

## THE IMPLEMENTATION OF STUDENTS FACILITATOR AND EXPLAINING MODEL THROUGH VIDEO BLOG (VLOG) TO ENHANCE SPEAKING SKILL

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### ABSTRACT

*Student Facilitator and Explaining Learning Model is a learning model where students learn to present ideas / opinions to other fellow students. This learning model is effective for training students to speak to convey their own ideas or opinions. This learning model will be relevant if students actively participate in designing the learning material to be presented. By collaborating students' ideas into video blogs or digital content that can be uploaded on social media such as Instagram, YouTube or Facebook, it is hoped that students can improve their speaking skills and be able to motivate students in the language learning process. This study used a quasi-experimental method. The population of this study is the ninth grade of SMPN 35 Makassar in the academic year 2020/2021. This study uses cluster random sampling. The sample in the study consisted of 60 students who were in two groups; 30 students in the control group and 30 students in the experimental group. The research data were collected using speaking tests, which was analyzed descriptively, and inferential statistics through the SPSS version 22 program for Windows. The results of this study indicate that there was a significant improvement after the implementation of the Student Facilitator and Explaining Learning Model on students' speaking skills. Based on these results, it is hoped that teachers, principals and stakeholders with an interest in education development can apply this learning model in terms of improving students' speaking skills and increasing student motivation in learning languages.*

**Keywords:** *Learning Model; Student Facilitator and Explaining; Media, Video Blogs and Speaking.*

### INTRODUCTION

In the era of the industrial revolution 4.0, which is marked by the use of digital technology that encourages automation and data exchange in manufacturing technology. The era of the fourth industrial revolution refers to how technologies such as artificial intelligence (AI), robotic technology, and the internet influence human life. Studies show technologies as if artificial intelligence will eliminate some jobs. However, at the same time, technology will also create new job opportunities and skills. This often raises concerns for many parties because it will cause a decrease in the workforce due to human work, which will be replaced by artificial intelligence. Human resources (HR) are considered the main factor in facing the era of the industrial revolution 4.0. Given that the current era is entering the digital age, it demands HR capabilities. As one

of Indonesia's human resources, the millennial generation has not escaped the changes brought about by the 4.0 industrial revolution.

As a millennial generation, what competencies do you need to have to face the industrial revolution 4.0? One of the competencies that the millennial generation, especially students, must have is speaking skills, especially foreign languages such as English. By mastering foreign language speaking skills, students can easily face the global era. However, have students especially at the junior high school level master these skills? There are many studies related to speaking skills, most of which say this is the main problem today. Students lack motivation and self-confidence when speaking in foreign languages, especially English. Speaking is the most important factor in language skills. Today, the facts show that many students have difficulty speaking especially English because of the low vocabulary mastery and less motivation of the students.

To solve this problem, a teacher needs to have technological knowledge, namely knowledge of how to use hardware and software and connect the two. One of the media that can be used to encourage children to improve their learning outcomes to speak is video blog (Vlog). The researcher believes that the video blog (Vlog) media will be successful based on the assumption that this media has several advantages that children usually like, the use of media is considered practical, can be used repeatedly, is interesting, innovative, and economical. By using vlog media students can express their ideas or opinions in the form of videos that they can upload on their social media such as YouTube, Facebook, WhatsApp, or Instagram so that they can improve their speaking skills and student motivation.

## **LITERATURE REVIEW**

### ***Student Facilitator and Explaining Learning Model***

Cooperative learning model is a learning model that adopts constructivism. In the learning process, students must find and associate information from various sources. According to Suprijono (2010: 30), knowledge is constructed (constructed) not directly perceived by the senses. Teachers are not the only source of information for students, so teacher-centered learning is less effective to implement. As stated by (Klinger, 2006), peer learning can also provide good

learning outcomes. According to Roger and David Johson (in Suprijono, 2010: 58) to achieve maximum results, there are five elements of a cooperative model that must be applied, namely: positive interdependence, personal responsibility (individual responsibility), face-to-face promotive interaction (promotional reactions), interpersonal skills (communication between members), and group processing (group processing).

