

CHAPTER IV

DATA PRESENTATION, FINDINGS AND DISCUSSION

In this chapter the researcher presents data presentation, findings and discussion of the research.

A. Data Presentation

In this part presents the result of the questionnaire and interviews. As it described in chapter III, the questionnaire distributed to thirty one students of X DPIB at SMK Negeri 01 Pagerwojo. The questionnaires are divided into three parts. The first about the process in learning speaking class, the second result about the creating Vlog as a media for speaking class, and the last statement is student' perspective on the use vlog media for speaking class.

1. The English Learning Process of their Speaking Class

The statements of number one until number four in questionnaires are related to the learning process in speaking class. The result can be seen in the figure 4.1.

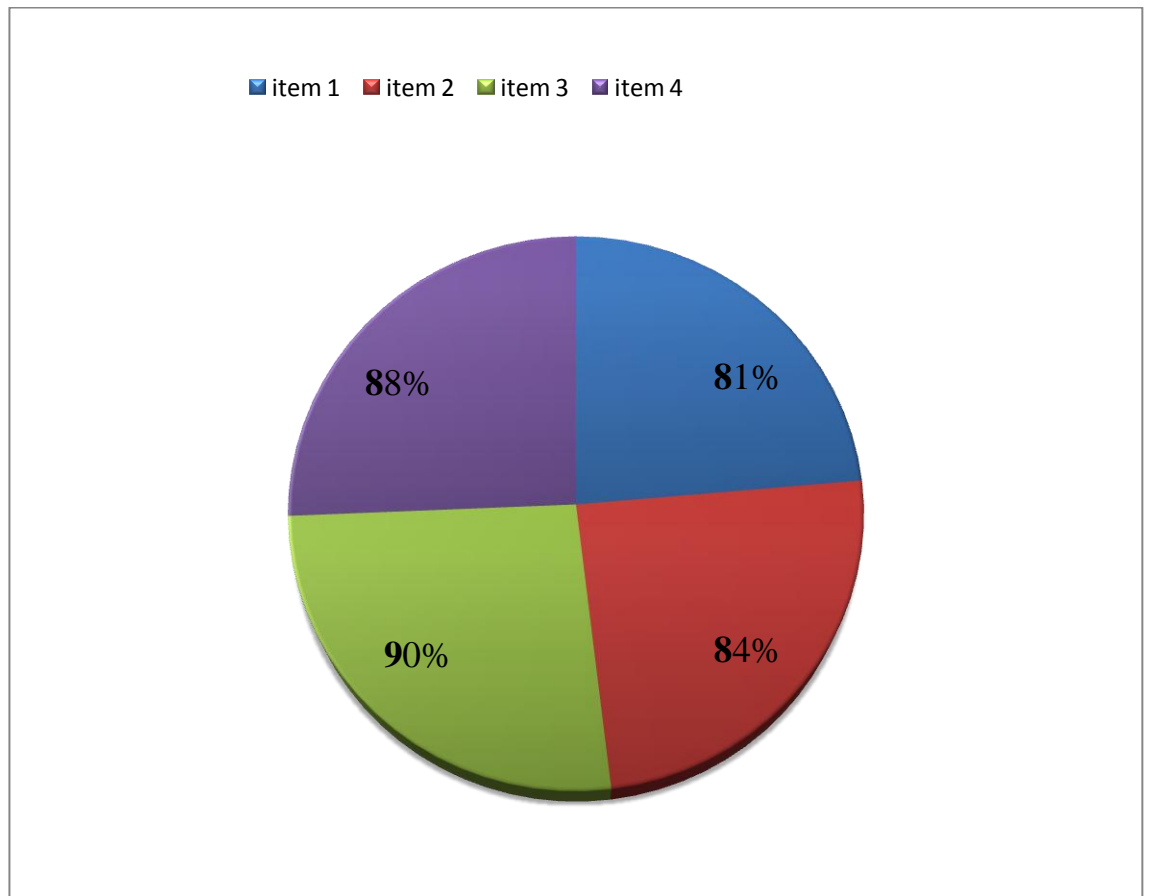


Figure 4.1

Figure 4.1 shows the result of the four statements in order to find out the students experiences in the learning process in their speaking class. The first statement, the students have “strongly agree” to make English sentences in speaking class with the right structures.

For the second statement, it shows that they “strongly agree” to learn English language in speaking class. The aim of the lessons which is to train students’ speaking skill is achieved with the right structures.

The third statement, the students “strongly agree” that learning or teaching process the teacher is communicative with students to build a good relation among students. For the next statement, they “strongly

agree” that for speaking class who though using speaker, projector, LCD and laptop can support the teaching and learning process.

The explanation implied that the students had enough facilities to support their English lesson.

2. The Process of Creating Vlog in Speaking Class.

The statement number five up to eleven are about the process of creating vlog in speaking class. Those seven closed ended statements were counted and the results can be seen in figure 4.2..

