

**THE IMPLEMENTATION OF MINI VLOG AS A PROJECT
BASED LEARNING IN TEACHING SPEAKING
PROCEDURE TEXT AT 12TH GRADE SMA N 1 SUMPIUH,
BANYUMAS**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of State Islamic
University of Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfilment
of the Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

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Assalamu'alaikum Wr.Wb

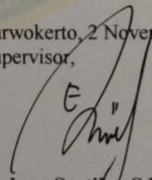
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LEARNING IN TEACHING SPEAKING PROCEDURE TEXT AT 12TH
GRADE OF SMA N 1 SUMPIUH, BANYUMAS**

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MOTTO

“Belajar tidak harus selalu tentang menuntutmu menjadi orang pintar, belajarlal
untuk menuntunmu menjadi pribadi yang lebih baik”

(Writer)



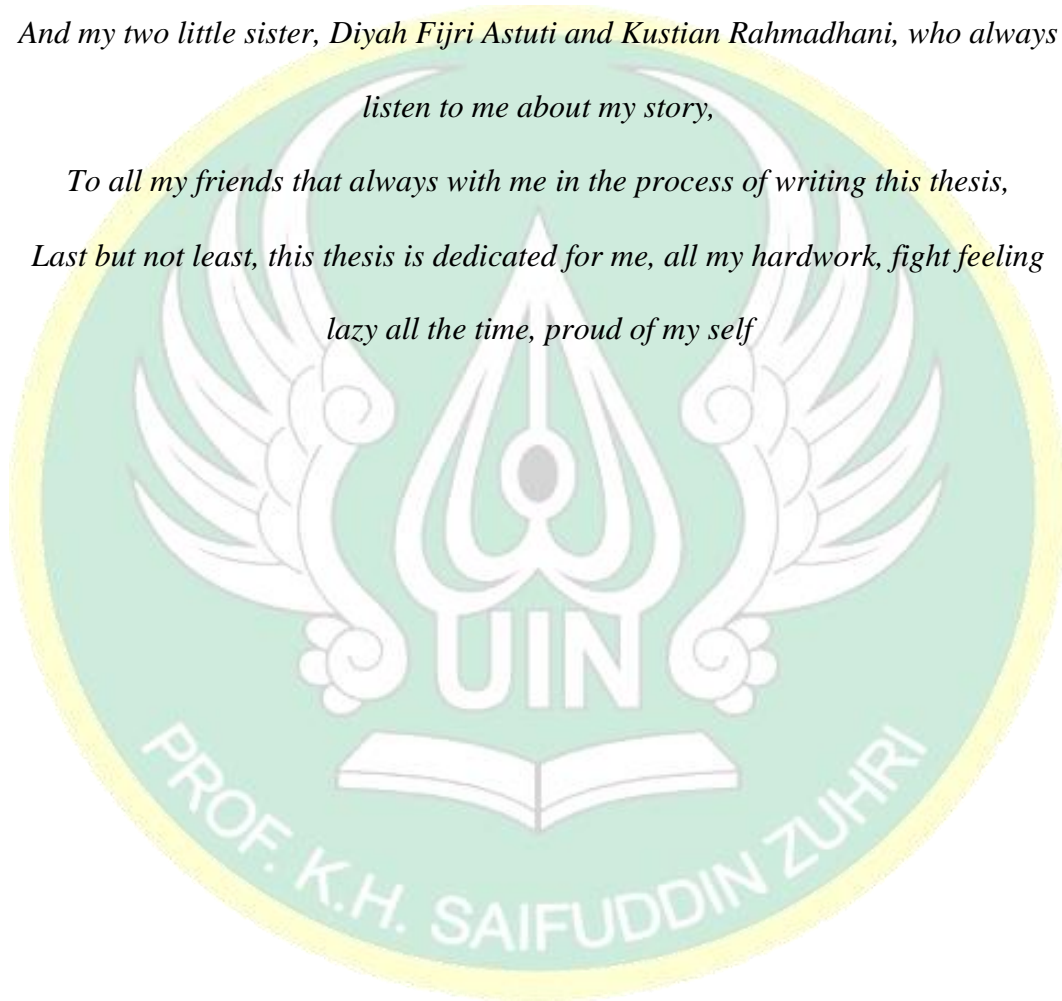
DEDICATION

To my beloved parents, Ujang Marfudin and Samiati, the two greatest people in my life,

And my two little sister, Diyah Fijri Astuti and Kustian Rahmadhani, who always listen to me about my story,

To all my friends that always with me in the process of writing this thesis,

Last but not least, this thesis is dedicated for me, all my hardwork, fight feeling lazy all the time, proud of my self



PREFACE

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Purwokerto, 1 November 2023

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ABSTRACT

This research aimed to describe the implementation and obstacles of mini vlog as a project based learning in teaching speaking procedure text at 12th grade SMA N 1 Sumpiuh, Banyumas. This research was a qualitative research. The subject of this research was an English teacher who used a mini vlog as a project based learning. The object of this research was the implementation and obstacles of a mini vlog as a project based learning in teaching speaking. The data were collected by observations, interviews and documentations. The results of this research were the teacher has implemented six steps of mini vlog as project based learning. First step, the teacher plans project by making a lesson plan of procedure text 12th grade. Second, the teacher designs the project mini vlog by preparing essential questions, determine the project with the criteria of procedure text starting with greeting, goals, materials, steps, and closing. The project was collected on Instagram class. Third, the teacher creates a schedule project by giving 2 weeks for the dateline. Fourth, the teacher monitors the project by asking about students' progress and obstacles in making mini vlog. Fifth, the teacher assesses the results of the mini vlog project according to the rubric of speaking assessment. Sixth, the teacher evaluates the project by giving likes and comments on Instagram. The obstacles of implementation mini vlog were students lack vocabulary and pronunciation in a learning speaking procedure text and lack of confidence.

