Vlogging as a Medium for Eighth Graders of SMP Negeri 1 Gresik in Speaking Recount Text

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Abstrak

Vlogging saat ini menjadi sangat popular di kalangan muda dan para remaja. Namun, dalam mengajar kemampuan berbicara, kebanyakan guru masih menggunakan cara yang tradisional dan membosankan. Aktivitas vlogging seperti ini dapat dijadikan sebuah media yang menarik minat siswa untuk berbicara Bahasa inggris lebih sering. Tujuan dari penelitian ini adalah untuk mendeskripsikan bagaimana vlogging dapat digunakan dalam proses pembelajaran berbicara Bahasa inggris khususnya teks recount, untuk membuktikan bahwa vlogging dapat meningkatkan kemampuan berbicara Bahasa inggris siswa terutama pada teks recount, dan untuk mengetahui tanggapan siswa mengenai penggunaannya dalam proses pembelajaran. 27 siswa dengan kemampuan berbicara Bahasa inggris yang berbeda dipilih untuk menjadi subjek pada penelitian ini. Setiap siswa diminta untuk membuat video berdurasi tidak lebih dari 5 menit sebanyak tiga video. Catatan lapangan, rubrik kemampuan berbicara, dan angket digunakan untuk menemukan data yang diperlukan pada penelitian ini. Peneliti menemukan hasil bahwa siswa menunjukkan adanya perkembangan pada pelafalan, kelancaran, struktur, pilihan kata, dan pemahaman. Disamping itu, mereka merasa senang dalam proses pembuatan dan pembelajarannya. Bagi mereka, vlogging merupakan hal baru yang menarik untuk mereka berlatih dan mengembangkan kemampuan berbicara Bahasa inggris mereka. Kesimpulan dari penelitian ini adalah vlogging dapat dipastikan merupakan media alternative untuk siswa berlatih dan mengembangkan kemampuan berbicara Bahasa inggris mereka terurtama pada teks recount.

Kata Kunci: vlogging, teks recount, kemampuan berbicara.

Abstract

Vlogging is recently becoming really popular among teens and adolescence. However, to teach speaking, many teachers still use the traditional and tedious. Vlogging can be an interesting medium for students to encourage themselves in using English more. The aim of this study is to describe how vlogging can be implemented in teaching speaking recount text, to give a revelation in the use of vlogging in enhancing students' speaking skills in English, especially for recount text, and to portray the students' responses toward the implementation. 27 students with different speaking skills were chosen to be the subjects of this research. Each of the students was asked to make a video no longer than 5 minutes 3 times. Each of the video was analyzed to see the differences and growth in the use of English in the video. Field notes, speaking rubric, and questionnaire were used in order to find the data required for this research. The researcher found that vlogging can be positively used in teaching recount text, especially for speaking skills. The implementation of vlogging strongly affects the students' speaking skills. The students showed improvement in their pronunciation, fluency, grammar, vocabulary, and comprehension. Furthermore, they felt happy in making their vlogs and having it in the learning process. It was such a new exciting way for them to learn and to develop their speaking skills. In conclusion, vlogging is certainly an alternative-stimulating media for students to grow their speaking ability especially in recount text.

Keywords: vlogging, recount text, speaking ability.

INTRODUCTION

Blogging, in current days, is becoming a new huge and trend hobby among internet users. Now, internet is like a best friend for everybody in the entire world. People in daily life has been exposed to this phenomenon of technology. Internet is having the responsible for the changes in this-nowadays-world, as the world is getting smaller with the un-boundary of all countries. In addition, the internet is also taking an important role in education ground. However, it is not functioned well by the people working in that field, especially in Indonesia.