One model of cooperative learning is student facilitator and explaining. This learning model emphasizes the peer-teaching process. The steps for this learning model are that the teacher conveys the competencies to be achieved, the teacher demonstrates or presents an outline of the learning material, the teacher provides opportunities for students to explain to other students (for example through a chart or concept map), the teacher concludes an idea or opinion students, and cover. The SFE learning model is learning that emphasizes a special structure designed to influence the interaction patterns of students and has a goal of mastering the material (Shoimin, 2014: 18). Based on the two opinions above, it can be concluded that the SFE learning model is a cooperative learning model that provides opportunities for students to communicate the material they understand to all class members.

The steps of the SFE type of cooperative learning model according to Suyatno (2009: 126): (1) The teacher conveys the competencies to be achieved, (2) The teacher demonstrates / presents material, (3) Provides opportunities for students to explain to other students through concept maps and others, (4) The teacher concludes the ideas / opinions of students, (5) The teacher explains all the material presented at that time, and (6) Closing. The steps of the SFE type of cooperative learning model according to Shoimin (2014: 184): (1) The teacher conveys the material and competencies to be achieved, (2) The teacher demonstrates / presents an outline of the learning material, (3) The teacher provides opportunities to students to explain to other students, for example through concept maps and others. This is done in turns, (4) The teacher summarizes the ideas / opinions of the students, (5) The teacher summarizes all the material presented at that time, and (6) Closing.

Media Video Blog (Vlog) Video Blog (Vlog) is one of the many audio-visual media developed for learning purposes because it can improve learning

outcomes. Audio-visual media can display image (visual) and sound (audio) elements simultaneously when communicating messages or information.

### **Media Video Blog (Vlog)**

The Effectiveness of Using Media Video Blog (Vlog) is classified as an audio-visual media. Video Blogs (Vlogs) add a new dimension to learning. Furthermore, the opinion of Ahmad (2007: 4) is that: "Teachers and educational media should work hand in hand in providing easy learning for students. The teacher can exercise individual attention and guidance well, while information can also be presented in a clear, attractive and thorough manner by the educational media. Video Blogs (Vlogs) can provide a more realistic model for students so that students can play an active role in learning. In addition, it can make language learning easier because it is accompanied by direct visual reinforcement, so that what they hear and see can put it in the form of a video blog.

The benefits of video media according to Aqib (2013: 51) include: 1) learning is clearer and more interesting; 2) the learning process is more interactive; 3) efficiency of time and energy; 4) improve the quality of learning outcomes; 5) learning can be done anywhere and anytime; 6) fostering a positive attitude towards learning process and learning materials; 7) increasing the role of teachers in a more positive and productive direction.

With the learning process using Video Blog (Vlog) media, students can streamline their time in learning, provide new experiences to students, and provide accurate, and more interesting information, but take a lot of time and require quite expensive costs.

### **Student Speaking Ability**

Speaking skills are the second language skills learned by humans after listening skills. Tarigan stated "At first, in childhood we learned to listen to language, then speak, after that we learned to read and write" (Tarigan, 2013, p. 1). Learning Indonesian in elementary schools can help students in developing language functions to think and communicate properly and correctly. This is in line with the study of the Ministry of National Education (Resmini, 2009, p. 29) that "language learning is directed to improve students' communication properly and correctly". There are several aspects that need to be considered when speaking, namely in the form of linguistic aspects and non-linguistic aspects. The

aspects of language that must be considered consist of intonation, pronunciation, stress, rhythm, and so on. One of the sources related to linguistic aspects is Iswara & Harjasujana (1996), and Iswara (2011).

Meanwhile, the things that need to be considered in non-linguistic aspects are attitude when speaking, gestures, loudness, and others. In order to improve speaking skills, students need to do a lot of practice and practice. In addition, encouragement from teachers and their environment can help students to dare to express their thoughts. Speaking practice activities can take many forms, one of which is by telling experiences. Other studies related to speaking skills are Sariningsih; Iswara & Panjaitan (2016). Meanwhile, Iswara (2016) describes sources related to speaking evaluation.

