

The implementation of VPU method to improve students speaking ability

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Abstract - This study is a classroom action research conducted in the class XII IPA 8 of SMA 2 Kupang in the academic year 2017/2018. This study aims to determine whether the application of the video producing and uploading (VPU) method in learning can improve the ability to speak English in class XII IPA 8 students of SMAN 2 Kupang. The method of data collection in this study was observation, student video recording, and student speaking tests. The data analysis method is quantitative-qualitative descriptive.

The results obtained from this study are that the VPU method can improve the speaking skills of students of class XII IPA 8 of SMAN 2 Kupang. This is evident from the results obtained in cycle I that only 5 students were able to speak English well in class and complete the task of making English conversation videos. In cycle II, 30 students succeeded in getting speaking score 82.43 and completing the video conversation with the resource person. The data analyzed in this study are a video done by students of class XII IPA 8 and uploaded to social media. The conclusion obtained by this study is that the VPU method can improve students' ability to speak English.

Keywords: learning to speak, video producing, uploading, facebook

1. Introduction

Teachers are demanded to create a comfortable learning environment to let students be able to achieve the best learning result. They should be able to attract students with various methods and techniques and interesting content which are applicable to the students' need. The teaching and learning process has a lot of problems especially with the effect of technology in class. Learning English in High School is aimed to improve student's ability to communicate in writing and speaking (BSNP, 2006: 277). To convey information orally and involve speakers and listeners during a conversation, teachers play a very important role (Tarigan, 2008: 45).

In pre-observation, students of class XII IPA 8 SMAN 2 Kupang attended the English class but they did not involve in the teaching and learning process. They were not active to communicate with their friends and focused on their mobile phone. They were so attached to the mobile phone and spent a lot of time on social media more than the time spent learning or getting together with their friends in class. It made the interactions between students were very low and there were not increasing in English speaking skills. There are some students who were passive for doing class interaction and lazy to speak in front of the class.

In solving this problem, a teacher is required to be able to teach speaking by using alternative learning methods. The mobile phone with its technological sophistication, development, and variation, has become part of the growing experience of teenagers and makes them easier to get information and communicate with their friends. This kind of technology could be applied and modified to improve students' speaking ability. It particularly will affect the student interesting in learning English and improve their achievement in teaching and learning process. And one of the methods to be implemented and elaborated is video producing and uploading (VPU) on Facebook. This method is designed where the students should produce their own speech then they should record, upload, and publish on facebook.

By using the most of familiar social media and elaborating facebook with the English learning process, the teacher will provide the more comfortable environment for students where the students are familiar with this social media (facebook) and they have their own facebook account and they can use Facebook most of their time including during their study time in school. Based on this case, the teacher focuses on teaching speaking by implementing VPU method for students of SMA N 2 Kupang.

Speech is essentially a process of communication because there is a message from a source to another place (Komsiyah, 2012:13). People can express, and convey ideas, thoughts, or ideas to others by using spoken language that can be understood by others. It can be said that speaking is a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistic factors. In the process of learning English at school, there are three ways to develop speaking skills, namely, imitate the conversation of others (especially teachers), develop a form of speech, and make closer or parallel forms of adult speech (especially teachers) (Sujana, 2014: 57).

Harmer Jeremy (2004: 87) suggests that there are several types of activities in the process of learning namely conversation, speaking aesthetics, speaking to convey information or affecting dramatic activities, and role-playing. Learning speaking has a number of components and teachers should be able to teach these skills in an interesting and versatile manner. In measuring the ability to speak, teachers can perform an assessment in the form of tasks that must be done students. For this case, the test

conducted is an interview with other students and interview with the native speakers.

This process is recorded in the form of video and uploaded on facebook. Facebook is a social networking service and website that can be used as a means of supporting the teaching and learning process by sharing link/photo/video, create status which relevant to the subject matter (Mangkulo, 2010: 49). Teachers can also create class and exam schedules or online evaluations using Facebook. With this function, students can view the schedule and discuss several things and various topics related to class discussed in school. On Facebook, discussion of a lesson can be done anywhere and anytime with several features offered by Facebook such as group features, status, note or docs feature in the group, link/ photo/video feature, and Group Features Chat.