As proposed by Mutmainna (2016) one of the newest approaches and techniques applied in teaching and learning English is by participating the role of technology in the English classroom. It has been long that internet has become a real dare of technology in the life of people since internet provides anything people can access just by one-click on the screen. Many things can be done by using the internet, such as texting, browsing, calling, chatting, emailing, making video call, and gaming. The internet also offers people for a place to share stories or experiences in their own webs. It is called a blog, while the activity is known as blogging. Blog or blogging is a product of the development of technology where people can share their writing of individual journals online which can be circulated and seen by others in the whole world (Mutmainna, 2016). Blogging has become a booming passion among the communities of internet in current time (Gao, Tian, & Huang, 2010). Parker and Pfeiffer (2005) share that blog, in basic, is a text posted into a web site to share experiences, opinions, and ideas. Based on Mutmainna (2016), blogging can be occasions to enhance English language skill of someone in bunch of ways. Furthermore, it helps to develop the learners' speaking ability. There are some researchers that is related to the use of blogging to English speaking skill. Argued by those researches, blogs are effective for improving speaking ability of the learners.

Vlogging, coming from the words "video" and "blogging", is the new style in the activity of blogging. Essentially, the idea of vlogging is as the same as blogging but instead written and using a web page, it is spoken and using a video for the medium. Meanwhile, vlog or videoblog is distinct as a blog that makes video as its key foundation as a substitute of text. Vlogging provides a wider site experience than blogging which uses texts, because it mixes not only texts and pictures, but also movies and sounds. This what makes vlog can increase the information gained and emotions shared to the users (Rakhmanina & Kusumaningrum, 2017). Through vlogs, people can share topics in varies, for examples: tips, hacks, hobbies, experiences, speech, and others. Youtube

is the biggest platform for everyone to share their own vlogs to everybody. Currently, there have been many people making their youtube channels containing various topics. That is why vlogs can also be defined as online diaries.

Vlogs, in which spoken in oral, are an advanced idea of learning target languages, especially English. It serves an enjoyable and individual spots for people to practice English speaking skills. Learners will be offered chances to practice language skills anywhere and without many preparations, which makes them be in the process while doing the videos online (Thomas, 2009). Vlogging as part of blogging trend lean towards to give a positive effect on developing learners' fluency, accuracy, and accent (Rakhmanina & Kusumaningrum, 2017). Speaking is being the main component emphasized since vlogging is typically oral spoken.

Speaking is one of the English skills that student must master. According to Richard (2008) speaking means getting something done, exploring ideas, working out some aspects of the world, or simply being together. When students have mastered the speaking skills in their learning activities, it can support their confidence to start the conversation with their friends or teacher and also when students can master speaking skill, they are expected to be able to express their expressions in English for example: short dialogue, offering invitation, giving suggestion or comments, pay attentions to their friends, etc. However, the teaching speaking strategies used by mostly teachers are boring and not encouraging the students' motivation to learn speaking. They usually get lazy with these common ways using conversation, speech, etc. Actually, there are many ways, methods, media, techniques, and approaches that can be applied in teaching and learning speaking in the classroom. Rather than using the ordinary ways to support the speaking class of the students, the class can be supported by the use of vlogging.

Taking a closer look into the current situation in Indonesia, students of any levels starting from the basic elementary level up to the junior high and senior high school are really into the updates of the technology. Back then, the previous era students learnt by reading books and going to the library, it is now totally different in any situation or context. Nowadays, what Indonesian called the phenomenon of "kids nowadays", in which refers to the kids on the age more than 7 years old, is exploding. These kids are known as gadgets and social media fanatic users. Moreover, most of the students who are now in the junior or high school even elementary school level are also going that way. They are mostly being active in facebook, Instagram, snapchats, and musically. That means, they, definitely, have been acquainted with how

the technology works much. They even have their own smartphone.