Keywords: *mini vlog, project based learning, teaching speaking, procedure text*

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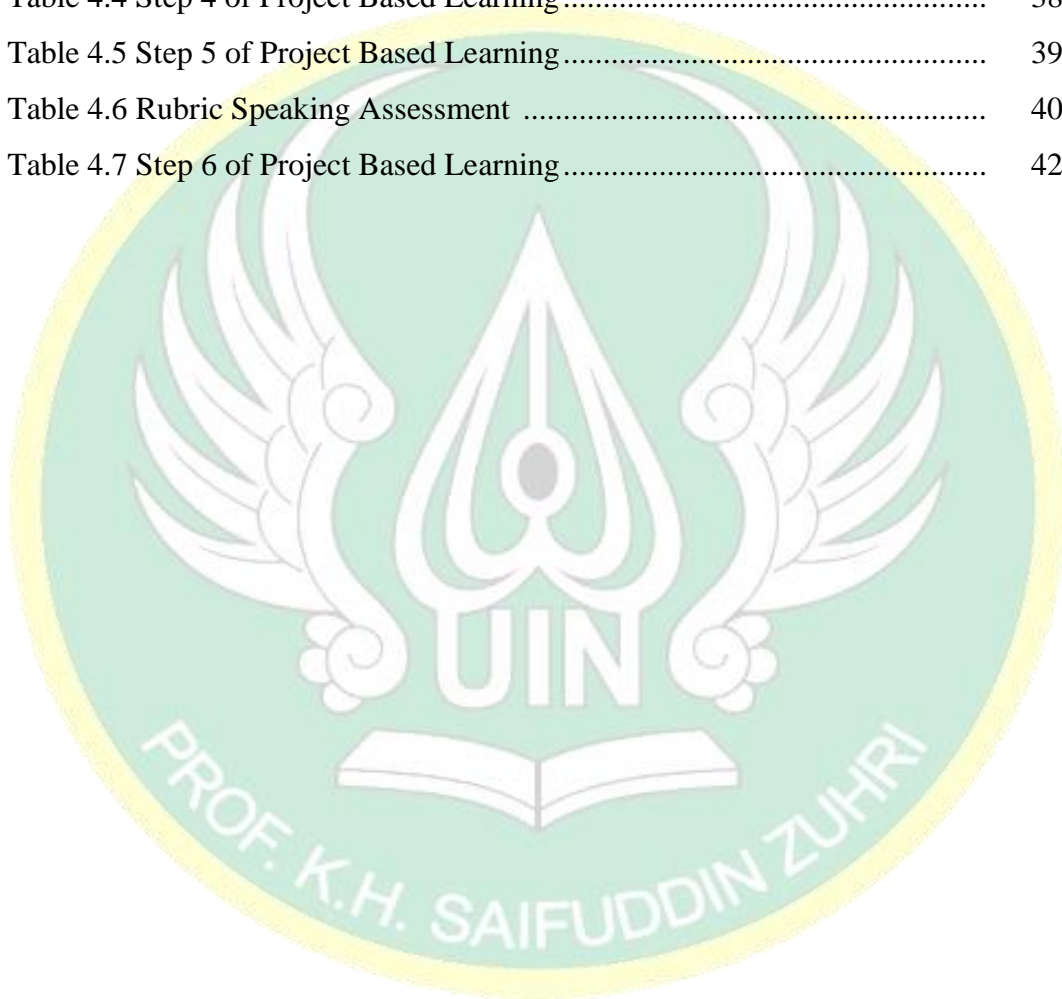
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CHAPTER I

INTRODUCTION

This chapter describe the background of the study, clarifications of key term, research questions, objective and benefit of the research and the organization of the research.

A. Background of the Study

In Indonesia speaking English is needed to make it easier for us to get a job, interact with other countries and continue to university.¹ So in Indonesia, learning speaking English is important to communicate and convey information or ideas confidently even when using a foreign language. In speaking English, students often find many difficulties, like difficult expressing ideas or opinions orally, limited vocabulary, limited grammar skills and limited pronunciation correctly, and lack of confidence in themselves to speak fear of being wrong.² Students are lack confidence when speaking in public using English, which makes students unable to express themselves well. Many students become shy and nervous, so they are not fluent in speaking and can be stiff body movements. Not only students have problems in learning to speak, but teacher also have some problems in teaching speaking. Problems that often occur are the lack of motivation given to students, lack of attention from parents, limited vocabulary, and the influence of mother tongue, identity, and external problems.³ The problem of teaching oral expression is very complex. This is not only related to the learner factor, but also the external context. Internally, problems arise related to mother tongue, age, exposure, innate phonetic ability, linguistic identity and ego, as well as motivation and interest in good speech.⁴ The student also had problem with vocabulary

¹ ICAN Education Consultant, *Begitu Pentingnya Belajar Bahasa Inggris untuk Masa Depan*, <https://www.ican-education.com>, 2020

² Sari, L., & Lestari, Z. (2019). *Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa dalam Menghadapi Era Revolusi. Seminar Nasional Pendidikan*, 12(1),P. 443–453

³Sriharto, A.T., *Problem Faced By Teacher in Teaching Speaking At Seven Grade of SMPN 4 Sukoharjo*,(Surakarta: Universitas Muhammadiyah Surakarta, 2017), P.6

⁴Nuraini, K., *The Barriers of Teaching Speaking English for EFL Learners*, Volume 01, No. 1, May 2016, P.10

mastery to express procedure text. Most of the problems arise because the students did not know the use of words and also rarely tried to speak English in their life.⁵ Speaking students in Indonesia have difficulty in low vocabulary, the grammar used and is still wrong, students are often afraid when speaking for fear and being wrong.⁹ From the researcher's explanation, the difficulties in teaching and learning to speak are the lack of student motivation and strategies from the teacher that make it difficult for students to learn speaking and need new strategy to be good speaker.

From the difficulties of teaching and learning speaking the students have learn to communicate everyday with friends so that they are able to apply the right vocabulary and correct grammar. If the students do not practice they will not be able to do it, and the most important thing is the willingness to learn. In the other hand the teacher also expected to find out the right solution to motivate students in learning speaking. In a communication, what is said, pronounced or written can have different meanings according to the circumstances.⁶ So, variations in teaching speaking are needed and the strategy that can help students understand more easily, because learning a foreign language is not easy, especially English. Teachers can make the class comfortable for learning by giving a lot of motivation to students to learn to speak, guiding students in speaking, and giving examples to students. The teacher must focus on the learners' needs by choosing suitable strategies to improve students' speaking. The use of technology in language learning is familiar to students. To meet the needs of students have developed some virtual learning such as Google classroom, zoom meeting learning, and online learning that students can access using the application.

⁵ Marbes, K. K., *An Analysis on Students' Speaking Ability of Procedure Text at The Second Grade Students of SMA Tri Bhakti Pekanbaru*, (Pekanbaru: Universitas Islam Pekanbaru, 2021)

⁶ Widyastuti and Sartika, E., *Directive Speech Acts in Mark Twain's The Adventure of Huckleberry Finn*, *Journal of Pragmatic Research*, Vol 05, No 01 (2023), p. 59-84

In learning speaking, teachers need strategy and media that can make students interested in learning, including making a video blog or mini vlog. Video blogging (vlogging) is one of the popular technologies or social media that can be used to satisfy students' interest in learning to speak and is currently widely used by teachers to improve student achievement.⁷ The advantages of using vlogs as a learning tool are that videos can show phenomena that are difficult to be seen by many people, using vlogs as strategy can provide positive responses from students.⁸ The use of media can also be a facilitator for students to be more independent so that teachers do not need to act much but only direct and encourage students to think critically to create interesting content to watch. In conclusion, learning speaking students need more examples and practice because they are learning a foreign language to be master in speaking skill and the teacher can implementation strategy and media in teaching speaking process.

