

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contains explanation about: (1) Findings and (2) Discussion.

A. Findings

It is important to point out the sources of the data that were used in this study in order to fully analyze it is findings. two different people who are referred to as participants 1 (P1), and participants 2 (P2) actively participated in the creation of the dataset that is being analyzed. The data came from structured interviews. To acquire a thorough understanding of the implementation and challenges that participants faced when using Vlog model PjBL in improving students speaking ability, the researcher chose to combine interview sessions.

The two participants were given a set of nine specific questions as part of the research design, with the goal of eliciting in-depth answers that shed light on their implementation and challenges vlog model PjBL.

In order to complete the current investigation, two research questions needs to be answered. The first research question is about the implementation of vlog model PjBL in improving students speaking ability. Meanwhile, the second research question is about the challenges the implementing of vlog model PjBL in improving students speaking ability.

1. The implementation of Vlog Model PjBL in improving students speaking ability at SMKN 1 Seruyan Tengah

The implementation of Project-Based Learning required students to make and to scene a vlog. In this project, they were free to make any kind of vlog. The research was conducted for three meetings (January 4th-11th, 2024). The steps of project-based learning, include:

a. The teacher start with the essential questions

First step of project based learning is the teacher plan the project with essentials questions. Based on observation, at the first meeting on January 4, 2024, the teacher has planned the project by asking the students about students' dream work. The teacher asked to students "Do you have a dream job?". The students answered "Yes, we have". And then the teacher saying, "Ok, students. When looking for a job there is something called an interview and it must be done to find out how willing you are to work there". Then, after knew the students' needs the teacher made a lesson plan job interview for 12th grade. In the lesson plan there were plans and activities that students will do in create a vlog model project.

So, based on observations the teacher has planned the vlog project by essentials questions to the students and then make lesson plan to create vlog job interview project.

b. The teacher design a plan for a vlog project

At the first meeting on January 4, 2024, The teacher lets students learn about job interviews in groups. In groups consisting of five students, the group looked for more detailed information related to job interviews, such as good sentences for answering interview questions well and correctly, examples of job interviews. The teacher has conveyed the aspects that are assessed in the job interview vlog project, so that students already know and are prepared to create a project that meets the criteria. The teacher tells students that the video length is not limited.

c. The teacher create a schedule

At the first meeting on January 4, 2024, when the teacher finished delivering the task of make a vlog model, a student asked the teacher about dateline was 2 weeks. So, one week to prepare and one week later to take video. The teacher set a schedule for making students' vlog project, which is limited until two weeks. Because, students need time to memorize and develop their ideas in progress make the project. So, if students exceed the deadline then it is understandable because the students have tried.

d. The teacher monitor the students and the progress of the project

At the first and second meeting on January 4 and 11, 2024, the teacher monitor students' project by ask to student about the progress of project vlog model and their obstacles in making the project. The teacher was not direct monitor because the project done at home as a homework, but always care to the student by ask the students' progress

e. The teacher assess the results of mini vlog project

At the second meeting on January 11, 2024, the teacher assesses the results of project vlog model based on rubric speaking assessment. The teacher conveyed the aspects that must be done by students, the teacher said that in speaking must use good language, fluent or not, how to pronounce and a sense of responsibility in doing the task. In the lesson there was a speaking assessment rubric that contains assessment aspects such as vocabulary, pronunciation, grammar, fluency, and task accomplishments. There are four levels of assessment ranging from the lowest to get a score of 5 and the highest is 20, so if all aspects are fulfilled and get a good score then it will be met with a score of 100.

f. The teacher evaluate the project

At the third meeting on January 18, 2024, the teacher evaluate project by give comments in students' video on Youtube

and if the results of the students' project are not suitable the teacher has given advice comments of what is lacking, so that students know what to improve. Such as, "Good job", "Great", "Marvelous,students", etc.