Looking at that phenomenon, the education system in Indonesia have to balance the current situation of the students. Teacher should be creative in making the teaching-learning process fun and enjoyable. For the result, the students will be encouraged and excited to learn English in the classroom or even outside the classroom. Vlogging is one tool that teacher can apply in the English language learning class and students can do due to practice their English language skill, especially in speaking. Based on the curriculum of 2013, the students have to be the one that are active more in the classroom, rather than the teacher. As the previous study argues that vlogging can give a positive effect on developing learners' fluency, accuracy, and accent (Rakhmanina & Kusumaningrum, 2017). Vlogging is prosperous, if the students have high interest in using this tool as well as their interest in developing their learning capacity (Anil, 2016). It is easy for students making vlog. It can be done on a Smartphone or computer- connected with a video camera and internet connection (Anil, 2016). Instead of doing Instagram or musically, it would be better if their smartphone, which has a video camera in it, is used to make some vlogs and develop their English speaking skills. That will be fun when the students can share their experiences, ideas, mixed with creativities. The students will enjoy that activity of vlogging. They can also practice to speak English outside their classroom.

This study focuses on the use of vlogging as medium for eighth graders of junior high school in speaking recount text, to find out the implementation of vlogging, to know how the students' speaking performance, and to get the students' feelings of using vlogs in learning English. In this case, the students will share their experiences about today's activities. That would be in a form of recount text learned by the eighth graders as based on the basic competence of 3.11 and 4.11 stated on Permendikbud Tahun 2016 Nomor 024 in oral spoken language.

Based on the background of the study above, this study tries to answer the following questions:

a. How is vlogging used as a medium for eighth graders of SMP Negeri 1 Gresik in speaking recount text?
b. How are the eighth graders of SMP Negeri 1 Gresik speaking performance of recount text by using vlog as the medium?
c. How are the students' responses toward the process of vlogging as medium for eighth graders of SMP Negeri 1 Gresik in speaking recount text?

RESEARCH METHOD

The researcher used qualitative approach and descriptive as research design to conduct this research. The aim of this study is to describe and explain the result of the implementation of vlog used as medium for eighth graders of SMP Negeri 1 Gresik in speaking recount text.

The researcher conducted the research in the class and let the situation or environment of class as natural as possible. In this case, the researcher acted as non-participant observer. It means that the researcher did not take any part in teaching and learning process. In other words, the researcher only sat at the back of the class and observed the teaching and learning process silently.

The subjects of this study are one class of eighth graders of SMP Negeri 1 Gresik that consists of 27 students. The researcher chose eighth graders because they learned recount text of personal experiences in the second semester as stated in syllabus of 2013 curriculum. Besides, the researcher chose junior high school because they are students who are still energetic and very motivated about something new. Therefore, it is easy for the teacher to guide the students when they have the lessons. Furthermore, the research was conducted in a classroom in SMP Negeri 1 Gresik.

To have a good-convincing research, the researcher should use the most appropriate research instruments to help in collecting the data. The first instrument used was field notes. Field note is a note written by the research while the observation is going on. The notes would be anything observed by the researcher in the teaching learning process. All the parts of teaching sequences should be noted too, from the very beginning (greeting, the opening, etc.) until the last section of the class (material review and closing). In brief, anything that happens in the class during the teaching-learning process should be noted in the form of description. This field notes is used by the researcher to get the answer of the research question number one.

The second instrument used was the students' vlogs. The answer of the second research question can be taken from the students' work, in which vlogs. Firstly, after making their vlogs, they should submit it to the researcher with a help from the teacher. Then, the researcher could play the vlogs and take some assessment to the speaking performance of the students. This would be done using a descriptive-speaking-rubric that has been prepared before.

The third was questionnaire. Kothari (2004) defines that a questionnaire is a printed or typed form or set of forms of a number of questions in a definite order. The researcher distributed questionnaires with the same number and order of questions to the whole members of the class in the last observation. Where this situation

holds, a participant's privacy is guaranteed, no matter how personal or sensitive the information is. The respondent completing a questionnaire that bears absolutely no identifying marks—names, addresses, occupational details, or coding symbols— is ensured complete and total anonymity (Cohen, Manion, & Morrison, 2000). After doing the questionnaires, the students should return it to the researcher to be analyzed.