Several researchers have conducted research on the use of mini vlogs in teaching speaking as in the research of Yulianti, from Tanjungpura University conducted research on the use of video blogs to teach speaking about recount text.⁹ The researcher found the students were more enthusiastic and more confident in speaking. There is a significant difference from the post test scores which are higher than the students' pre test scores. The use of mini vlogs can make students more confident in expressing themselves in learning speaking. The use of mini vlog also used at SMA N 1 Sumpiuh in 12th grade students make a procedure text in mini vlog as a strategy to learning speaking. In other studies (Rizki Ananda and Mardiah, 2020; Amir, 2019;

⁷ Amir, L., *The Effectiveness of Video Blog (Vlog) in Teaching Speaking of Explanation Text, (A Study at the Eleventh Grade of MA Asshiddiqiyah 3 Karawang in the Academic Year 2018/2019)*, (Semarang : UIN Walisongo), P.4

⁸ Daryanto, *Penelitian Tindakan Kelas dan Penelitian Tindakan Sekolah*, Yogyakarta: Gava Media, 2011

⁹ Yulianti, *The Use of Video Blog to Teach Speaking of Recount Texts*, University Tanjungpura Pontianak, P.7

Wahyuningtiyas, 2019; Ersan, Fabiola and Fadila, 2014; Kartikasari, 2018) have already discussed mini vlogs as teaching speaking strategies. The study was conducted in schools with student objects. However, there are no studies that implement mini vlogs as project-based learning in teaching speaking of procedure text.

In preliminary research, based on interviews with the English teacher at SMA N 1 Sumpiuh that the researcher got is the English teacher used a mini vlog or video blog as project-based learning to teach speaking. The teacher implemented the mini vlog because the students could not practice speaking using English. So the teacher improved the students' speaking strategy using mini vlog. In this study, the researcher interested in conducting qualitative research at SMA N 1 Sumpiuh Banyumas to 12th grade. Data collection techniques will be getting by interview, observation and documentation. With this technique, researcher can find out how to implement speaking teaching using a mini vlog as a project based learning of procedure text in the classroom.

Based on the research background above, the researcher aims to describe the implementation of a mini vlog as a project based learning in teaching speaking of procedure text at 12th grade in SMA N 1 Sumpiuh Banyumas. Based on the explanation above, the researcher interested using the title **"The Implementation of Mini Vlog as a Project Based Learning in Teaching Speaking Procedure Text at 12th grade of SMA N 1 Sumpiuh, Banyumas"**.

B. Clarification of Key Term

In order to avoid misunderstanding there are several clarification of key term that needs to be clear. The following are the clarification of key term of this research:

1. Mini Vlog

Vlog is personal video recordings that are published and updated frequently.¹⁰ These videos are usually uploaded on social media such as YouTube, Instagram, Facebook, TikTok and other social media applications that provide video features. So, the private video recording can be seen by many people. Vlog is a imaginative content that employment audio-visual media, by talking in front of the camera tells something, conversation a variety of tips, share anything is inside intellect, a few indeed make clips like motion pictures.¹¹ Vlog is a component that becomes an online video container that allows people to post content and make it a documentary that many people can see and hear it.¹² Some of these videos are usually collected in one account and made into a documentary video that can be seen by many people. Vlogs usually use inviting language so that viewers are interested in seeing their content. People who do vlogs are called vloggers. Tools that can be used to make vlogs can use a cellphone or camera. So, now many people are doing vlogging because it is simpler. Known as a mini vlog because of the duration of the video tends to be shorter than the usual made by others. In addition mini vlog is mini video blog that can implementation as a strategy in learning speaking.

¹⁰ Rakhmanian, L. And Kusumaningrum, D., *The Effectiveness Of Video Blogging In Teaching Speaking Viewed From Students' Learning Motivation*. Proceedings of the Fifth International Seminar on English Language and Teaching. (2017), p.28

¹¹ Modul vlog

¹² Maulidah, I., *Vlog: the Mean to Improve Students' Speaking Ability*, International Conference on English Language Teaching (Volume 145, 2017), p. 12

2. Project Based Learning

Project based learning is a learning activity in which activities make projects and create works that can be shared with fellow students. The results of the project can be used as material for receiving suggestions from students and teachers.¹³ Project-based learning is an innovative student-centered learning method in which teachers act as motivator and supporter, when working on projects, students feel motivated in using language and also communication skills.¹⁴ Meaning that students take an active role in project activities provided assessments for evaluation.¹⁵ From some of these explanations it can be concluded that project based learning is learning that uses projects by giving assignments to students so as to produce work products that can be presented to others to be evaluated together.

3. Teaching Speaking

Teaching is show and help a person or student learn and facilitate learning as to enable the student to acquire knowledge.¹⁶ Teaching speaking means the teacher teaches students to produce sounds and sound patterns in English using words and sentences, intonation and rhythm, chooses words that are appropriate to the context and situation, organizes students' thinking in logical meanings, uses language as a means of expressing values and assessment, using language confidently and fluently.¹⁷ So from the explanation above teaching speaking is

¹³ Mahendra, I.W., *Project Based Learning bermuatan etnomatematika dalam pembelajar matematika*, jurnal kreatif vol. 6 No 1 P-ISSN: 2303-288X E-ISSN: 2541-72007, p. 109

¹⁴ Cici, Wiliyanti, R., Ma'rufah, D. W., and Srihidayanti, *Student's Attitudes Toward Project Based Learning As Stimulator For Integrating The Language Skills*, In: Language Centre of UPI, P.73.

¹⁵ Zainal Aqib, *Model-Model, Media dan Strategi Pembelajaran Kontekstual (inovatif)*, (Bandung: CV Yrama Widya, 2013), p. 66.

¹⁶ Brown, H. D., *Principles of Language Learning and Teaching*, (New York: San Fransisco State University, 2000), p.7

¹⁷ Kayi and Hayriye, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, The Internet TESL Journal, Vol. XII, No. 11, November 2006. [online]. Retrieved on [http://iteslj.org/Articles/Kayi-Teaching Speaking.html](http://iteslj.org/Articles/Kayi-Teaching%20Speaking.html) [September 10th, 2016]

showing and helping students to produce sounds according to context by using language and fluently until students have speaking knowledge.