The students of class XII APHP major, who took Project-Based Learning in Vlogs to improve their speaking skills, were interviewed about the process of using Project-Based Learning in Vlogs, and how it helps them improve their speaking skills. In the interview, the students can freely express their feeling. The result of the interview is shown below.

The students of class XII APHP major never took Project-Based Learning in Vlogs until that time. Project-Based Learning in Vlogs were new to them. There are few step to do this learning model: (1) First, they are grouped into some small groups. The group members are chosen by the teacher before. (2) The researcher gives students a guiding question. (3) The researcher guides the groups to plan the project. (4) Then, the students are given a project to make and scene a vlog. In this section, the researcher helped students to arrange a schedule, supervised students' team woks, and ensured that students remain focused on their works. During this learning process, the researcher acted as a facilitator who supervises and help students if they face difficulties. (5) After finishing the vlog-making process, all group should uploaded their vlog in Youtube. The audiences would give comments and evaluate the presenter's work. For the

suggestion, the researcher asked the teacher about the implementing of Project-Based Learning in Vlogs. The teacher said:

“Speaking is one of the important competency. There are numerous ways to practice english speaking skills, and implementing Project-Based Learning in Vlogs is a good idea to improve the students’ english speaking skills. They are forced to say something that should be understood by others so they will learn how to speak and use words correctly.”

2. The Challenges in the implementation of vlog model PjBL in improving students speaking ability

a. Not confidence and Vocabulary limitation

In the first meeting, January 4th, 2024 students were grouped by the researcher. A group formed by 5 to 6 students, then they gathered with their teammates. After that, they were given a guiding question. In this section, the researcher asked something that promote deep thinking and guide them throughout the project. The students could answer the question by raising their hand. One group could only present one answer. The researcher noticed that the students often made grammar errors and wrong pronunciation, so the facilitator should correct students’ grammar and pronunciation directly at that time.

The researcher asked the students about the understanding toward the question. Most of them understood the question asked. Then, the researcher asked the students who represented their

groups to presenting the answer, regarding their speaking ability in video. Most of them had difficulty to answer, not because they did not know the answer, but they had difficulty to phrase the answers.

When speaking English in front of the class, for the first time, P1 initially had difficulty due to his lack of confidence in speaking English in front of many people. P1 feels that his English is so bad that he is afraid of speaking the wrong sentences, especially since P1 has a weakness in mastering vocabulary. P1 realized that training to improve speaking skills was very important.

“I am not confident enough to talk English in front of the class, because my English is so bad. I am afraid that I make mistakes, such as using false grammar, so they can’t understand what I say.”

“It is hard to describe the answer because of the limitation of my vocabulary.”

In addition from P2 regarding speaking English for the first time in the video, P2 felt confused. This is because P2 has never spoken English orally. P2 cannot immediately answer in English suddenly, P2 is used to planning or preparing scripts or texts in advance. This is because, P2 feels that he only knows a little vocabulary in English.

“I am bringing a paper with the answer in it, in case I forget the word I should use. It is because my vocabulary is so poor. Moreover, I am also not fluent in speaking English.”

Through the guiding question, students began to build a plan regarding the vlog-making project. Creating a vlog is not an excessive task for high school students. They have the tool that used in the making process, such as hand phone and laptop.

b. Finding the suitable words and mistakes grammar them

In the learning process, there are some steps of making a vlog: (1) composing a script. In this step, students must specify what kind of vlog they want to make. Besides that, students must pay attention to word choice. (2) Recording the vlog. In order to produce a good quality vlog, vlogger, a person who creates and maintain a vlog, must have very clear pronunciation and fluency. (3) Editing. In order to create a good vlog, they may need to edit their work, such as editing the video or editing the sound.

In this first meeting, students were required to finish the vlog-making plan, so they could move to the next step. The next step was making a script. Students were allowed to make any kind of vlog with the predetermined theme. The researchers asked the students if they faced difficulty.