2. Method

The research study on using Student's Video Producing and Uploading on Facebook to improve the speaking skill of class XII IPA 8 SMAN 2 Kupang was classroom action research which focused on the efforts to improve the real condition of the English teaching and learning process. This class had 40 students, which consisted of 25 female and 15 male students. The object of the research was to express meanings and steps of producing spoken activities in an accurate way, fluent, and an acceptable way by producing video and uploading it on facebook. The duration of research starting from August until October 2017 in the school year 2017/2018. The English class was scheduled twice in a week, namely on Tuesday at 09.15 a.m. to 11.05 a.m. and on Friday at 09.15 a.m. to 11.05 a.m.

The process of collecting data was done by observation, test, and video analysis. The research was conducted in two cycles. Every cycle consisted of four steps, namely planning, action, observation, and reflection. The source of data was the students and data were analyzed by descriptive qualitative and quantitative analysis. The result of the pre-test and post-test was analyzed by using a descriptive qualitative method where researcher compared the score of pre-test and post-test to find out whether there was a significant difference in the score before and after implementing the video producing and uploading in facebook in teaching speaking.

3. Results and Discussion

In the first cycle, the learning process was carried out in 3 (three) meetings. At the first meeting, the teacher gave them teaching materials as written in the syllabus beginning with the motivation, apperception, and delivery of the learning objectives of the day. In this session, the teacher gave an example of self-introduction by introducing himself in English. Then, each student was asked to do the same as the teacher. Each student was asked to introduce himself in front of the class. These introductions included name, age, address, when and where they were born. After collecting the data, the researcher did the analysis and gave the score by measuring the five components, namely Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. There were only 35 students who attended the class, whereas 5 students were absent for various reasons. From this analysis, two students had relatively good abilities in speaking English, ten students had less ability, and twenty-three students had very weak abilities. This result

can be seen in Table 1 below.

Table 1 The score of pre-test speaking

Category	Score	Amount	Percentage
Excellent	85% - 100%	0	0
Good	70%-84%	0	0
Enough	55%-69%	2	5%
Poor	40%-54%	10	25%
Very poor	0%-39%	23	57,5%
The highest score	69	1	2.5%
The lowest score	21	1	2.5%

The results of speaking pretest in this class did not show good results. There were two students who had a good speaking score, while 10 students had poor scores, and 23 students had a very poor score. Furthermore, the average pre-test of students was 50.6. The data also showed that the average speaking skill of grade XII students of IPA 8 SMAN 2 Kupang in English speaking students was low in each component, namely for pronunciation (1.2), grammar (1.275), vocabulary (1.35), fluency (1.225), and comprehension (1.275). Analysis showed that students were weak in these five aspects of pronunciation, grammar, vocabulary, fluency, and comprehension. In the pronunciation aspect, the students really knew the meaning of every word they said but some of them did not know how to pronounce it correctly. This could be a problem if it was not corrected because it would result in a misinterpretation of the meaning between the speaker and the person to whom it was spoken.

Likewise, in aspects of comprehension and vocabulary, students did not understand much about the meaning of vocabulary. Students tended to be silent and did not respond when they did not understand the vocabulary and they did not try to find alternative words when they had difficulty expressing their intent and purpose in speaking. When they did not have an adequate vocabulary, it also affected their fluency aspect in speaking because they tended not to understand what they were talking about and could not respond well. For grammatical aspects, students tended to have difficulty in understanding sentence construction and make incorrect constructions. After analyzing the pre-test, it can be said that the ability of students of Class XII IPA 8 SMAN 2 Kupang to speak English was low and therefore, the score of this pre-test can be used as the basis to improve students' speaking ability.

