text used past tense or past sentences. Examples such as the use of verb 3 went, woke up, departed, burned, ate and so on.

2. Recount text used part of speech adverb to explain time, place and method. Examples include last October, Bandung, On the third day, at the park and so on.
3. Recount text used part of speech conjunction and time connected to sort the events and events in the story so that a unified text was formed. Examples were and, after, the, that, before and so on.

c. Social function

It was a recount text that had a function to tell about the author's personal experience. Personal recount was the most common type used to write recount text.

- d. Implementation of recount-text-personal experience in an extensive-monologue manner using Instagram Vlog media

https://www.instagram.com/reel/Cnk_M3nP3dA/?igshid=OGQ2MjdiO

TE=

F. Learning method
 Scientific approach
 J E M B E R

Strategy: Extensive

Media : Instagram Vlogs

Structure

1. Mention the action/event/occurrence in general
2. Mention the sequence of actions/events/events chronologically and sequentially

Elements of speaking

1. Relevant word references
2. Proper speech, word pressure, intonation when presenting orally
3. Fluency in speaking

G. Media, Tool, and Learning Resource

Media : Instagram Vlog

Learning Resource: Teacher Book and Students Books

English book for class X SMA/MA even semester page

3-6

Tool : Laptops and HP

H. Learning Activity Steps

First meeting: (2 JP)

Learning Steps	Description	Time allocation
Introduction	1. Greet, pray, check student attendance 2. The teacher explained the learning objectives of the topic to be studied. The teacher explained the definition of account text along with its social function, text structure, and language features 3. The teacher gave an example to students about practicing recount text material through telling stories by showing his own performance of using Instagram vlog. 4. The teacher gave an example of how to use the Instagram Vlog media in practicing recount-text-personal experience material to improve speaking skill with details: a. Teacher asked students to upload their videos in their Instagram account b. The teacher asked the students to tag the teacher's Instagram account	20
Core activities	1. Students observed the teacher	

	<p>practicing telling stories, recount text-personal experience using his own Instagram Vlog</p> <p>2. Students discussed recount-text-personal experience material by asking questions about the material they had not understood to the teacher</p> <p>3. The teacher let the students ask questions about how to practice and use Instagram vlog media to improve their speaking skills</p>	20
Closing Activities	<p>1. The teacher provides feedback on the recount text material that has been taught</p> <p>2. The teacher answered student questions regarding the use of Instagram Vlog media</p> <p>3. The teacher conveyed learning activities at the next meeting. The teacher instructed students to practice their last own personal experience by using Instagram Vlog media at the second meeting</p> <p>4. praying, greetings, and closing</p>	10

Second Meeting: (2 JP)

Learning Step	Description	Time Allocation
Introduction	<ol style="list-style-type: none"> 1. Teacher greets, prays, checks student attendance 2. The teacher reviewed the recount text-personal experience material and how to practice this material by telling stories through Instagram Vlog media 3. The teacher instructed students to share and tell their personal experiences through their own Instagram Vlog media with a minimum duration of one-half minute and maximum of unlimited 	15
Core activity	<ol style="list-style-type: none"> 1. Students tell their personal experiences through Instagram Vlog media 5. Each student was told about their personal experience with a minimum duration of one and a half minutes and a maximum of unlimited 6. 2. Students upload their videos through their Instagram vlog by tagging the teacher's personal Instagram account. 	30
Closing Activities	<ol style="list-style-type: none"> 1. The teacher provided feedback on students learning outcomes in aspects of pronunciation and fluency by using Direct Message on Instagram, writing and oral feedback 2. praying, greeting, closing. 	15

Third Meeting (2 JP)