■ item 5 ■ item 6 ■ item 7 ■ item 8 ■ item 9 ■ item 10 ■ item 11

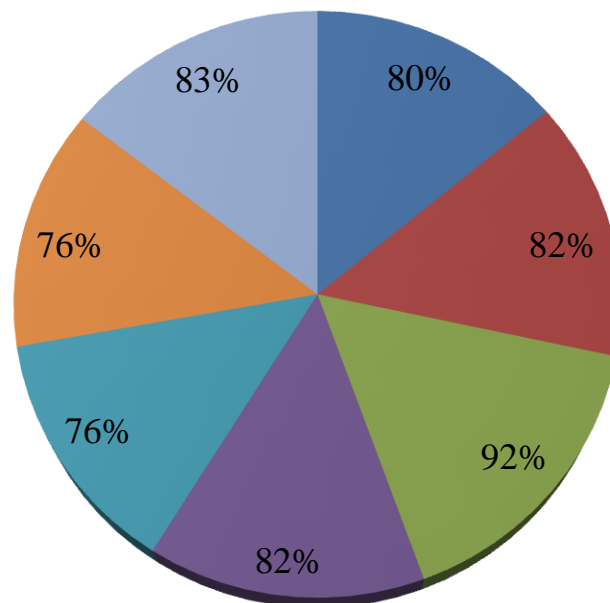


Figure 4.2

Based on the figure 4.2, the students choose “strongly agree” of the first statement. It can be concluded that it was their first time to create

Vlog project using English language. One of the students also had experienced in creating Vlog before. The students said:

Yes, I once made a vlog when I have time at my final exam last year. It was not lesson but I just tried to make that video.

(Interview 1)

For the second statement number six shows that students choose “strongly agree”. It shows that before creating video students make a note. Next, statement number seven shows “strongly agree”. From that statement the student who recorded the video should memorize what they would like to be said.

Moreover, for discussing of creating Vlog, the eighth statement shows that seven students (23%) choose “strongly agree”, it means some students just need once to record their speech toward vlog. For the next statement number nine shows, the students choose “agree”. From this statements can be concluded that the students also need to record and repeat the video more than one.

The tenth statement shows that students choose “agree”. So, here the students get some difficulties in the process of creating my Vlog. Next statement, they choose “strongly agree”, the student also needed to make sure the Vlog without mistake. Hence of some statement, students should practice more to speak English with their way until they can improve their ability at speaking English in the front of the class.

3. The Students Perspective on the Use Vlog Media for Speaking Class.

The statements number five until eleven discuss about the process of creating vlog and number twelve until twenty statements about the students' perception on use the Vlog.

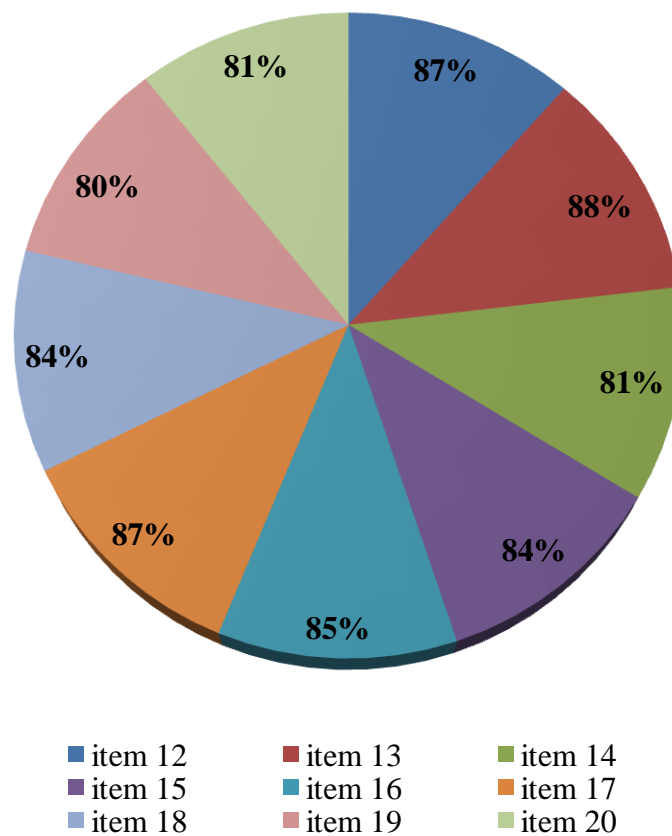


Figure 4.3

The figure above shows the result of the students' perception on the use Vlog media for their speaking class. In statement number twelve the students choose "strongly agree". It indicates vlog can be motivated students to be able to speak English better. The statement number thirteen

shows nine students “strongly agree”, it meant through the vlog, the students found their weaknesses in their speaking class.

The student said

Yes I do, usually I forgot what will I say, and also forgot about the vocabularies.

Besides, the statements about “*through this Vlog, the students find their strengths in their speaking skill*”, the students choose “strongly agree”. Moreover, Vlog also gave students’ improving of speaking class. It was from statement number fifteen showed that the students choose “strongly agree”.