The researcher collected the data to complete the research by doing an observation. According to Kothari (2004) there are three advantages of observations. The main advantage of this method is that subjective bias is eliminated, if observation is done accurately. Secondly, the information obtained under this method relates to what is currently happening; it is not complicated by either the past behavior or future intentions or attitudes. Thirdly, this method is independent of respondents' willingness to respond and as such is relatively less demanding of active cooperation on the part of respondents as happens to be the case in the interview or the questionnaire method. In this study, the researcher observed the use of vlog to teach speaking recount text in the eighth graders during the teaching-learning process inside the class. It should be all observed, start from the beginning until the end of the class. The researcher sat in the back of the class and took some field notes based on the activities happened in the class. The researcher did the observation in four times of meetings to get the reliable data.

The second technique used by the research is the students' vlogs. It is used to collect the data of the students' speaking results of recount text by using vlog as the medium. These vlogs used to interpret the students' speaking ability in speaking recount text.

By the end of all the observations, a questionnaire would be distributed to the whole students in the class. It aims to have the answer of their responses toward the use of vlog as medium in speaking recount text.

After collecting the data, the researcher analyzed the result of the observations and questionnaires. It is analyzed and described in a form of words. The researcher should unify what has been seen, read, and heard and go to make sense of it in order to generate details, support theories, or pose new questions. The explanation would be the process of teaching-learning speaking recount text with vlog as the medium. There are three steps of analyzing a qualitative data proposed by Ary, Jacobs, Sorensen, and Razavieh (2010). The first one is a organizing and familiarizing. Firstly, the researcher should be familiar with the data has been collected through reading and re-reading the field notes and transcripts, watching and re-watching the video recording, and listening repetitively to the audiotapes. The data collected should be absorbed by the researcher. Field notes, audio-recording, and video-recording, observation comments, and other data must be put into a form ready for analysis (Ary et al., 2010). Watching and listened it repeatedly makes the researcher more familiar into the data and easier to get the valid data.

The second step is coding and deducing. After familiarizing the data and organizing them, the next procedure is coding and reducing. Coding is the process of emerging ideas from the raw data. Mostly, the common approach to do is reading and rereading all the data and categorize them by the words, phrases, sentences, subjects' thinking, action arrays, and events that appear frequently and that seem important. Every unit of meaning label must be reasonable easily without any additional information. These initial codes are likely to be modified later. While reducing is the process of decreasing any unnecessarily data so that the data can be more organized and easy to analyze.

Here, the data of field notes and questionnaires would be analyzed and given some codes on the important units that indicates the students' answers toward the research questions. That would be the students' way of thinking or opinions about the use of vlog as the medium to speak recount text.

The last step is interpreting and representing. Interpreting involves reflecting about the words and acts of the study's participants and abstracting important understandings from them. It is an inductive process in which you make generalizations based on the connections and common aspects among the categories and patterns. You may develop hypotheses that have evolved during the analysis. Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations (Ary et al., 2010). The data would be interpreted in details and represented the result through descriptive approach.

RESULT AND DISCUSSION
The Implementation of Vlogging in Speaking Recount Text

The researcher answers the first research question. It is about the implementation of vlogging as a medium for eighth graders of SMP Negeri 1 Gresik in speaking recount text. The observation was held starting from 12th of February 2018 until 26th of February 2018.

For answering the first research question, the researcher conducted the observation in five meetings. The teacher did all the steps of teaching recount text based on the lesson plan had been made. He started the class from pre-teaching, whilst-teaching, and post-teaching. The teacher also applied all the five-steps of scientific

approach which are observing, questioning, collecting information, associating, and communicating.