Facilitator then led students to a guiding question. Students required answer only in English. This section trained their English speaking skills because they should present their answer with proper grammar. Based on this section, the researcher could assess

students' English speaking skills. Students were still hesitant about their answers.

P1 stated that P1 had difficulty finding suitable words and P1 did not master grammar as a whole because he had never studied grammar at all.

“It is hard because in my mind, I feel like I know the words and the condition but when it comes to saying and expressing it, I got trouble. After finding the proper words, we should say it repeatedly to practice speaking fluency.”

Additionally, P2 stated that the challenge he faced was how to use grammar correctly. This is because P2, when creating text or speaking, does not pay too much attention to grammar.

“I do not know how to say something with correct grammar. So, I just write anything without paying attention to correct grammar. This project made me look up for correct grammar and pay attention to what we were writing”

For the answers P1 dan P2, can be concluded that they faced some difficulties, include finding the suitable words and how to pronounce it. As a facilitator, the researcher was openly serve all students to ask what is the suitable words for the condition and the statement. They also asked the researcher about the grammar they used while making a script.

c. Pronounce words

In the second meeting, January 11th, 2024, the student began to make a vlog. They were free to make vlogs anywhere. Filming a vlog means they should pronounce word-by-word clearly. This is intended so that listeners understand what the vlogger is saying.

Before they started filming, they were practicing to make their vlogs understandable by talking fluently. The students repeat their pronunciation until they could pronounce correctly. Unconsciously, this made students understand and memorize sentences that should be said in the vlog. Because of this, the students' fluency was getting better.

P1 stated that he was very weak in terms of pronouncements and had difficulty pronouncing them correctly. P1 realized that mastering pronunciation is very necessary so that what he says is easily understood by his listeners. To be able to pronounce P2 correctly before taking the video, do the exercise.

“Before filming, we practice a lot so our pronunciation will get better and we can memorize the script and talk fluently.”

P2's additional opinion stated that he had never known the words he said. So, P2's effort to find out the correct pronunciation is by doing several exercises on how to pronounce it.

“We never know these words before. So, we should practice how to pronounce it. It takes time because some words are hard to pronounce. We want to make our vlog perfect”

Based on the results interview, can be conclude that the students were learning to pronounce words by listening to Google Translate. Google Translate has a feature called “Listen”. It allows students to listen the pronunciation of the words they type. Furthermore, they also asked the facilitator to pronounce the words.

d. Editing video and inadequate gadget quality

The students only had one meeting to finish the project. They could complete the project outside classhour when they could not finish it in one meeting. After making vlogs, the facilitator gave students times to edit their vlogs. The editing section were done outside classhour.

At the third meeting, January 18th, 2024, they submitted their work to YouTube. These are collected onto YouTube by each group leader. One group presents their work on a YouTube channel that has been created by the researcher and the whole class can be an audience. After that, researchers will provide feedback and interviews with students via WhatsApp. Researchers can provide improvements, appreciation and comments.

The researchers asked students about the challenges they faced while making video blogs to improve their speaking skills. To which P1 and P2 have different answers.

P1 stated that another challenge faced while making a video blog was regarding video editing. Here the researcher realized that if you want to produce a good vlog then the editing must be good, as said by P1.

"The challenge I face in making a video blog is in terms of video editing. Because, when I saw the edits of other groups I felt inferior, I thought they were experts in video editing."

Additional answers from P2 stated that during making video blogs P2 had its own weaknesses, namely the quality of the gadgets he used. P2 realizes that the main thing in video editing is that you have to have an adequate quality gadget.

"To be honest, technically when making a vlog, the camera quality on my cellphone is very bad and that will affect the results later."

Based on interviews, the researcher realized that in making a vlog there are several things that must be considered, including knowledge about video editing and the quality of the gadget used must be adequate.

e. Nervous

Here the researcher asks questions about challenges during taking video blogs. P1 and P2 stated the same thing, namely that they both felt nervous when speaking in English for the first time.