Step Learning	Description	Time Allocation
Introduction	<ol style="list-style-type: none"> 1. Teacher greets, prays, checks student attendance 2. The teacher instructed students to listen to the results of written and oral feedback on students' fluency and pronunciation assessments 3. The teacher instructed students to share their personal experiences through their own Instagram Vlog media based on the teacher's written and oral feedback in fluency and pronunciation. 	30
Core activity	<ol style="list-style-type: none"> 1. Students understand and listen to the results of teacher feedback in assessing fluency and pronunciation. 4. Students ask again the result of teacher feedback that had not been understood in terms of fluency and pronunciation. 5. 2. Students improve their speaking results according to the teacher's feedback in fluency and pronunciation by telling their personal experiences through Instagram Vlog media with minimum duration of one-half minute and maximum of unlimited. 3. Students upload their videos via their Instagram by tagging the teacher's personal Instagram account 	20
Closing Activities	<ol style="list-style-type: none"> 4. The teacher provided feedback on student learning outcomes the teacher provided feedback on students' learning outcomes in terms of pronunciation and fluency by using Direct Messages 5. pray, closing greetings. 	Closing Activities

H. Evaluation

1. Assessment technique

The technique for assessing speaking skill was an extensive monologue using Instagram Vlog media

2. Qualification and Score

Score	Qualification
90 – 100	Excellent
80 – 89	Good
70 – 79	Everage
60 – 69	Deficient
50-59	Very deficient
< 49	Unsufficient

3. Research instrument

The research instrument used a speaking test on aspects of fluency and pronunciation in the practice of speaking in an extensive-monologue using Instagram Vlog media

The speaking assessment rubric of lesson plan cycle 1

Assessed Quality		Description
Pronunciation	5	Pronunciation and intonation can be understood easily and are almost always clear There is very little mistake (1-3 words) or no mistake at all in pronunciation until the last part of the story
	4	Pronunciation and intonation are almost clear but there are a few difficult words to understand There is a little mistake in pronunciation (4-6 words) until the last part of the story
	3	Pronunciation and intonation were sometimes clear and sometimes unclear. There are few mistakes in pronunciation (7-9 words) until the last part of the story
	2	Pronunciation and intonation were unclear, but some words could be understood There are some mistakes in pronouncing words (10-12) until the last part of the story
	1	The voice is too quiet to hear and most of the pronunciation and intonation were hard to understand. There are many mistakes in pronouncing the words
	0	The student makes no attempt to pronounce in English (only use Bahasa Indonesia)
Fluency	5	There are very little pausing and thinking (1-2 pausing and thinking) in speaking Showing confidence and speaking smoothly without much hesitation
	4	There is little pausing and thinking (3-4 pausing and thinking) in speaking Showing slight hesitation which did not interfere with comprehensibility
	3	There are few pausing and thinking (5-6 pausing and thinking) in speaking Showing hesitation that sometimes interfered with comprehensibility
	2	There are some long pausing and thinking (7-8 pausing and thinking) in speaking Showing hesitation that interfered with

		comprehensibility
	1	Very little communication or attempts of communication Very long pauses in speaking
	0	The student makes no attempt of communication
Maximum total score = 100		



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APPENDIX IV

PRE-TEST

Pre-test

1. Topic

The topic in this study used recount-text-personal experience material

2. Speaking assessment

Speaking assessment in this pre-test refers to Brown. There were 2 aspects that the researcher examined, namely aspect of fluency and pronunciation in speaking. This pre-test was assessed the result of each student's speaking in an extensive-monologue by telling their personal experiences

3. Duration

The minimum duration for each student to talk about their personal experience was one and a half minute and maximum of 5 minutes

4. Step by step of doing Pre-test

Step by step of doing pre-test was researcher used two instructions, namely:

1. The teacher brainstormed about the topic of the pre-test that was carried out, namely about past holiday with family or friends one year ago along with the minimum and maximum duration of the pre-test.
2. The teacher gave an example of how to speak about past holiday with family or friends one year ago by using correct pronunciation and fluency

3. The teacher gave an example of how to speak with body gestures by moving body part, especially the hand and head to express ideas and speak
4. The minimum duration of the pre-test telling about past holiday with family or friends one year ago was one and a half minute and a maximum of 5 minutes
5. The form of the assessment of speaking in the pre-test was on aspect of pronunciation and fluency.
6. The teacher instructed the students one by one to come forward to take the speaking order number
7. Students who got the first order number come forward to tell their past holiday with their family or friends one year ago for a minimum of one and a half minute and a maximum of 5 minutes
8. The teacher instructed students one by one to tell their past holiday with their family or friends one year ago for a minimum of one and a half minute and a maximum of 5 minutes
9. Students told their past holidays with their family or friends for a minimum of one and a half minute and a maximum of 5 minutes
10. The teacher assessed the results of students' speaking in the pre-test on aspect of pronunciation and fluency