On the first meeting, the teacher started to apply the step of scientific approach in the first place. The students was observed and given a first knowledge about recount text. They was told of an experience by the teacher. He chose the easiest experience to be comprehended by the students. He told them about his holiday in Jogjakarta. Having done telling his experience, the teacher asked the students some questions related to his story. It aimed to trigger the student memory and listening skill. At first, the students did not react, but then some students started to raise their hand and answered the questions one by one. It was good that the students could start the class in fun. Besides, the teacher opened up the discussion that was related with the recount etxt, such as the purpose of the text, the generic structure, etc. for basic knowledge of recount text. After that, the teacher divided the class into nine groups. He showed two different recount texts on the LCD. The students should distinguish the differences between based on the purpose, structure, and the language features of the text. The students should discuss it with their groups. To have the students being more interested, they should write the answers on the whiteboard as quick as possible. Then, the students became more exciting. Afterwards, the teacher led the discussions and gave feedback of the answers. In the end, the teacher reviewed the lessons that had been learned by asking some questions.

On the second meeting, the teacher reviewed some materials from the previous meeting. Then, he gave the students another example of recount text. The teacher also opened up a discussion of the use of the past tense. Then, the teacher made the students answered some questions related to the recount text had been given. This kind of activity aimed to make the students more understood about the concept of recount text and the use of the past tense on a recount text. After that, the teacher gave the students homework. The students should make a recount text. Instead of speaking in front of the class, the student should speak it through a media named vlog. According to Lee (2017) vlog is typically features a single person speaking to a camera about a range of topics, including personal topics or in this case is personal experience. The output of vlog can be used measure the error occurrence and speech fluency so that students' development can be enlightened and worthy of evaluating their language competency (Anil, 2016). The teacher also gave an example of vlog would be like. After that, the teacher gave them some points they needed to pay attention in making their vlogs. The students should make three vlogs which one should be submitted in a meeting. The topic for the three vlogs would be the same that was a

day experience. The teacher also showed and taught them how to make some. There was no limitation of what instrument should be use. It can be done on a Smartphone or computer- connected with a video camera and internet connection (Anil, 2016). The students looked very excited about the making.

On the third until the fifth meeting, the students should submit one vlog in each meeting in the beginning of the lesson. There were at least two students present their result of vlog in one meeting. The students were chosen by the teacher. At first, the students still got confused of how to use simple past tense in a recount text, but then they got more understanding by the time went off. They learned how to ask and to answer a recount text questions using simple past tense. The students were happy and proud because they could make a good recount text with good vlogs. Besides, the students could speak in front of the camera even though some still felt nervous in the process of making a vlog. After the vlogs had been played, the student were trying to make questions and other were answering. The teacher stood for giving suggestions, comments, and help the students to be braver and more confident. To give the feedback of the rest students' vlogs, the teacher did it at home and would discuss it later.

Based on the discussion, the implementation of vlogging as a medium for eighth graders can help students to learn speaking recount text. Besides, they can train their personal confidence and ability in speaking out of the school time.

The Students' Speaking Recount Text Performance in Using Vlog

In this section, the researcher solutes the second research question. The question is about the students' speaking performances of recount text by using vlog as their medium.

Each student was asked to make three vlogs by the teacher in this occasion. The content of every vlog was about their one day experience. They could tell about their activities in a day by using the recount text's regulation. Generic structure, content, and grammar should be considered. The results of the students' vlogs were analyzed by the researcher using speaking components adapted from Douglas Brown (2004). There were five components of speaking had been examined completely by the researcher, those were comprehension, fluency, pronunciation, grammar, and vocabulary. Moreover, those components were assessed and put into four level of speaking (Excellent, Good, Average, Poor) in one based on the students' speaking performance on the vlog 1, vlog 2, and vlog 3.