4. Procedure Text

Procedure text is a written or spoken text that has a social function to inform the reader or listener how to make or do something.¹⁸ Procedure text is commonly used in everyday life, for example when giving instructions to make something, a recipe to make food or something, step to use something whose context,¹⁹ consists of three parts, namely:

- a. Title or purpose
- b. Ingredients list/ materials
- c. Method/step/procedure

So from the explanation above procedure text is how to do something sequentially with the aim of providing information to the reader or listener.

C. Research Questions

From the background of the study explain above, the problem to be discussed in this final project can be formulated by research questions:

1. How does the English teacher implement mini vlog as a project based learning in teaching speaking of procedure text at 12th grade of SMA N 1 Sumpiuh, Banyumas?
2. What are the obstacles of the implementation of mini vlog as a project based learning in teaching speaking of procedure text at 12th grade of SMA N 1 Sumpiuh, Banyumas?

D. Objective and Benefit of The Research

1. The Objective of The Research

From the research questions above, the objective of this research are:

¹⁸ Saefurrohman, *Modul Pendalaman Materi Pendidikan Bahasa Inggris*, (Modul belajar mandiri), p.104

¹⁹ Derewianka and Beverly. *Exploring How Texts Work*. Australia: Primary English Teaching Association. 2004

- a. The objective of this study is to describe the implementation of mini vlog as a project based learning in teaching speaking of procedure text at 12th grade SMA N 1 Sumpiuh, Banyumas.
- b. The objective of this study is to describe the obstacles of the implementation mini vlog as project-based learning in teaching speaking of procedure text at 12th grade of SMA N 1 Sumpiuh Banyumas.

2. The Benefit of The Study

The result of this study is expected to be able to give the benefit theoretically and practically.

a. Theoretically

- 1) The result of this study are expected to add knowledge and experience in terms of teaching speaking using the mini vlog as a project based learning of procedure text.
- 2) This research can be a reference for further research.

b. Practically

1) For English teacher

Teacher will find inspiration and motivation to use mini vlogs as a strategy variation in teaching and learning English, especially speaking skills.

2) For the researcher

The researcher hopes this study can give more information and idea to other researchers and can add more creations to the research.

E. Organization of the Research

To make it easier and to find out what is contained in this study, the researcher arranges the structure of this research into five chapters as follows: To better understand and understand the content of this research, the researcher organizes the structure of this research into 5 chapters as follows:

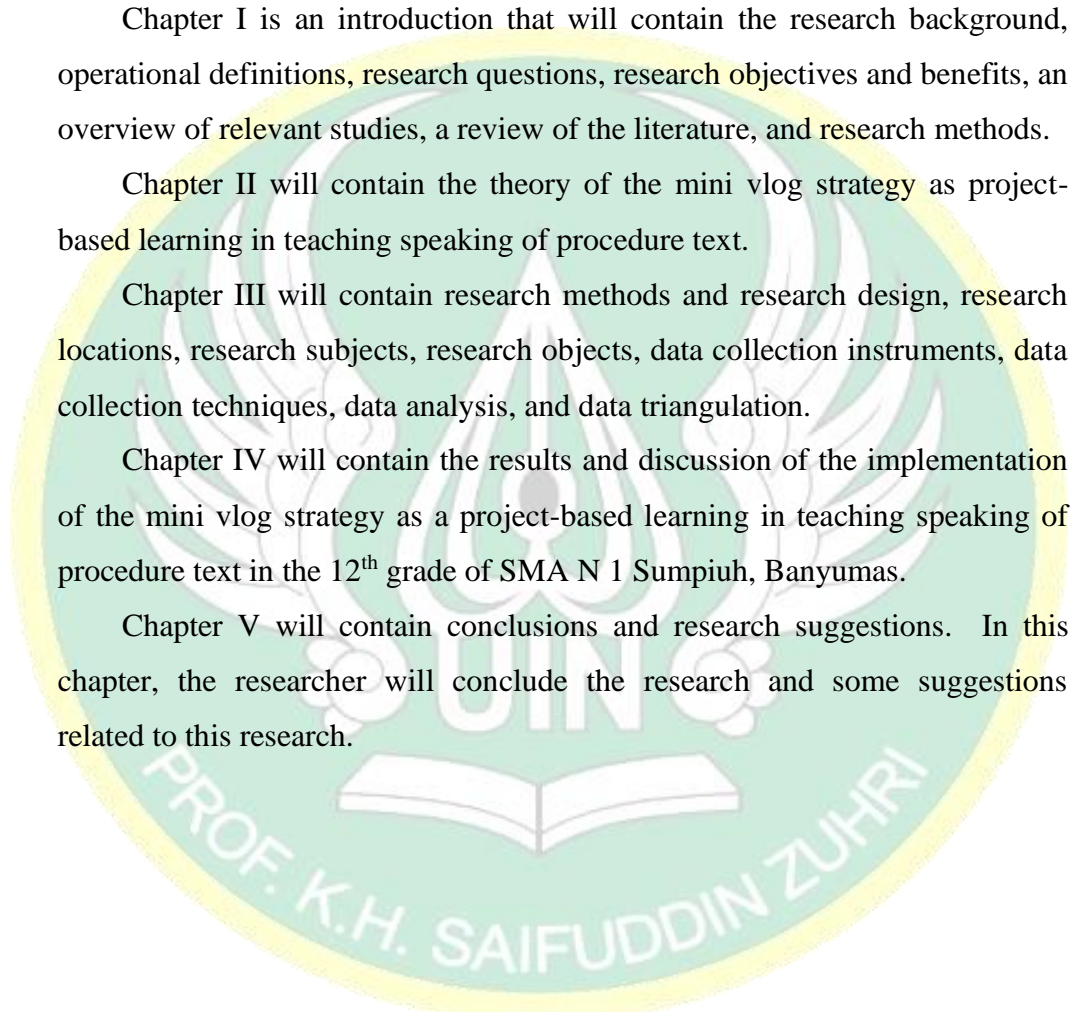
Chapter I is an introduction that will contain the research background, operational definitions, research questions, research objectives and benefits, an overview of relevant studies, a review of the literature, and research methods.

Chapter II will contain the theory of the mini vlog strategy as project-based learning in teaching speaking of procedure text.

Chapter III will contain research methods and research design, research locations, research subjects, research objects, data collection instruments, data collection techniques, data analysis, and data triangulation.

Chapter IV will contain the results and discussion of the implementation of the mini vlog strategy as a project-based learning in teaching speaking of procedure text in the 12th grade of SMA N 1 Sumpiuh, Banyumas.

Chapter V will contain conclusions and research suggestions. In this chapter, the researcher will conclude the research and some suggestions related to this research.



CHAPTER II

LITERATURE REVIEW

This chapter will explain the theoretical concepts that support this research, which will be used as a basis and reference to provide relevant knowledge in this field. This section is also done based on previous research, presenting some previous studies related to this study. The analysis written in this study is based on some of the theories discussed in this section.