Students' instruction

- a. Students listened to instructions from the teacher properly
- b. Students one by one come forward to take the order number to speak

- c. The pre-test will be divided into 2 sessions. Students who receive an absence order of 1-11 enter Session 1. Absent 12-22 enter Session 2.
- d. For Session 2, please wait outside. Session 1 students please stay in class
- e. Session 1 students must listen to instructions from the teacher properly
- f. The student who got the first number goes to the front first.
- g. The other Session 1 students wait outside and wait for their turn to be called by the teacher in the order of absences after the first order students finished speaking
- h. Students were given speaking test with the topic: "My Last Holiday with family or friends one year ago".
- i. Students are given 3 minute to prepare a story about "My Last Holiday with family or friends one year ago" based on the teacher's speaking and brainstorming steps. (5W+1H)
- j. Students only needed to speak to the teacher, without reading notes
- k. Students were given story time for a minimum of one and a half minute and maximum of 5 minutes.
- l. Students told past holidays with family or friends one year ago with correct pronunciation and fluency
- m. Students use body gestures by moving body parts such as hands and head to express ideas and speak
- n. After the first student finished speaking, the teacher called the

student with the next number to come forward next until the last order student finished to come forward to speak in the first session.



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APPENDIX V

POST-TEST

Post-Test

1. topic

The topic in this study used recount-text-personal experience material

2. Speaking assessment

The speaking assessment in this pre-test refers to Brown. There were 2 aspects that the researcher examined, namely aspect of fluency and pronunciation in speaking. This post-test assessed the result of each student's speaking in an extensive-monologue by telling their personal experiences

3. Duration

The minimum duration for each student to talk about their personal experience was one and a half minute and maximum of five minutes

4. Step by step of doing post-test

In this post-test, researcher used two instructions, namely
Teacher' instruction

The form was:

- a. The teacher brainstormed about the topic of the post-test that was carried out, namely about past holiday with family or friends one year ago along with the minimum and maximum duration of the pre-test.
- b. The minimum duration of the post-test telling about past holiday with family or friends one year ago was one and a half minute and a maximum of 5 minutes

- c. The form of the assessment of speaking in the pre-test was on aspect of pronunciation and fluency.
- d. The teacher instructed the students one by one to come forward to take the speaking order number
- e. Students who got the first order number come forward to tell their past holiday with their family or friends one year ago for a minimum of one and a half minute and a maximum of 5 minutes
- f. The teacher instructed students one by one to tell their past holiday with their family or friends one year ago for a minimum of one and a half minute and a maximum of 5 minutes
- g. Students told their past holidays with their family or friends for a minimum of one and a half minute and a maximum of 5 minutes
- h. The teacher assessed the results of students' speaking in the post-test on aspect of pronunciation and fluency

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- a. Students listened to instructions from the teacher properly
- b. Students one by one come forward to take the order number to speak
- c. The post-test was divided into 2 sessions. Students who received an absence order of 1-11 enter Session 1. Absent 12-22 enter Session 2.
- d. For Session 2, please wait outside. Session 1 students please stay in class.
- e. Session 1, students must listen to instructions from the teacher properly

- f. The student who got the first number goes to the front first.
- g. The other Session 1 students wait outside and wait for their turn to be called by the teacher in the order of absences after the first order students finished speaking
- h. Students were given speaking test with the topic: "My Last Holiday with family or friends one year ago".
- i. Students are given 3 minutes to prepare a story about "My Last Holiday with family or friends one year ago" based on the teacher's speaking and brainstorming steps. (5W+1H)
- j. Students only needed to speak to the teacher, without reading notes.
- k. Students were given story time for a minimum of one and a half minute and maximum of 5 minutes.
- l. Students told past holiday with family or friends one year ago with correct pronunciation and fluency
- m. Students used body gestures by moving body parts such as hands and head to express ideas and speak
- n. After the first student finished speaking, the teacher called the student with the next number to come forward next until the last order student finished to come forward to speak in the first session.