Table 1. Students' Speaking Result

No	Vlog	Number of Students in each level			
		Excellent	**Good**	**Average**	**Poor**
1.	Vlog 1	-	15	11	1
2.	Vlog 2	6	13	8	-
3.	Vlog 3	14	11	2	-

First of all to discuss is the result of the students' first vlogs. As can be seen from the Table 1, on the first vlog, there was not students reached to the excellent level of the speaking performance. The students were getting only on poor until the good level. It showed that in this class, each student might have their own capability in speaking English which was different with the other students in the class. It was tolerable, because it was their first time dealing with a new kind of text, a new kind of structure, and a new kind of media. Beside their ability of speaking, their skill of interpreting and understanding of recount text also affected to their performance. Nevertheless, it was a nice job done by them. Most of them were on the good and average stages of speaking. They basically had decent skill on the five components of speaking, which are comprehension, fluency grammar, vocabulary, and pronunciation (Brown, 2004). It could be considered as above the standard. They had some mistakes or errors on the five aspects; however, they could speak their experience on a fluent, clear, and understandable way of delivery. For the poor level, the students were doing well too. The vlogs were also understandable and the watcher could get what was being said. Yet, they needed a deeper understanding of the recount text and how to deliver it better. Therefore, after the first vlog presentation done, the class had further discussion about it, including the use of past tense.

From the Table 1, on the second vlog, most of the students' speaking performance improved and developed on each of speaking component. There were many students advanced to the better level than they did on the first vlog. It could be seen that the poor level got no students standing. Mostly, the students were on the good and average levels. However, six students acquired the excellent one. It means that the students got progress on their speaking performance by using vlog as their medium. At the first place they were on the good level and were grown to the excellent. Their fluency became smoother with only a few pauses when they were speaking. The use of past tense and complex structure were carefully recked. They were earning more new appropriate words to be used in their speaking. They could also deliver their speaking clearer. This phenomenon is definitely showing an improvement of the students' speaking performance.

On the third vlog, the last vlog, the students were getting enhancement in their speaking performance as well. There were more students were on the excellent level of speaking. In fact, half of the class got to the level of excellent. Besides, the students who got on the average level was minority. On the good level there were more students too compared with the second vlog's result. It principally means that the speaking performance of the students much better than the first vlog when they started to know recount text and the use of vlogging for learning speaking English. They had learned how to use past tense correctly and learned many vocabularies, and implemented these knowledge on their speaking through vlog. Their way of pronouncing the words was improving too and becoming flawless.

In brief, what the result of the students' speaking performance shows that although at first the students were only on standard speaking level, by using vlog, the students might possibly get better and better speechmaking, especially in recount text, in every trial. Surely, if the students have high interest in using this tool as well as their interest in developing their learning capacity (Anil, 2016). Moreover, they could find their own way to make the speaking performance through vlog to be the best as they can do. They could take videos as many as they want to make their best vlog due to the fact that it lifts the students' time in speaking English as stated by Anil (2016).

The Students' Responses toward the Use of Vlogging in Speaking Recount Text

In this study, the researcher did not only attempt to define the use of vlogging as medium in speaking recount text, but also tried to know about the students' responses toward the usage.

Once all meetings had been ended, the researcher spread questionnaires to all students. The questionnaires were answered by the students based on their experiences in five meetings in advance.

Vlogging, as stated by Lee (2017), is a kind of activity done by a single person talking to a camera around of topics, including personal topics or those relating to the wider world. This media of speaking helped learners to communicate more to improve their fluency, vocabulary, grammatical aspects and to reduce anxiety (Anil, 2016). They can also be more creative by speaking their own experience or story. The students were very enthusiastic because it was their first time do so. They were boundless in the way of telling their one day experience. They could make as detail as they wanted, provided that it was still in line with the recount text's parameter. By putting some deep editing, the vlogs might be very interesting, attractive and much stressed. It was

still acceptable if they just simply videotaped themselves talking of recount text in front of a camera. Fortunately, this kind of situation was the one occurred. Some students got so much passion in editing their vlogs. They got an intro, outro, even music or sound effect for it. Some other vlogs were simply-made. The students were having much fun during the learning process. Most of them were very enthusiastic. When some vlogs were being played in front of the class through an LCD projector, they laughed and made fun of the video. The atmosphere was very fun and cheered.