## **METHOD**

In this study, researchers used a quasi-experimental research design. Researchers used this type of research because the population was too large, namely 9 classes, making it difficult for research to take samples randomly. In this study, the researcher divided the class into two groups, namely the experimental group that will use video blog (Vlog) media in the learning process and the control class which uses conventional teaching methods in the learning process. This research will be conducted at SMP Negeri 35 Makassar. In this study, there are two types of variables, first the use of the Student Facilitator and Explaining Learning Model and Video Blog Media or also called the independent variable and the second is the improvement of students' speaking ability, which is the dependent variable. Student Facilitator means variable Operational Definition What and Explaining Learning Model using Video Blog Media is teaching speaking using video blog media, which is made, based on students' own ideas / opinions.

While the improvement of students' speaking skills in this study was the test results obtained by students of SMP Negeri 35 Makassar. The sampling technique used was the Cluster Random Sampling technique. This method or technique can be used if the research analysis tends to be descriptive and general in nature. Researchers used this technique because the population and sample in this study were homogeneous, namely all students of class IX SMPN 35

Makassar. From the results of random sampling, class IX A was obtained as the control class.

In addition, for the trial class, grade IX B. The research instrument is a tool used to measure observed natural and social phenomena. The instruments or tools used to collect the research data were a test instrument to measure learning outcomes and a questionnaire to determine students' interest in the learning media used. The data obtained from the sample through the instrument of learning outcomes tests and questionnaires will be used to answer questions or test the hypothesis proposed by the researcher. After the data is obtained, the next step is for the researcher to process the data using techniques, including descriptive statistical analysis and Product Moment correlation statistical analysis with the help of the Statistical Product and Service Solutions (SPSS) application 22.

## **RESULT**

### **Interpretation of Student Test Results.**

This section describes the data from the pre-test and post-test results of students before and after being given treatment using the Student Facilitator Learning Model and Explaining using the Media Video Blog (Vlog). This section also displays the results of a questionnaire showing student interest in the Student Facilitator and Explaining Learning Model using Video Blog (Vlog) Media.

*a. Student test results on the pretest for the experimental group and the control group.*

As previously explained that after tabulating and analyzing student scores into percentages, they were classified into six levels based on Puskur (2006: 35). The following table shows the students' pretest scores and the percentage of the experimental and control groups.

**Table 1.** Percentage of Pre-test Value for Experiment Group & Control Group

Classification	Score	Experiment Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
<b>Very good</b>	81-100	0	0	0	0
<b>Good</b>	61-80	13	43	10	33
<b>Enough</b>	41-60	16	54	20	67
<b>Less</b>	21-40	1	3	0	0
<b>Very Less</b>	1-20	0	0	0	0
<b>Total</b>		30	100%	30	100%

Based on the data in Table 1, in the experimental group of 30 students, there were no students who were in the very good category, 13 (43%) students were in the good category, 16 (54%) students were in the enough category, 1 (3%) students entered in the poor category and there are no students who are in the very poor category. Whereas in the control group, there were no students who were in the very good category, 10 (33%) students were in the good category, 20 (67%) students were in the enough category, and there were no students who were in the poor and very poor category.

- b. Mean scores and standard deviation of students' pretest for the experimental group and control group.

Before the treatment was carried out, both the experimental and control groups were given a pre-test to determine the students' prior knowledge. Furthermore, the purpose of this test is to find out whether the experimental group and the control group are at the same level or not. After calculating the students' pretest results, the mean and standard deviation scores are presented in the following table.

**Table 2.** Mean Score and Standard Deviation form Students Pre-Test

Group	Mean Score	Standard Deviation
Experimental	61.67	8.938
Control	59.00	7.240

Based on the classification of the test results, the mean value of the control group (59.00) is still considered low with a standard deviation of

7,240. Whereas in the experimental group, the average value obtained was 61.67 with a standard deviation of 8,938 and still in the low category.

c. Student post-test results for the experimental group and the control group.

In this section, student scores are classified into five levels. The scores are then tabulated and analyzed into percentages. The following table is a summary of the post-test statistics of students from the two groups.

**Table 3.** Score Percentage of Students Post-Test

Classification	Score	Experiment Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
Very good	81-100	3	10	0	0
Good	61-80	27	90	22	73
Enough	41-60	0	0	8	27
Less	21-40	0	0	0	0
Very Less	1-20	0	0	0	0
Total		30	100%	30	100%

From the classification, grade, and percentage level of the experimental group, it is illustrated in the table above that of the 30 students; there are no students who are in the sufficient, poor and very poor category. There are 3 (10%) students in the very good category and 27 (90%) students in the good category. Whereas in the control group there were no students who were in the low and very poor category. There were 8 (27%) students who were in the sufficient category, 22 (73%) students were in the good category and no students were in the very good category. Based on the description, it is clear that there was a significant increase in the students' speaking ability in the experimental group during the study.

d. *The mean value and standard deviation of students' posttest in the experimental group and control group.*

In the following table, the researcher presents the mean scores and standard deviation of the two groups.