At the second meeting, the teacher announced the results of the student's pre-test score and then introduced the VPU method. A teacher described of video producing method, its usefulness, its rules and how it was made, followed by the application of the method in studying narrative text that had been studied in learning aspects of reading. At the end of the lesson, the teacher asked the students to engage in activities related to the narrative discourse. The students were assigned homework to search the narrative text and present the video orally, record and upload on facebook. They were also asked to search other text in the form of narrative. Here the teacher associated the

process of video making with a narrative text where the content of the video (character, setting, plot) must be in accordance with the narrative text, the values contained in the story, the elements and the rhetorical steps of the narrative text, and the lexicogrammatical features of narrative texts.

In the third meeting, the teacher evaluated speaking learning with video producing method. The teacher checked the student's video product that had been uploaded on facebook and commented on the video. There were only 20 students who did the task of making videos and uploading videos. The video was then assessed and they were also given the opportunity to comment on the task given at the second meeting. Students looked enthusiastic and serious. But there were still some students who had difficulty to make videos and there were also students who have difficulty uploading videos on facebook. For uploaded videos, the teacher continued to monitor student activities and advised them to consider generic text structures and to apply appropriate pronunciation, grammar, vocabulary, fluency, and comprehension. Through this activity, students were expected to be able to know and understand the elements of speaking easily.

The teacher corrected and wrote all the words that students did not understand on the board and gave all students the opportunity to improve and even improved the pronunciation of their friends. It was expected that students who had not produced videos and uploaded videos could complete their videos and upload on facebook. Videos that had been worked on were assessed based on assessment guidelines such as pre-test. The results could be seen in table 2 below.

Table 2 The speaking score uploaded on facebook

Category	Score	Amount	Percentage
Excellent	85% - 100%	1	5%
Good	70%-84%	5	13.33%
Enough/Fair	55%-69%	10	33.33%
Poor	40%-54%	4	30%
Very poor	0%-39%	0	20%
The highest score	85	1	3.3%
The lowest score	43	1	3.3%

The result of video speaking in cycle I showed an excellent result where there was 1 (one) student (5%) who produced the video with the correct pronunciation, grammar, vocabulary, fluency, and comprehension. Their video can be clearly understood by the audience on facebook. While 5 (five) students display video with a good score. They had corrected the pronunciation, vocabulary, and fluency, but still had problems in the grammar in the sentence of the video. There were also 10 (ten) students who had poor video results. They had unclear pronunciation, vocabulary, grammar, and fluency and the audiences were confused when they watched the video on facebook. And there were also 4 (four) students who had very low speech skills in which they produced the video with poor pronunciation, unclear vocabulary, and non-grammatical sentence. Furthermore, the average video cycle 1 was 64.2. The data also

showed that the average speaking skill of grade XII students of 8 SMAN 2 SMAN 2 English speaking students had increased in each component, that was for pronunciation (1.575), grammar (1.6), vocabulary (1.6), fluency (1.625), and comprehension (1.625). Analysis showed that students who were weak in the pronunciation aspect were completely unaware of the meaning of each word and did not know how to pronounce it correctly.

Students who were weak in aspects of understanding and vocabulary were students who did not have sufficient vocabulary. Students did not speak fluently because they did not understand what they were talking about. And students were weak in grammar because they did not understand the structure of sentences, especially simple sentences. After analyzing cycle 1, the teacher concluded that the ability to speak English of students of Class XII IPA 8 SMAN 2 Kupang had been improved through the VPU method. However, it was still not significant and therefore needed to be developed in cycle 2 to make more improvement in students' speaking ability.

The second cycle was held in 2 meetings. The steps remain the same and there was the only emphasis on an action for students who had not been understood and could not make videos and upload on facebook. They were approached and monitored separately. At the first meeting, a teacher gave them teaching materials as written in the syllabus with starting with the motivation, apperception, and delivery of learning goals. Newly learned methods (video producing and upload method on facebook) were also reminded to facilitate speaking practice. Teachers evaluated videos that had been collected in cycle 1 and lured students who have created a video to comment on the video they have created.