In the occasion, the students were all having fun in making their vlogs. It showed that this kind of media is, indeed, interesting for them. However, some students did not really feel confident speaking in front of the camera at first. Yet, it made them forcing themselves to be a braver individual to speak English confidently. In the beginning, they felt nervous and unconfident; however, by forcing themselves in trying over and over again they could make the best vlog as they can possibly do. The vlogs were also improving from the first until the last. It showed that vlog could make the students braver, more confident, and excited in the activity of speaking recount text. Vlogging is prosperous, if the students have high interest in using this tool as well as their interest in developing their learning capacity (Anil, 2016). The students also agreed that the use of vlogging as a medium in such way to teach speaking recount text in the classroom is effective to help them develop their speaking. The teacher could have the students understand more about recount text and get spoken product of it. The students also could practice themselves their speaking skill, includes comprehension, fluency, grammar, vocabulary, and pronunciation not only in the classroom, but also outside the classroom. Besides, giving feedback could be done by the teacher more effective. The teacher can focus or allot more time on the students' prospective vulnerable area of learning (Anil, 2016). Therefore, the students feel encouraged and motivated to learn more of their speaking skill because there is no limitation to for them to develop their ideas.

CONCLUSION AND SUGGESTIONS
Conclusion

Based on the result and discussion, it can be concluded that the implementation of vlogging as a medium for teaching speaking recount text, especially in eighth graders of SMP Negeri 1 gresik ran thriving. The teacher followed the procedures of scientific approach in 2013 curriculum in successively. In the learning process, he applied this method in standings of making vlogs as media for teaching speaking skill and made the students as the learning center of the study. When the teacher implemented scientific approach, he let the students to build their critical thinking, solve their problems, and find the solution by themselves. He also showed the appropriate and easy way to the students of how using vlog as a medium for speaking recount text. Thus, the students could make it on time of presenting one vlog in each meeting. The teaching and learning process was also going in a smooth progress. It has been shown that vlogs could be implemented in a scientific approach on the curriculum 2013.

From the result of students' vlogs, it showed that the implementation of vlogging to teach speaking recount text was really great. The studets could make recount text about their experience in a day and also produce creative and nice vlogs as their product to tell experiences in the form of spoken recount text. It could be seen from the result of the students' vlogs that had been analyzed by the researcher using five components, such as comprehension, fluency, grammar, vocabulary, and pronunciation. The students had the improvements of their speaking performance by using vlogs, start from first vlog until third vlog. Therefore, it has been shown from the result of students' vlogs that vlogging can help students to learn speaking recount text.

The students' responses toward the use of vlogging as a medium for speaking recount text are also positive. Since the first place, the students looked very enthusiastic about the task. In fact, it was their first time having such kind of task to learn their speaking ability. The students did not only deliver the spoken recount text, but also really enjoyed to develop and share their ideas while making vlogs by themselves. Most students agreed that it is fun to make such video to enhance their speaking skill. Hence, it showed that vlogging can be an alternative-fun-exciting medium for students developing their speaking ability.

From the statements above, it can be concluded that vlogging is one of the appropriate media to teach speaking recount text, especially for eighth graders of SMP Negeri 1 Gresik.

Suggestions

After conducting the research of the use of vlogging as a medium in speaking recount text and ensuing the conclusions above, the researcher wants to give suggestions to the English teachers and the next researchers.

For the English teachers, it is needed for them to lodge the students' necessity especially when it comes to the process of teaching speaking recount text. Using various methods, techniques, activities even media should be done in the class by them. The use of vlogging as a medium in speaking recount text can be the alternative way to teach eighth graders. It will make the students feel

passionate and excited in doing the learning of speaking and to express their ideas.

For the next researchers, if they want to conduct the same method and to use the same media in their research, t is better for them to use another skill and kind of text. It will prove whether vlogging can be applied for all skills and various texts in learning language. Furthermore, the next researchers can also find rather new in order to alter this media to give more positive influence in teaching learning process.

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