APPENDIX VI

PRE-TEST AND POST-TEST ASSESSMENT

Assessed Quality		Description
Pronunciation	5	Pronunciation and intonation can be understood easily and are almost always clear There is very little mistake (1-3 words) or no mistake at all in pronunciation until the last part of the story
	4	Pronunciation and intonation are almost clear but there are a few difficult words to understand There is a little mistake in pronunciation (4-6 words) until the last part of the story
	3	Pronunciation and intonation were sometimes clear and sometimes unclear. There are few mistakes in pronunciation (7-9 words) until the last part of the story
	2	Pronunciation and intonation were unclear, but some words could be understood There are some mistakes in pronouncing words (10-12) until the last part of the story
	1	The voice is too quiet to hear and most of the pronunciation and intonation were hard to understand. There are many mistakes in pronouncing the words
	0	The student makes no attempt to pronounce in English (only use Bahasa Indonesia)
Fluency	5	There are very little pausing and thinking (1-2 pausing and thinking) in speaking Showing confidence and speaking smoothly without much hesitation
	4	There is little pausing and thinking (3-4 pausing and thinking) in speaking Showing slight hesitation which did not interfere with comprehensibility
	3	There are few pausing and thinking (5-6 pausing and thinking) in speaking Showing hesitation that sometimes interfered with comprehensibility
	2	There are some long pausing and thinking (7-8 pausing and thinking) in speaking Showing hesitation that interfered with comprehensibility
	1	Very little communication or attempts of

		communication Very long pauses in speaking
	0	The student makes no attempt of communication
Maximum total score = 100		



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Appendix VII A

Interview for The English Teacher in the Preliminary Study

Interview for the English teacher in the Preliminary Study Before Classroom
Action Research)

A. Interview Guidelines

Apa saja kegiatan belajar mengajar Bahasa Inggris di dalam kelas?

Apakah ibu memiliki kendala dalam mengajar Bahasa Inggris di dalam kelas?

Skill apa saja yang ibu anggap sulit untuk diajarkan kepada siswa?

aktivitas apa saja yang dilaksanakan dalam proses pengajaran speaking?

Apa saja kendala dalam pengajaran speaking?

Bagaimana respon siswa terhadap pengajaran speaking?

Tugas dan metode apa saja yang ibu sudah laksanakan di kelas?

Berapa nilai KKM untuk pelajaran Bahasa Inggris?

Apakah ibu pernah mendengar pengajaran melalui media Instagram secara monologue?

Apakah pengajaran melalui media Instagram secara monologue efektif diterapkan pada pengajaran speaking?

Menurut ibu apakah pengajaran melalui media Instagram secara monologue mampu meningkatkan speaking skill siswa?

Appendix VIII B

The Result of Interview for the English teacher in the Preliminary Study

Hasil wawancara guru bahasa Inggris MA MAMBAUL HIKAM 01 Lumajang)

Interviewer : Muhammad Ari Firdausi

Interviewee : Dewi Santining Sari, S. Pd

Profession : English Teacher

R: Researcher

T: Teacher

R: Apa sajakah kegiatan belajar mengajar bahasa Inggris didalam kelas?

T: Proses pembelajaran bahasa Inggris di kelas adalah memberikan materi, game, dan juga test

R: Apa saja kendala yang dihadapi ibu dalam pengajaran di dalam kelas?

T: Kendalanya diantara lain sulit untuk mengajarkan pengajaran speaking, motivasi belajar Bahasa Inggris yang kurang, dan siswa tidak percaya diri

Ketika disuruh maju kedepan

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R: Skill apa yang anda anggap paling sulit didalam pengajaran bahasa Inggris?

T: Dalam pengajaran speaking skill

R: Teknik mengajar apa saja yang anda gunakan dalam pengajaran speaking?