Teachers used this activity so that students feel motivated to practice speaking, recording the process of conversation, and uploading the recording on facebook. This action was done because in cycle 1 there were still 20 students who did not make videos and uploaded the video on facebook. This encouraged students to learn effectively because they were actively involved in the process. Teacher distributed a list of vocabulary (1000 vocabulary lists) as a source of additional lesson material that helps students to have a vocabulary list in understanding English conversations. Students were required to read, memorize and practice the use of the vocabulary in sentences with the help of the teacher. The technique used was role-playing where the teacher exemplified the sentence and asked the students to repeat and translate the words spoken by the teacher in English.

Teacher penalized students who did not work on videos and upload videos on facebook by requiring them to memorize new words in front of the class at the meeting. At the end of the lesson, the teacher asked the students to perform activities and give tasks of finding native English speakers, interviewing and recording the interview, and uploading the video on facebook. Here the teacher associated the making of student videos with the basic competencies expected in this lesson: the students are able to respond to the meaning in the monologue text using the spoken language verbs accurately, fluently and acceptable in the context of everyday life and the students are able to express the meaning in the monologue text by using the variety of spoken language accurately, fluently and acceptable in the context of everyday life.

In the second meeting, the teacher initiated the class by conducting an evaluation of video producing. The teacher checked the student's video that had been uploaded on facebook and commented on the video. There were only 30 students working on the task of making videos and uploading videos. The teacher presented the video and invited the students to give comments on the videos produced by them. Students tended to be excited when they interviewed with foreign tourist. It became a new and exciting experience for them because they had never been spoken and interviewed foreign tourists before. Another thing was that they are challenged to find vocabulary as much as possible before interviewing tourists because the tourists did not have good Indonesian language skills other than English. This encouraged students to look for alternative words when tourists did not understand the vocabulary delivered by students at the time of the interview.

In this cycle, there were still some students who had difficulties in making videos. There were also students who already made videos but had troubles in uploading videos on facebook because of the difficulty of the internet network and financial difficulties in uploading videos on facebook. Teacher monitored the uploaded videos and encouraged students who had uploaded video to help their friends so they could complete interviews with foreign tourists, record the interview and upload videos on facebook. The teacher then improved and wrote down all the words that students did not understand on the board and gave all students the opportunity to improve the pronunciation of their friends. It was expected that students who had not produced videos and uploaded videos could complete their videos and upload on facebook. Videos were assessed based on assessment guidelines same as on the pretest. The results were presented in table 3 below.

Table 3 The score of speaking in cycle 2

Category	Score	Amount	Percentage
Excellent	85% - 100%	5	16.6%
Good	70%-84%	10	33.33%
Enough	55%-69%	10	33.33%
Poor	40%-54%	5	16.6%
Very poor	0%-39%	0	0%
The highest score	85	5	16.6%
The lowest score	54	1	3.3%

The result of post-test in cycle 2 showed a good result where there were 5 (five) students (16.6%) who produced a video with excellent pronunciation, grammar, vocabulary, fluency, and comprehension and audience could clearly understand their conversation video on facebook. There were 10 (ten) students displayed video with good score in pronunciation, vocabulary, and clearness, but still had problems in the grammar of the sentence. There are also 10 (ten) students who had enough video score. They were still lack of grammatical and fluency aspects and the audiences were confused during watching the video on facebook. And there were also 5 (five) students who had poor speaking skills with poor pronunciation, vague vocabulary, blurry

pronunciation, obscure and non-fluent grammar. Furthermore, the average video cycle 1 was 107.2. The data also showed that the average speaking skill of students had increased in each component, i.e. for pronunciation (2.675), grammar (2.675), vocabulary (2.675), fluency (2.7), and comprehension (2.675). Analysis showed that students who were weak in the pronunciation aspect already knew the meaning of each word. But because of the nervous and careless, they made the wrong pronunciation. Students who did not memorize vocabulary were weak in comprehension and vocabulary aspects.