A. Theoretical Concept

Theoretical concepts are conducted about the theory, ideas and definition that support this research. In this part research presented the theory about mini vlog, project based learning, teaching speaking and procedure text.

1. Mini Vlog

a. Definition of Mini Vlog

There are several definitions of mini vlog according to the researcher. Video blogs or vlogs are media that allow students to speed up, rewind, and speed up videos for easy understanding.²⁰ This can make students learn to speak from experts other than teachers at school. A video blog (vlog) is a form of information media that is packaged only and usually operated through blogs and YouTube.²¹ In making vlogs, students can use mobile phones with cameras, camera recorder, or camera equipped with microphones. A video blog is a blog in the form of videos or

²⁰ Greenberg, D. A., & Zanetis J., (2012), *The Impact of Broadcast and Streaming Video in Education*, California: Cisco System Inc.

²¹ Priana, Ronny Y.S., *Pemanfaatan Vlog Sebagai Media Pembelajaran Terintegrasi Teknologi Informasi*, Prosiding Seminar Nasional Pendidikan FKIP UNTIRTA, 2017, ISBN 978-602-194112-6, p.314

videos containing opinions, and stories of daily events which are usually written on blogs but made in the form of videos.

A Vlog or video vlog is an electronic medium used to record, transcribe, replay, broadcast, and display audio and visual media.²² A Vlog is defined as a video component that contains a series of online broadcasts that can be used by everyone to create and post content and serve as a documentary of audiovisual life as a place to communicate.²³

From several definitions of experts, it can be concluded that a mini vlog in this study is a video that combines text, images, or other supporters. A mini vlog or video blog is a form of information media in the form of videos containing opinions or stories of daily events that are uploaded on social media which can be replayed, rewind, and accelerated the video so that the audience can easily understand.

b. Benefit of Mini Vlog in Learning

The benefits of using vlogs as a learning tool are that videos can show phenomena that are difficult to reach to be seen by many people, and using vlogs as a strategy can provide positive responses from students. The use of media can also be a facilitator for students to be more independent.²⁴ so that teachers do not need to act much but only direct and encourage students to think critically to create interesting content to watch.

There are several benefits of using vlogs in learning are:²⁵

- a) Provide new experiences to students.

²²Jariyah, A., *The Effectiveness of Blogging Videos (Vlog) in Teaching Speaking at the Eighth Grade Students of Smp Al-Islam1 Surakarta in the Academic Year 2017/2018*, Thesis, Islamic Education And Teacher Training Faculty, IAIN Surakarta. 2018, p. 40

²³ Biel, J.-I., & Gatica-Perez, D. (2010). Voices of vlogging. *Fourth International AAAI Conference on Weblogs and Social Media*.

²⁴ Daryanto, *Penelitian Tindakan Kelas dan Penelitian Tindakan Sekolah*, Yogyakarta: Gava Media, 2011

²⁵ Prastowo, A., *Panduan Kreatif Membuat Bahan Ajar Inovatif*, Yogyakarta: Diva Press, 2012

- b) Shows something that cannot be seen before.
- c) Analyze changes over time.
- d) Provide experiences for students to feel and showcase student life so that it can trigger student discussion.

One of the strategies that can be done in learning is a mini vlog. Vlog has many advantages for students.²⁶ There are including helping students share ideas through video, vlog is a visual learner to understand and connect information, using vlog can demonstrate ideas to students as well as the ability to listen and watch as many videos as students want, vlog also provides opportunities for students to share ideas with the community, vlog can be used as a portfolio to showcase the work of students, vlog also makes students able to learn information at a time and place convenient for students, the most important thing is vlog can improve students' ability to speak.

Based on the explanation, video blogs or vlogs, students can witness an event that has never been seen before and the experience of seeing something so that students are moved to do it. Students can play back videos as needed. Learning with a mini vlog strategy can grow students' interest in learning speaking.

c. Characteristic of Mini Vlog

Vlog have several characteristics that can improve speaking skills, firstly, the video has its style so that the audience can distinguish each vlog, the second vlog usually has a certain time to be posted on social media so that the audience can easily follow it, and the third vlog is also a conversation so that the vlogger seems to be talking to the audience, the fourth vlog has its type of audience so that it can be followed every episode. A person who does vlogging is called a vlogger. Vloggers usually talk in front of the camera, telling

²⁶ Rahmawati, A., Harmanto, B., & Indriastuti, N. R. (2018). *The Use of Vlogging to Improve the Students' Speaking Skill*. *Edupeia*, 2(1), P.87–95.

about the activities that the vlogger does or activities that they like. There are various devices that can be used to create vlog videos including camera phones, and digital cameras that can be used to record images and sound. Usually, vloggers share videos about their daily lives such as music, tourist attractions, and culinary places, sharing tips or ways of things they like or do not like.²⁷

From some of these characteristics, students can feel free to choose their own vlog characteristics according to the style and comfort of the students.

2. Project Based Learning

a. Definition of Project Based Learning

Project based learning is a learning that makes students free to plan their activities in learning or work together in making a product.²⁸ Project based learning show may be a learning model that appropriately can be connected within the learning handle, since project based learning demonstrate that is centered on the exercises of learners during a learning handle that will create the product at the conclusion of the lesson.²⁹ Project based learning is essentially a scientific principle that familiarizes students with exploratory learning problems aimed at improving metacognitive strategies of quality of life, creating a practical product and clearly by following themes that are considered original.³⁰ Project based learning centered on the center concepts and standards of a teach, encourages to examine, issue solving, and other important

²⁷ Novani, V., *Pemaknaan Video Blog di Youtube Sebagai Media Kreativitas (Studi Deskriptif Pada Pengguna Vlog di Medan)*, Universitas Muhammadiyah Sumatera Utara Medan, 2017, p.47

²⁸ Thomas, J.W. (2000) *A Review of Research on Project Based Learning*. California : The Autodesk Foundation.

²⁹ Ismuwardani, Z., Nuryatin, A., & Doyin, M., *Journal of Primary Education* 8 (1) (2019) : 51 – 58.

³⁰ Ilhan, I. (2014). *A Study On The Efficiency of Project Based Learning approach on Social Studies Education: Conceptual achievement*, Turkey: The University of Bayburt.

assignments, student centered, and create substantial products.³¹ A student-centered teaching strategy where students learn concepts through projects following specific instructions. Project-based learning is a challenging and rewarding activity for students when done correctly and as directed.³² Project based learning focuses on creating products using problem-based and inquiry learning depending on the depth of the questions.³³

Based on several definitions according to experts, the researcher concluded that project based learning is student-focused learning, students independently create projects collaboratively so as to produce products that can be shared with people and provide benefits and knowledge.

b. Characteristics of Project Based Learning

The characteristic of project based learning is to develop students ' work skills to have creativity and encourage students to cooperate in working on projects so as to produce products that are useful for others, directing students to find their own information and share information with others. Project-based learning usually requires students to participate in meaningful activities in teamwork.³⁴ Project-based learning is also described as a dynamic learning method in which students actively explore real-world problems, pose challenges, and expand their knowledge.³⁵ Project based learning learning Model has the characteristics of:³⁶

³¹ Santyasa, I. W, *Pembelajaran Berbasis Masalah Dan Pembelajaran Kooperatif*, Universitas Pendidikan Ganesha, Nusa Penida, 2006.