P1 said that P1 felt nervous, because he was afraid of making lots of mistakes and was afraid of disappointing his group friends.

“Oh yes, while taking the video blog I also felt nervous. Maybe because this is my first time speaking in English in a vlog and I'm afraid of making mistakes, whether it's vocabulary mistakes, etc.”

P2 added that P2 also felt the same way as P1. Where P2 is nervous if the pronunciation is wrong and has to take the video repeatedly.

“I feel nervous and afraid of making mistakes while making videos. Because if you make mistakes in vocabulary or pronunciation, you will definitely have to take the video several times.”

The researcher asked the students if they consider using this kind of learning model again to improve their english speaking skills. Most of them said yes.

“I would like to do the task again. It is so helpful, but it takes so much time to finish the task if it was compared to another task.”

“Maybe next time, we can apply this kind of learning. This really helps me to improve my speaking skills.”

“Apparently, making a vlog can improve my speaking skills. It also gains my confident to speak english.”

“The time is given to complete this project is too short. It is somewhat hard to focus because I am time oriented.”

B. Discussion

1. The implementation of Vlog Model PjBL in Improving Students Speaking Ability

The steps the teacher used were almost the same as the steps that were used by Ade Yuannita as cited in theory from (Purnomo & Ilyas,

2019), he explained there are six steps of implementation of project based learning. The adjusted step by Ade Yuannita as cited in Purnomo & Ilyas was ready mentioned in chapter II as follows (Purnomo & Ilyas, 2019), namely: The first step is teacher plans the project, second is the teacher design the project vlog model, third is the teacher creates a schedule project, fourth is the teacher monitors the project, the fifth is teacher assesses the result of vlog model peoject, the last steps is teacher evaluates the project.

a. The teacher start with the essential questions

The teacher gives basic questions to all students which will be used as a guide for students in determining the activities to be carried out. This is in accordance with the opinion of Purnomo & Ilyas (Purnomo & Ilyas, 2019), that to measure students' understanding, they need to be asked basic questions first.

b. The teacher design a plan for a vlog project

Project-based learning allows students to design their own plan of the project. Project-based learning is one of the learning method that can be used to improve their English speaking skills. The finding is similar to research conducted by Riswandi (2018).

The teachers was grouping students into some small teams. Small group collaboration such as consisting of five or six member study groups; works, results, performances, and presentations can be

interpreted and conveyed to colleagues, groups or other classes (Anadiroh, 2019). The students said that working in a group could help them to learn faster because their teammate can teach them. This is supported by Riswandi (2018). In the research, Riswandi (2018) said that students who is working in a group feel helped and motivated.

c. The teacher create a schedule

When giving assignments to students, teachers must provide a clear dateline, so that students can complete assignments without worrying about the deadline for completing their assignments. This is in accordance with the finding research of (Amin & Shahnaz, 2022) which states that one of the challenges students face when doing assignments is the dateline problem.

d. The teacher monitor the students and the progress of the project

In this section, there are many activities, including discussion and interaction between students to achieve the goal. Through discussion, students can exchange views, ideas, and information on the relevant topic. Small group tended to produce a quiet comfortable atmosphere and a safe space to discuss. So, through discussion, students can improve their speaking skills (Borah, 2020).

In this learning method, the researcher acted as a facilitator, not acted as a teacher. It is because project-based learning requires students as learning center, and the teacher as a facilitator that provides feedback and support for students (Guo et al., 2020).

e. The teacher assess the results of mini vlog project

At this stage, students receive feedback from the teacher regarding the assignments they have completed. This is in accordance with the theory of (Blumenfeld, 1991), which states that providing feedback to students can help students to understand better when carrying out the next assignment.

f. The teacher evaluate the project

After completing the assignment, the teacher must provide an evaluation to students regarding reflection on the activity and its results. This is in accordance with the theory expressed by Ilyas and Purnomo (Purnomo & Ilyas, 2019), where teachers and students share and reflect on each other.