After analyzing cycle 1, the researcher concluded that students Class XII IPA 8 SMAN 2 Kupang had made a significant improvement of speaking ability through an implementation of video producing and uploading method on facebook and therefore this method needed to be applied in other classes to improve students' speaking ability. After reflection, the teacher conducted a post-test on 25 September 2017. In this session, the teacher asked the students to interview with other people as speaking partner using English. This interview was recorded and uploaded on facebook. Each student was asked to find out the name, age, address, when and where their resource person was born. After collecting the data, the researcher analyzed and scored which measuring five components, i.e. pronunciation, grammar, vocabulary, fluency, and comprehension. There were only 30 students on that day, while 10 people were absent for various reasons. The result was presented in Table 4 below.

Table 4 Speaking Post-Test Score

Category	Score	Amount	Percentage
Excellent	85% - 100%	15	50%
Good	70%-84%	10	33.33%
Enough	55%-69%	5	16.6%
Less	40%-54%	0	0%
Very less	0%-39%	0	0%
The highest score	85	1	3.3%
The lowest score	68	1	3.3%

The result of posted in this class had shown a better result. Only five students who had enough speaking score, while 25 others had good value and excellent (84.33%). Furthermore, the average cycle 1 test was 107.2. The data also showed that the average of speaking skill had increased in each component, i.e. for pronunciation (3.35), grammar (3.35), vocabulary (3.35), fluency (3.35), and comprehension (3.35). Analysis showed that students' speaking ability had significant change with the implementation of this method. For pronunciation aspect, the students really knew the pronunciation well and used it with a certain accent. In the vocabulary aspect, students still occasionally used in inappropriate vocabulary but did not make many mistakes for sentence meaning. Students tended to be silent and did not respond when they did not understand the vocabulary and they did not try to find the words when they had difficulties expressing their purpose in speaking.

For fluency, students appeared to be slightly disturbed by the problem of vocabulary comprehension and the pronunciation of their friends or conversational partners who tended to be faster and fluent in using English. When they encountered their partners who spoke fluently, it affected and interfered them in speaking because they tended to ask about what they were talking about. For grammatical aspects, students made grammatical errors but did not affect meaning. For aspects of comprehension, students were able to understand almost all the parts spoken by the partner and able to ask questions. After analyzing the post-test, the researcher concluded that the ability to speak of students had improved and therefore, the implementation of the method of video producing and uploading on facebook was considered successful and complete.

4. Conclusion

Based on the result of the analysis of questionnaires, observation sheets, and assessment of tests, the teacher concluded that the implementation of the VPU method is able to improve the ability of students to speak English. Data analysis at the beginning of the study showed that speaking pretest result was the low score. There were only two students who had enough speaking scores, while 10 students had fewer scores, and 23 students had very fewer scores. Furthermore, the average score of speaking pre-test was 50.6. The data also showed that the average of English speaking skill was low in each component, i.e. pronunciation (1.2), grammar (1.275), vocabulary (1.35), fluency (1.225), and comprehension (1.275). However, after the implementation of the method, there was a change in the of student speaking competence where the results of the post-test showed that 25 students had good and excellent (84.33%) and only five students had enough speaking scores with the average of post-test score of 82.43.

The data also showed that the average of the post-test was 107.2 with the improvement of student speaking skills after the implementation of this method, i.e. for pronunciation (3.35), grammar (3.35), vocabulary (3.35), fluency (3.35), and comprehension (3.35). Based on the overall research results, it is recommended for teachers to use video producing and upload method on facebook as an alternative learning method for students. The researcher suggests that this method can be an alternative method for students in learning various English teaching materials at school. The researcher also suggests other teachers do research by implementing facebook related with the problems obtained in the class and basic competencies to be achieved in their lessons.

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