In statement number sixteen shows if students choose “strongly agree”. So, this Vlog media gives beneficial for the students’ future.

Student said:

My opinion It was making it easier to recite English.

For statement number seventeen, students almost “strongly agree”, More information in statement number eighteen students choose “strongly agree”, also statement number nineteen, they choose “strongly agree”. Moreover the last statement the students choose “strongly agree”. Hence of three statements show Vlog give them felling more confident to speak English

Student said:

I feel more confident to speak in front of the Vlog.

B. Findings

1. The Learning Process in Their Speaking Class

Based on the result of the questionnaire above, students mostly have positive perspective. On the index values from pie chart, 81% they learn to make English sentence in speaking class, 84% that they learn to speak English, 90% that the students need their teacher is communicative among the students of English speaking class, and 88% that they need speaker, projector, LCD and notebook to facility teaching and learning process in speaking class.

2. The Process of Creating Vlog in Speaking Class.

In the process of creating Vlog, the students also have good perspective. More information, in the process here, they have their way to express their idea toward their speech in front of the process and become new experience. Some of the students also can not speak directly, so they use their process before create the video. The index value of each items in this aspect are 80% that their first time to create Vlog using English language, 82% that they write the material that understand before in a piece of paper, 92% that they memorize the related material text before record it, 82 % that the students record their speech once and do not repeat it, 76 % that they record my speech more than once and they get some difficulties in the process of creating

my Vlog. Than 83 % that they watch their Vlog to make sure that there is no mistake in their speech.

In addition from the interview result, actually the students was familiar with Vlog, and ever made record a video but they did not use English. Usually the students just create Vlog for entertaining content. So, they still have first time to record their video using full English.

3. The Students Perspective on the Use Vlog Media for Speaking Class.

Using vlog media for speaking class also give students' positive perspective. The index value for statements number sixteen until twenty are 97% that through Vlog the students motivated to be able to speak English better, 88% that they weaknesses in their speaking skill, 81% they find their strengths in their speaking skill, 84% that the students can improve their speaking skill, 85% that they learn to use gadget for the beneficial activity, 87% Vlog helps them to improve their confidence in speaking English, 84 % they motivated to give their best effort in this Vlog, 80% that before getting Vlog, they do not confident in delivering speech in front of the camera. Than 81% they vlog Vlog helps students more confident in front of camera.

In addition, from review result students have their difficulties of speaking activities. They often forget their vocabulary to speak English and they cannot speak English better. Beside that some students do not have confidents to speak in front of the class. Through Vlog they try to

solve their problem and they have benefit here. So, through this media the students have their process before they ready to speak anything as they want to speak, especially the material based on English speaking class.

C. Discussion

The figure 4.1 showed the process of learning in speaking class went well. In English class, the students learned to make English sentence with the right structure. Besides, the students also learned to speak English in speaking class. However, speaking is a skill that should be improved by student in learning English (Grognet, 1997). In order to support the student to learn English, the researcher also provided facilities for the students. The students were facilitated to learn some materials through videos. According to McKinnon (200) and McGovern' (1983), a video is one of the teaching and learning methods which is interesting. The researcher also provided speaker, projector, LCD and laptop to support students in learning process. During the teaching and learning process, the students and the researcher are also communicative to build a good relation.

Moreover, figure 4.2 indicated the process of creating video project in speaking class to train their speaking skill. Learning speaking skill can be done through technology such as video (Luoma, 2004). In this case, videos are use to videotape the students' performance in delivered their speeches. The result showed about the students experience in creating vlog. The video projects were not the first project for the students, so the

students were easy to understand the instruction which was giving by the teacher.

Through vlog, the materials were understood easily because by creating the videos, the students learned to create their speech. A video as one of the teaching media is valuable for teaching media and it has same benefit with textbook or audio tape recording (Willis 1983: McGovern 1983).

The videos were also recorded more than once because in the process of taping, sometimes the students made mistake. Mennim (2003) states that before final presentation, the students' perception are to record what the students are going to make.

Based on the result, the researcher found that the students had good perceptions on the vlog to train their speaking skills. Forgas (1996) and altman et al(1985) state that perception showed the students' experiences, needs, interest and the way students saw the fact of environment, which is in this case, the environment meant speaking class. the result showed that through vlog, the students were motivated to speak English better. As stated by Effendi and Praja (1989), learning with interest is better than without any interest.

Than, the students also found their weaknesses and strength of their Vlog. By watching their Vlog, they could analyze their own weaknesses and strengths so they were able to overcome their weaknesses and to improve their strengths in delivering their speech.

Figure 4.3 also proved that Vlog could be used for beneficial activities such learning language. In creating Vlog, the students utilized their smartphone, camera or laptop.

The students found other benefits on the Vlog to improve their speaking skill. They felt more confident when practicing their speaking skill in front of the camera. Beside that they were also encourage to give best result in their Vlog. The last, most of the students admitted that Vlog trained their speaking skills.