2. The Challenges of the implementation of vlog model PjBL in Improving Students speaking ability at SMKN 1 Seruyan Tengah.

a. Not confidence and Vocabulary limitation

Based on the results of interviews with participant 1 (P1) and Participant 2 (P2), the results showed that the challenge faced by

students in making Vlog models was a feeling of lack of self-confidence due to the limited vocabulary they had. Which that the challenges faced by these students were the same as the theory from Marbes (2021), which stated that students had difficulty expressing vocabulary.

This is appropriate and compatible with the theory expressed by (Sari & Lestari, 2019), that the difficulties faced by students are closely related to the limited vocabulary they have. That's what makes P1 and P2 feel less confident in speaking English. Therefore, the researcher feel that holding this vlog project can help students increase their knowledge of English. This is in accordance with previous research from Yunita et al. (2022) states that the concept of project-based learning applied through vlog design in PAUD classes has had a major impact on increasing students' vocabulary.

b. Finding the suitable words and mistakes grammar them

In the process of making a script, they looked up for correct grammar and suitable words. They faced difficulties for expressing statements in the vlogs, so it made them look up for suitable new words. This has an impact on adding their new vocabulary. Using correct grammar and proper vocabulary helps to build sentences to be meaningful in the context (Suseno, 2020). It also made the content delivery easier so the viewer can understand the content of

the vlog. A good vlog should be communicative. A vlog is a way for vlogger to communicate and deliver content to the audience.

P1 and P2 have difficulty finding appropriate words and often make mistakes in their grammar. They often made grammar error and wrong pronunciation. This statement was supported by students' opinions on this section, that said they were not confident enough because their grammar, pronunciation, and vocabulary were not good. The ability to construct sentences appropriately affects the students' fluency in speaking (Suseno, 2020).

Making a vlog stimulate students to master grammar, because when they used correct grammar it will be easy to understand the content of the vlog. This is in accordance with research conducted by Jaya et al. (2019). In that research, Jaya et al. (2019) said that the implementation of Project- Based learning could improve students' grammar aspect.

c. Pronounce words

Pronunciation is the way to produce clearer language when student is speaking (Kurniati et al., 2015). In the making process of the vlog, students were forced to repeat their pronunciation. Unconsciously, this made students' pronunciation get better. Widyastuti (2021) stated that the use of project-based learning could improve students' understanding of correct pronoun. Beside that,

while doing the project, students must speak in front of the camera. This made students train their speaking skills, so they could speak fluently. They practice by repeating their dialogues. Wahyuni et al. (2018) stated that by using Project-Based Learning, students' fluency could increase.

P1 and P2 did repeated practice to ensure fluency in pronunciation. This is in accordance with theory according to (Yuannita, 2023) based finding research from (Sari & Lestari, 2019) the challenges to students from the implementation a vlog model Project-based learning, namely: the students often encounter many difficulties such as difficulty expressing ideas and opinions verbally and limited vocabulary, grammar skills, and pronunciation.

d. Editing video and inadequate gadget quality

P1 and P2 mentioned the difficulties or challenges they faced in the process of making vlogs, namely: video editing problems and inadequate gadget quality. (Susanti, 2019) states that through the use of Vlogs, students can be more creative and motivated in learning because students in the process of making them are given problems to trigger students' curiosity.

e. Nervous

Based on the interview results, it was found that students would experience nervousness due to the limited vocabulary they

had and fear of making mistakes. According to (Sriharto, 2017) many students when speaking become shy and nervous so they are not fluent in speaking and can be stiff body movements.

The grammar, pronunciation, vocabulary, fluency, and comprehension improved after they learned using Project-Based learning model. Most of them understand about what they were talking about. Most step of Project-Based learning, start from discussion, scripting, making a vlog, and presenting, can improve their speaking skills. This also based on the students' responses during interview in every section.