**Table 4.** Mean Score and Standard Deviation form Students Post-Test

Group	Mean Score	Standard Deviation
Experimental	74.17	7.437
Control	68.67	6.940



In the table above, it can be seen that the control group has an average value of 68.67 with a standard deviation of 6,940. Whereas for the experimental group, the average value obtained was 74.17 with a standard deviation of 7,437.

*e. Significance test (t-test).*

The t-test is a test to measure whether or not there is a significant difference between the students' mean scores in the pretest and posttest produced by the control group and the experimental group. By using the inferential analysis of the t-test or the significance test run by SPSS Version 20, significant differences can be easier to analyze. The level of significance is  $(\alpha) = 0.05$  and degrees of freedom  $(df) = 58, N1 + N2 - 2$ , the number of students from both groups (30 each). The following table describes the results of the t-test values:

**Table 5.** The Result of t-test for Experiment Group and Control Group

Variable	Probability Value	$\alpha$	Remarks
Pre-test Control and Experimental Group	0,527	0,05	Not significant
Post-test Control and Experimental Group	0.04	0,05	Significant

Based on the results of data analysis as summarized in table 5 of the pretest control and experimental group, the researcher found that the p-value (Value Probability value) was higher than  $\alpha$  ( $0.527 > 0.05$ ) and 58 degrees of freedom. Based on the t-test value of the experimental group and control in the pretest it can be concluded that there is no significant difference. Meanwhile, the p-value of the posttest of the two groups was lower than  $\alpha$  ( $0.04 < 0.05$ ) and the degree of freedom was 58. The t-test scores of the two groups at the posttest can be concluded that there are significant differences. This suggests that the alternative hypothesis (H 1) is accepted and, of course, the null hypothesis (H 0) is rejected. This shows that the use of the method significantly increases the speaking ability of students in the experimental group.

## **DISCUSSION**

Based on the results of data analysis, the researcher found that the p-value (Value Probability value) was higher than  $\alpha$  ( $0.527 > 0.05$ ) and 58 degrees of freedom. Based on the t-test value of the experimental group and control in the pretest it can be concluded that there is no significant difference. Meanwhile, the p-value of the posttest of the two groups was lower than  $\alpha$  ( $0.04 < 0.05$ ) and the degree of freedom was 58. The t-test scores of the two groups at the posttest can be concluded that there are significant differences. This shows that the use of the method significantly increases the speaking ability of students in the experimental group.

According to Saiful (2019) on his research, the implementation of vlog in teaching EFL helps the teachers' in teaching especially knowledge about how to teach the English language using another media. The implementation of using vlog also changes the students' characteristics and learning style. Sahara (2018) Utilization of social media especially (vlog) to increase creativity and multiple understanding of learners in project-based learning become one of solution as well as innovation to achieve goal. So it is found that the ideas mentioned above have a positive contribution, especially for the enhancement of creativity and multiple understanding of students' in learning English.

Learning English is important for students at school. It is because some people often measure the success in English is based on the improvement of learner speaking ability In English classes. The students are taught to speak English, but not all students can speak English without their difficulties. Some of students have problem in communicating English orally. So, the teacher uses some teaching media to facility students more easily. One that is using vlog media to help them as facility for speaking English. Rahayu (2019) said that students had a good perspective on the use of Vlog. They agree that Vlog helped them to speak English more. The students also were motivated in creating Vlog with Vlog students found their mistakes, so they could overcome their self to speak English better. It meant Vlog is one of teaching media that appropriate to be used in English class.

## CONCLUSION

The results of this study indicate that there was a significant improvement after the implementation of the Student Facilitator and Explaining Learning Model on students' speaking skills. Based on these results, it is hoped that teachers, principals and stakeholders with an interest in education development can apply this learning model in terms of improving students' speaking skills and increasing student motivation in learning languages.

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