³² Ibid.

³³ Johnson, L., & Lamb, A. (2007). Project, Problem, and Inquiry-Based Learning.[Online]. Accessed from <http://eduscapes.com/tap/topic43.htm>

³⁴ Chiang C. L. and Lee, H., *The Effect Of Projcet Based Learning On Learning Motivation And Problem-Solving Ability Of Vocational High School Students*, *internasional jurnal of Information and education technology*, Vol. 6, No.9. DOI: 10.7763/IJiet.2016.V.6.779. p. 709

³⁵ Lucas, G., Educational Foundation. (2014). *Project Based Learning vs. Problem-Based Learning vs. X-BL*

³⁶ Aqib, Z., *Model-Model, Media dan Strategi Pembelajaran Kontekstual (inovatif)*, (Bandung: CV Yrama Widya, 2013), p . 66.

- a) Students as planners within the framework of the project.
- b) Students as a process designer to obtain results.
- c) Students are responsible for obtaining information and managing it.
- d) Evaluate continuously.
- e) The end result is the product of the project and the evaluation of its quality.
- f) The class has the right to provide fault tolerance and change.

Project-based learning has different characteristics with learning usually:³⁷

- a) It starts by identifying the problem or situation that leads to the learning context
- b) Application emphasis on content and skills.
- c) Developing skills in the 21st century
- d) Emphasizing student independence
- e) It takes a long time compared to traditional learning.

c. Step of Project-Based Learning

The steps in project based learning according to Halim Purnomo and Yunahar Ilyas,³⁸ there were six steps:

- a) Plan the project with essentials questions

Start with an important question learning begins with important questions. Questions can be given as homework to students in carrying out an activity. Take this topic following the reality of the real world and begin with thorough research. The teacher tries topics covered that are relevant to students.

- b) Design a project plan

³⁷ Tseng, et al. (2013). *Attitudes Towards Science, Technology, Engineering and Mathematics (STEM) in a Project Based Learning (PjBL) Environment*. International Journal Technology and Design Education vol 23:87–102

³⁸ Purnomo, H. and Ilyas, Y., *Tutorial Pembelajaran Berbasis Proyek*, K-Media, Yogyakarta, 2019

Design is done collaboratively between teacher and students. With , we hope students will feel "ownership" of the project. Design includes the rules of the game, choosing activities that can help answer important questions, incorporating many different possible materials, and knowledge of tools and materials accessible to help complete the project.

c) Create a schedule

Teachers and students write together schedule activities to complete the project. Works At this stage include:

1. Make a schedule for complete the project,
2. Set a deadline for completion project,
3. Require students to make a plan new way,
4. Guide students when they create in a way that has nothing to do with their projects, and
5. Ask students to be creative and explain why you chose a method.

d) Monitor the progress of the project

Teacher have the responsibility to see the process of student activities during the project. Monitor that done by the teacher to ensure that students are fluent in every process of making the project. In other words, the teacher acts as a guide for students' activities. To simplify the tracking process, a section has been created.

e) Assess the outcome

The study was conducted to help teacher measure compliance with standards, play a role in evaluate each student's progress, provide feedback on the level of understanding the student succeeds, helps the teacher develop further learning strategies.

f) Evaluate the experience

Teacher and students participate in each activity, then at the end of the activity reflect on the results of the student project. At this stage students can express their experiences and feelings so as to achieve a success. The teacher also give some advice for students' experience. Teacher and students develop discussions to increase efficiency in the learning process, finally found a new discovery investigation to answer the problems raised.

The steps in this learning can incite students' imagination in considering that will deliver something within the frame of substantial items, making strides the reaction of students to any changes and as a result of a situation.

3. Teaching Speaking

a. Definition of Speaking

Speaking is one of the four language skills, which are reading, writing, listening and speaking. Speaking has an important part in human life.³⁹ People use their ability to speak to communicate with others by sharing, expressing ideas, expressing emotions, exchanging ideas and opinions, and discussing something in order to achieve a variety of goals. Speaking is the direct path from one thought to another that we can do when we want to ask or give an explanation. Researcher shows that ideas and information are easier to understand when they are transmitted verbally. This means that information is more easily obtained through speaking, because the speaker can clearly emphasize the listener to convey ideas.⁴⁰ Speaking could be

³⁹ Khoiriyah, M., *Improving Students Speaking Skill through Communcation Games* (Publish Scrips; Departement of English Education: Jakarta, 2011), p.7.

⁴⁰ Turk, C., *Effective Speaking: Communicating In Speech*, (London: Taylor & Francis eLibrary, 2003), p. 9.

implies by which understudies can communicate with others to attain certain objectives or express thoughts, conclusions, trusts, and focuses of see.⁴¹ Of all speaking abilities, talking is one of the abilities that are regularly utilized, since speaking is utilized to precise considerations, thoughts, and feelings using words related to certain topics. Speaking may be a beneficial expertise within the shape of verbal so that it gets the consideration that can share thoughts.⁴² Speaking is a skill which enables us to deliver articulations, when really need to communicate something to reach a specific conclusion. This may include communicating thoughts, feeling and suppositions, communicating a wish or a want to do something, transaction or understanding specific issue, or building up and keeping up social relationship and companionships.⁴³ Speaking is additionally the interactive prepare of making meaning that includes creating, getting, and handling information from one to another. According to Kayi speaking is the process of constructing and sharing meaning through verbal means in various contexts.⁴⁴ Sharing means inform others of our opinions and the opinions of others that we convey ideas from our sound. From the definition above, the writer concludes that speaking is a productive skill to produce voices that contain ideas, information, and opinions from certain topics to others.

⁴¹Torky, S. A., *The Effectiveness of Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Student*, Ain Shams University. 2006 p.13

⁴² Donough, J. M. and Shaw, C., *Materials and Methods in ELT: A Teacher's Guide*, (United kingdom: Blackwell publishing, 2003), 2nd Ed., p. 134.

⁴³ Donough, J. M., Shaw, C. and Masuhara, H., *Materials and Methods in ELT a Teacher's guide*; third edition (USA: Wiley-Blackwell, 2013), p. 172.