T: Metode throwing snowball.

R: Apakah ibu menggunakan media sosial dan berbasis teknologi untuk pengajaran speaking?

T: Kami menggunakan LCD Proyektor, Internet, dan papan tulis

R: Apa kendala dalam pengajaran speaking?

T: Students masih kurang percaya diri berbicara di depan umum, bingung dalam mengucapkan beberapa kosa kata dengan benar, dan masih belum bisa berbicara secara lancar

R: Bagaimana partisipasi siswa ketika pengajaran speaking berlangsung?

T: Partisipasinya baik akan tetapi mereka masih takut dan malu-malu untuk berbicara secara langsung didepan kelas karena takut salah dan bingung

R: Tugas apa yang biasa Bapak/Ibu berikan di kelas?



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T: Fokus dalam latihan pengucapan dengan benar dengan menghafal kosa kata yang sesuai dengan materi yang diajarkan

R: Berapa kriteria of success untuk mata pelajaran Bahasa Inggris untuk kelas X MA Mambaul Hikam 01?

T: KKM kita 70.

R: Apakah Bapak/Ibu pernah mendengar tehnik pengajaran speaking berbasis Instagram Vlog?

T: Pernah

R: Apakah ibu pernah mencoba teknik penagajaran ini?

T: Belum

R: Apakah saya boleh izin untuk memakai teknik pengajaran ini untuk pengajaran speaking?

T: Silahkan, dan saya berpesan bagaimana metode ini digunakan untuk meningkatkan kemampuan siswa dalam pronounciation dan fluency karena ini merupakan kendala terbesar mereka dalam speaking.



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Appendix VIII A

Interview for The English Teacher after Classroom Action Research

Pedoman Wawancara Terhadap Penggunaan Media Instagram Vlog

A. Interview Guidelines

Bagaimana kemampuan siswa kelas X dalam pembelajaran

Speaking setelah menggunakan media Instagram Vlog?

Bagaimana penguasaan pronouciation dan fluency siswa setelah menerapkan media Instagram Vlog?

Bagaimana partisipasi siswa ketika pembelajaran spekaing menggunakan Instagram Vlog berlangsung?

Apa pendapat Ibu setelah melihat pembelajaran speaking menggunakan media Instagram?

Apakah Ibu merasa termotivasi setelah melihat penggunaan media Instagram dalam pembelajaran di kelas?

Menurut pendapat Ibu, bagaimana aktivitas yang dilaksanakan dalam proses pembelajaran speaking dengan menggunakan Instagram?

Setelah melihat pembelajaran speaking dengan menggunakan Instagram, apakah startegi ini efektif diterapkan pada pembelajaran speaking?

Appendix VIII B

The Result of Interview for the English Teacher after Classroom

Action Research

Hasil Wawancara Guru Bahasa Inggris MA Mambaul Hikam 01 Lumajang

Interviewer : Muhammad Ari Firdausi

Interviewee: Dewi Santining Sari

Profession: English Teacher

R: Researcher

T: Teacher

R: Bagaimana kemampuan siswa kelas X dalam pembelajaran speaking setelah menggunakan media Instagram?

T: Kondisinya meningkat khususnya pada aspek pronunciation di materi simple past, sedangkan dalam aspek fluency mereka bisa praktik berbicara dengan tema lain akan bisa meningkatkan kosakatanya.

R: Bagaimana penguasaan speaking siswa setelah menerapkan strategi Instagram?

T: penguasaannya meningkat karena media instagram ini membantu siswa untuk meningkatkan rasa percaya diri mereka

R: Bagaimana partisipasi siswa ketika pembelajaran speaking menggunakan media Instagram berlangsung?