⁴⁴ Kayi and Hayriye, *Teaching Speaking: Activities to Promote Speaking in a Second Language*. The Internet TESL Journal, Vol. XII, No. 11, November 2006. [online]. Retrieved on http://iteslj.org/Articles/Kayi-Teaching_Speaking.html [September 10th, 2016]

b. Definition of Teaching Speaking

Teaching speaking may be a process of a teacher making a difference understudies to supply assistance to attain learning destinations that got to be progressed students' execution in speaking aptitudes.⁴⁵ The teacher encourages students to have the desire to learn to speak during the process, while at the same time facilitating students to achieve students' speaking skills well. Teaching speaking is the activity of giving instructions to someone for communication.⁴⁶ Teacher activities in teach be able to communicate and express their opinions to others. From several definitions of teaching speaking according to experts, the researcher concludes that teaching speaking is a process of teacher activity that helps students by providing facilities to be able to express ideas and opinions well.

c. Problems of Teaching Speaking

In teaching speaking, you will definitely find some problems, among which according to Greeny and Preety the teacher often lacks time for the speaking learning process. Because speaking is better taught practice, the time needed is also more.⁴⁷ Another problem that is usually faced when teaching speaking according to Ur is that students are afraid during the learning process, such as being afraid of making mistakes, ashamed of speaking in public, afraid of being commented on so that students lack confidence in speaking.⁴⁸ Students often have problems in using grammar and applying new vocabulary items in

⁴⁵ Mualiyah, S., *Teaching Speaking (An Expository Study at Speaking Class of Training Class Program at Basic English Course in Kampung Ingris Pare)*, (Syarif Hidayatullah State Islamic University, Jakarta), 2017

⁴⁶ Nuraini, K., *The Barriers of Teaching Speaking English for EFL Learners*, Volume 01, No. 1, May 2016, P.7

⁴⁷ Hall, Green, 1967, *Exploring English Language Teaching: Language in Action*, London, Routledge.

⁴⁸ Ur, P, 1996, *A Course in Language Teaching, Practice and Theory*, Cambridge: University Press

learning speaking. Non native English teachers have some problems with incorrect pronunciation, using first language accents and lack of skills in teaching English.⁴⁹ Whereas, in speaking especially speaking English, the most important thing is that everyone knows the purpose of the voice delivered without having to really pay attention to grammar.⁵⁰ From several teaching speaking problems, according to the experts above, the most frequently encountered are students are often afraid of pronouncing words, grammar, lack of vocabulary, and shy when speaking in public. When learning to speak, the teacher also often lacks time so students do not practice speaking.

4. Procedure Text

a. Definition of Procedure Text

Procedure text could be a piece of content that instrument a reader or audience how to do or do something.⁵¹ Procedure text provides instructions how to prepare something, recipes for making something, craft steps, or instructions for something.⁵² Procedure text describes how something is finished through arrangement of activities or steps.⁵³ Procedure text is a text that explains or displays how someone does something and is done in a sequential sequence in the process of making something. From the understanding of procedure text according to experts, the researcher concludes that procedure text is an instruction or

⁴⁹ As Sabiq, A. H., *Localized English for Ngapak Javanese Speakers as Language Instruction*, English Franca : Academic Journal of English Language and Education 4, no. 2 (2020): 85, <https://doi.org/10.29240/ef.v4i2.1818>.

⁵⁰ Eviyuliwati, I, 1997, *The teaching of functional skills and communicative expressions at SMU IKIP Malang based on the 1994 English curriculum: A case study*, English Language Education, 3(1), 55-60.

⁵¹ Anderson, M. and Kathy, A., (1998), *Text Type in English 3*, South Yarra: Macmillan Education Australia PTY LTD

⁵² Derewianka, B., (2004), *Exploring How Texts Work*, Australia: Primary English Teaching Association

⁵³ American Heritage Dictionary, New York Toronto London Sanfransisco, 2000

step to make something or use something so that listeners or the readers can understand doing something.

b. Generic Structure of Procedure Text

Generic structure of procedure text contains:

- a) An introductory statement by providing intent and purpose. Can be a title description of the procedure.
- b) List of materials used in the procedure.
- c) Sequence of procedure steps. Numbers can use words such as first, second, third and instead of numbers can be used such as next, then, and soon.

So in general, the generic structure of procedure text is an opening sentence that contains the purpose of the procedure, the material or composition to be used, and the steps of the procedure.

B. Previous Studies

There are some previous result studies as some researchers have relation to this researcher. Some of them also choose mini vlog as the strategy to teaching speaking. The followings are some of them:

First, based on research finding by Rizki Ananda and Mardiah Nahdatul Ulama University, North Sumatra (2020), on *Video Blog (Vlog) As a Learning Media Speaking in Class XI High School Students at the Nur Hasanah Medan Education Foundation*. The purpose of this study is to describe the use of video blogs (vlogs) as a medium for learning to speak and describe the extent to which students' perceptions of the use of video blogs (Vlogs) as learning media for speaking. The research subjects were high school students in class XI at the educational foundation of Nur Hasanah Medan. The findings of this study were an overview and perception of the use of video blogs (vlogs) as a medium for learning speaking for high school students in class XI at the Nur

Hasanah Education Foundation, Medan. The similarity of this research is the use of video blog (Vlog) media to improve speaking skills. The difference with this research is that the material taught is focused on procedure text. So the researcher wants to fill in the topic under study that contributes to providing information about the implementation of the mini vlog in teaching speaking of procedure text at 12th grade SMA N 1 Sumpiuh.

Second, based on research finding Latifah Amir (2019), on *The Effectiveness of Video Blog (Vlog) in Teaching Speaking of Explanation Text (A Study at the Eleventh Grade of MA Asshiddiqiyah 3 Karawang in the Academic Year 2018/2019)*. The subject of the research is the eleventh grade of MA Asshiddiqiyah 3 Karawang in the Academic Year 2018/2019. The difference from this study is the effectiveness of the video blog. The results of this study utilized video blogs (vlogs) to instruct verbal clarification writings, appearing that understudies were cheerful and interested. Usually, supported by the recurrence and rate of pre-test and post-test scores of understudies. The students' score after giving video blog (vlogs) as media in instructing speaking clarification content in person was superior better than some time recently the treatment given to the students'. The similarity of this inquire about is the utilize of vlogs for teaching speaking. The distinction from this think about is the viability of the video web journal in instructing talking, whereas the analyst is right now inquiring about the execution of the smaller than expected vlog in teaching speaking. in teaching speaking, while the researcher is currently researching the implementation of the mini vlog in teaching speaking. The next difference is the explanation text material from previous researchers and procedure text from current researchers. From this difference, it is hoped that current researchers can contribute by

providing information from the implementation of mini vlogs in teaching speaking of procedure text.