T: Partisipasi anak-anak sangat baik, mereka aktif dan mau mengerti pelajaran yang diberikan karena hampir semua siswa menggunakan media ini di kehidupan sehari-hari dan siswa juga pertisipasinya baik karena

untuk pertama kalinya siswa melakukan kegiatan belajar menggunakan HP di kelas

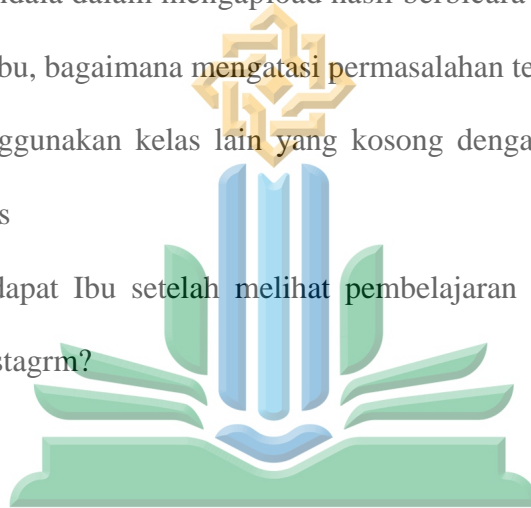
R: Masalah apa sajakah yang terlihat ketika belajar speaking menggunakan media Instagram?

T: Kondisi kelas sangat ramai dan saling bersahutan karena mereka praktik berbicara di dalam kelas menggunakan media Instagram dan beberapa siswa kendala dalam mengupload hasil berbicara mereka ke Instagram

R: Menurut Ibu, bagaimana mengatasi permasalahan tersebut?

T: Bisa menggunakan kelas lain yang kosong dengan meminta izin kepada guru kelas

R: Apa pendapat Ibu setelah melihat pembelajaran speaking menggunakan media Instagram?



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T: Pendapat saya, setelah menggunakan media Instagram anak-anak lebih tertarik dengan pembelajaran yang menggunakan teknologi kekinian sehingga saya tertarik untuk mencoba dengan media yang semisal dalam proses pembelajaran selanjutnya

R: Menurut pendapat Ibu, bagaimana aktivitas yang dilaksanakan dalam proses pembelajaran speaking dengan menggunakan media Instagram?

T: Sangat menyenangkan dan bisa meningkatkan rasa percaya diri siswa

R: Setelah melihat pembelajaran speaking dengan menggunakan media Instagram, apakah strategi ini efektif diterapkan pada pembelajaran speaking?

T: Ya



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APPENDIX VIII

Teacher Fieldnote

Teacher Fieldnote question of the research

1. Fieldnote Pre-test

Sebagian siswa mampu untuk berbicara didepan kelas alasannya mereka pernah beberapa kali praktik berbicara sehingga tidak kaget dalam menentukan vocabulary dalam praktik speaking Adapun Sebagian yang lain tidak siap untuk praktik berbicara karena merasa nervous untuk berbicara di depan kelas dan lupa untuk berbicara apa.

2. Treatment 1

Siswa antusias mengikuti pembelajaran bagaimana menggunakan media Instagram sebagai praktik berbicara. Mereka semangat karena pertama kali menggunakan media social atau teknologi berbasis HP dalam pembelajaran. Akan tetapi ada Sebagian siswa yang kesulitan memahami bagaimana menggunakan media Instagram sebagai praktik berbicara karena belum pernah menginstal aplikasi ini, sehingga peneliti menjelaskan Kembali kepada siswa tersebut sampai paham.

3. Treatment 2

Siswa sangat antusias menggunakan media social Instagram sebagai praktik berbicara. Siswa merasa lebih percaya diri menggunakan media Instagram. Adapun kendala siswa adalah salah mengucapkan kosa kata dengan benar karena berbentuk simple past form mereka juga agak kesulitan

berbicara dengan lancar karena butuh waktu menentukan kosa kata yang past untuk diaplikasikan dalam berbicara

4. Treatment 3

Siswa mampu memahami kesalahan praktik berbicara pada treatment kedua sesuai arahan dan hasil feedback dari guru sehingga mereka mampu memperbaiki hasil berbicara pada treatment kedua Dengan mengulang praktik berbicara sesuai hasil feedback dari guru. Selain itu Pembelajaran speaking skill melalui Instagram Vlog mampu meningkatkan skill berbicara mahasiswa pada aspek pronunciation dan fluency alasannya adalah mereka sudah terbiasa menggunakan media ini di kehidupan sehari-hari sehingga mereka mampu dalam menguakannya. Alasan yang kedua adalah tema dari praktik berbicara ini terhubung dengan kehidupan sehari-hari sehingga mereka bisa mengingat dan menentukan kosa kata yang tepat untuk praktik berbicara. Alasan yang ketiga adalah hasil praktik treatment kedua dan ketiga. Treatment tersebut melatih rasa percaya diri dan mental untuk praktik berbicara. Selain itu treatment menggunakan media Instagram melatih mereka untuk menentukan kosa kata yang dituangkan dalam praktik. Alasan yang keempat adalah hasil praktik berbicara di masa lalu. Mereka pernah belajar praktik berbicara di kursusan dan pondok yang salah satu materinya adalah memaksa siswa untuk berbicara di depan umum secara bebas sehingga ketika menggunakan media Instagram mereka tidak kaget untuk menentukan kosa kata yang tepat. Alasan selanjutnya hasil feedback dari guru. Mereka

terbantu dalam peningkatan hasil berbicara dengan pemberian written and oral feedback dari guru pada aspek fluency dan pronunciation.

5. Fieldnote Remedial Teaching

Siswa yang melakukan remedial teaching merasa kesulitan pada treatment cycle satu karena jarang praktik berbicara. Sehingga ketika disuruh praktik berbicara di depan guru dan media Instagram mereka tidak siap, kesulitan dalam menentukan kosa kata, perlu bimbingan dari guru dalam menentukan kosa kata yang tepat yang dituangkan dalam kalimat, dan kurang rasa percaya diri dan takut salah. Akan tetapi sesudah melakukan remedial teaching dengan melakukan diskusi secara intensif terhadap permasalahan siswa pada cycle 1 dilanjutkan dengan melakukan treatment lagi dengan bimbingan dan arahan langsung dari guru dalam menentukan kosa kata yang tepat yang dituangkan dalam berbicara, mereka mampu mendapatkan minimum individual score pada post-test in remedial teaching Adapun siswa yang memiliki kebutuhan khusus peneliti khususnya dengan tidak menjasi subject penelitian ini, alasannya adalah ketika peneliti melakukan uji coba pre-test kepadanya, dia hanya diam tanpa mengucapkan kata apapun dan ketika penelitisuruh melakukan treatment dengan menggunakan media Insagram dia menggelengkan kepalanya, merunduk, dan tersenyum kecil tanda tidak mau. Ketika peneliti berkunsultasi kepada guru kelasnya, guru kelasnya bilang bahwa siswa tersebut tidak bisa mengikuti pembelajaran di kelas dan guru hanya memberikan nilai secukupnya untuk siswa tersebut

Appendix IX

Students' Interview

No	No.	Students' cycle 1 answer	Students remedial teaching answer in implementating cycle one	Students' remedial teaching answer after implementating remedial teaching
1.	1. Is there an increase in speaking after implementing and using the Instagram Vlog media	<p>1. Penggunaan media Instagram mampu meningkatkan skill berbicara kami khususnya pada aspek fluency dan pronunciation</p> <p>2. penggunaan media Instagram Vlog pada treatment kedua dan ketiga berpengaruh pada peningkatan hasil belajar kami pada aspek fluency dan pronunciation</p>	<p>Penggunaan media Instagram Vlog sebagai media praktik berbicara tidak cukup bagi kami meningkatkan kemampuan berbicara pada aspek fluency dan pronunciation</p> <p>Hasil treatment kedua dan ketiga penggunaan Instgram belum cukup meningkatkan hasil belajar kami karena kami masih kebingungan dan lupa hasil feedback guru ketika disuruh praktik berbicara lagi</p>	<p>Penggunaan media Instagram Vlog sebagai media praktik berbicara mampu bagi kami meningkatkan kemampuan berbicara pada aspek fluency dan pronunciation</p>

	<p>2. How can Instagram Vlog improve your speaking skill?</p>	<p>1) Kami sudah lama menggunakan media ini sehingga kami tidak bingung cara menggunakannya dalam praktik berbicara sehingga berpengaruh pada peningkatan hasil berbicara kami</p> <p>2) Tema dari praktik berbicara melalui Instagram ini termasuk mudah bagi kami karena mengenai tema kehidupan sehari-hari kami sehingga kami bisa mempersiapkan kosa kata yang tepat dalam praktik berbicara sehingga</p> <p>3) Penggunaan media Instagram Vlog meningkatkan hasil berbicara kami karena kami bisa bebas mengekspresikan diri tanpa merasa malu dan percaya diri tanpa melakukan kesalahan atau rasa nervous</p> <p>4) Guru menyediakan feedback terhadap hasil berbicara kami di Instagram sehingga kami memiliki gambaran apa yang harus diperbaiki atas hasil belajar kami melalui media Instagram</p>	<p>Kami tidak bisa memakai media Instagram karena belum pernah menggunakan atau menginstalnya sehingga tidak ada peningkatan yang cukup melalui media ini</p>	<p>Kami mengalami peningkatan sesudah menggunakan media ini melalui hasil diskusi dan arahan dari guru terhadap hasil belajar kami pada cycle 1</p>
	<p>3. What was your experience of using Instagram Vlog in improving speaking skill?</p>	<p>Kami menjadi terbiasa untuk berbicara secara langsung dengan waktu yang cukup Kami bisa melatih rasa percaya diri kami untuk berbicara di depan umum</p>	<p>Kami tidak siap ketika disuruh berbicara langsung tanpa persiapan yang matang</p> <p>Rasa percaya diri</p>	<p>Kami lebih siap ketika berbicara secara langsung</p> <p>Kami dapat lebih percaya diri berbicara di depan</p>

			kami kurang karena takut salah ketika praktik berbicara	umum
	4. What were your obstacles in improving speaking skill through Instagram Vlog?	<p>Hambatan kami adalah mengucapkan vocabulary yang berbentuk simple past</p> <p>Kesulitan dalam menentukan kosa kata yang berbentuk simple past ke dalam praktik berbicara sehingga menghambat hasil kelancaran kami</p>	<p>Kami sulit dan banyak tidak bisa mengucapkan kosa kata yang terbentuk simple past</p> <p>Kami sulit menentukan kosa kata yang tepat tanda panduan dari guru</p>	Hambatan kami adalah jarang praktik berbicara sehingga kedepannya guru bisa mengajar praktik berbicara secara rutin



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LIST OF PICTURES

Preliminary study with English Teacher



Researcher interviewed with an English teacher of MA mambaul Hikam 01

List Of Pictures Treatment 2



Students did Treatment 2
using Instagram Vlog



Students did Treatment 2
using Instagram Vlog

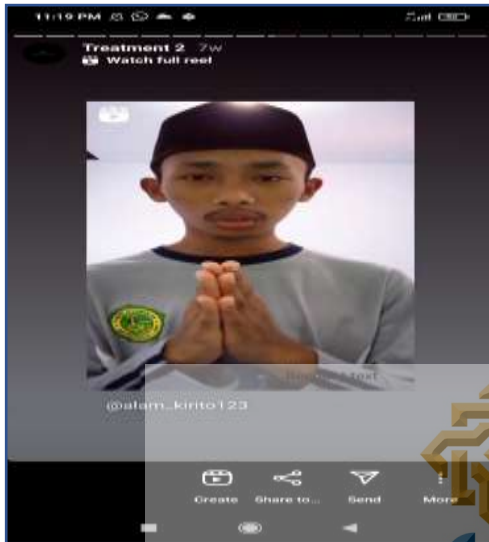


Researcher gave the
feedback on students'
speaking result



Researcher gave the
feedback on students'
speaking result

List Pictures of Treatment 3



Students did Treatment 3 using Instagram Vlog



Students did Treatment 3 using Instagram Vlog



Students did Treatment 3 using Instagram Vlog



Researcher gave the feedback on students' speaking result

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List Pictures of Feedback Remedial Teaching



Researcher and students discussed the problems of learning



Researcher and students discussed the problems of learning



Student did treatment in remedial teaching



Student did treatment in remedial teaching

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