Third, based on research finding Annisa Wahyuningtiyas (2019), on *The Use of Vlog in English Class: A Case Study at MTs Al Fatich Tambak Osowilangon Surabaya*. The subject of research is student of MTs Al Fatich Tambak Osowilangon Surabaya. The results of this study show that the utilize of media vlogs could be a procedure to assist improve students' English language abilities since vlogs make them more focus and simple to get it. Students can see the video and it makes learning simpler for them. They do not got to envision the things that are clarified by the instructor since they can see and listen through the media. The similarity of this research with the current research is the use of vlogs in English class and the difference from this study is the material being studied is general and the current researcher the material being studied is procedure text. So from this difference, it can be used as a reference for further researchers which is important to learn to provide an overview of the implementation of mini vlogs in teaching speaking of procedure text.

Fourth, based on research finding Mohammad Ersan, Fabiola D. Kurnia and Eka Fadilah (2022), on *Improving Students' Speaking Ability Using Vlog Media at SMK State 1 Arjasa*. The purpose of this study is to ascertain the effectiveness of Vlog and students' perceptions of its implementation in improving students' speaking abilities in the 11th grade of APHPi at SMKN 1 Arjasa. The subject in the eleventh grade of APHPi (Agribusiness Processing of Fishery Products). The results showed that students vlog in the speaking class twice in one cycle and these results showed that students participate more in the speaking class and most students improve their speaking skills well. The similarity with the current researchers is the application of the mini vlog

strategy for students' speaking learning. The difference is that the research material is not specific in providing the material for researchers, now the material is specific, namely procedure text. So from the difference, it can be used as a reference for further researchers which is important to learn to provide an overview of the implementation of mini vlog in teaching speaking of procedure text.

Fifth, based on research finding Novia Kartikasari (2018), on *The Implementation of Project Based Learning by Making Vlog in Teaching Speaking of Recount Text for Junior High School*. The reason of this study is encourage students to be dynamic in talking utilizing English, in which it is trusted that the understudies create a item as true prove of understudies in talking action. The subject of the research is a group of junior high school students. The research results showed that among these seven groups, only one group demonstrated very good speaking skills and good pronunciation. Some groups may use vocabulary that is easy for the audience to understand. Unfortunately, there is a group that lacks some aspects in terms of value and pronunciation aspects. It can be concluded that teachers"an apply PBL accurately and correctly to help students take an active role in the learning process, especially in speaking skills, as shown by the results of the videos. Perform by the students. The similarity with current research lies in the application of mini-vlog to learning to speak. The difference is that the implementation of the mini vlog is that with groups and researchers now individuals are making mini vlogs, and another difference is that from the material the researcher now uses the material more specifically to procedure text. So the researcher wants to fill in the gaps that contribute to providing information about the implementation of the mini vlog in teaching speaking of procedure text.

Based on whole findings above, the similarities with this research is used mini vlog as teaching speaking strategy. The difference is this research concerns on the material for class 12 procedure texts and the previous researcher's material is general in speaking English.



CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology, including research design, research sites and times, object and subject of the research, data collection techniques and data analysis.

A. Research Design

Based on the research title "The Implementation of Mini Vlog as a Project Based Learning in Teaching Speaking Procedure Text at 12th grade of SMA N 1 Sumpiuh, Banyumas". This type of the research was field research with a qualitative approach and used description method. The qualitative approach means a collection of interview transcripts, observations checklist and documents in the form of texts that are arranged systematically so that readers can get conclusions.⁵⁴ This research described facts from the implementation and obstacles of mini vlog as a project based learning in teaching speaking procedure text at 12th grade SMA N 1 Sumpiuh, Banyumas. This research was conducted at SMA N 1 Sumpiuh, Banyumas at 12th grade MIPA 3. This research focused on collecting information through observation, interviews and documentations.

B. Research Sites and times

1. Research site

This research took place at SMA N 1 Sumpiuh located on Jl. Raya Barat No. 95 Kebokura Pesantren Sumpiuh, Banyumas. SMA N 1 Sumpiuh was chosen as the site of this research because this school was implemented a mini vlog as a project based learning in teaching speaking for 12th grade. Therefore, this research aims to find out the implementation and obstacles of mini vlog as a project based learning in

⁵⁴ Milles dan Huberman, *Analisis Data Kualitatif*, Jakarta: Universitas Indonesia Press, 1992

teaching speaking procedure text at 12th grade SMA N 1 Sumpiuh, Banyumas.

2. Times

This research was conducted at SMA N 1 Sumpiuh. There were several activities in this research that the researcher carried out, namely classroom observations, interviews with an English teacher and observations about the results of the mini vlog project. Those activities are briefly explained as follows:

Table 3.1 The Times of Observations and Interviews

Date	Activity
February, 3 th 2023	1. First observation 2. First interview
February, 10 th 2023	Second observation
September, 22 th 2023	Second interview
October, 20 th 2023	Observations the results of the project.
October, 21 th 2023	Observations the results of the project.

C. Object and Subject of the Research

1. The object of the research

The object of this research was the implementation and obstacles of mini vlog as a project based learning in teaching speaking of procedure text at 12th grade SMA N 1 Sumpiuh, Banyumas.

2. The subject of the research

The subject of this research was an English teacher who used a mini vlog as a project based learning in teaching speaking procedure text at 12th grade to assess the students' speaking skill. This research conducted a study with an English teacher who teaches 12th grade at SMA N 1 Sumpiuh, because she was the only one English teacher who implemented mini vlog in teaching speaking. Then, for the observation subject was Class 12 MIPA 3 with a total 36 students, which was a recommendation class from the teacher.

D. Data Collection Techniques

This research used data collection techniques to explore the data necessary. Below are the techniques used to collect data:

1. Observations

This activity was to find out data from informant who answered research questions number 1. This type of the observation is partial observation. The researcher was close to the scene, watching, observing, taking notes, but does not participate in the observed event.⁵⁵ So, that the researcher came directly and observed the activities in the classroom. Observations were made to obtain accurate and factual information about the implementation of mini vlog as a project based learning in teaching speaking procedure text at the 12th grade of SMA N 1 Sumpiuh, Banyumas.

Observations were made in four times, on February 3th 2023 when the procedure text was taught, then on February 10th 2023 at the second meeting of the procedure text at 12th grade MIPA 3 SMA N 1 Sumpiuh, then the third and fourth observation was the observation of the results of the mini vlog of students uploaded on Instagram class. During the observation, the implementation of mini vlog as a project based learning in teaching speaking was investigated. This observation used observation check list that contains the steps of project based learning. The instrument was adapted from the PjBL stage, according to Halim Purnomo and Yunahar Ilyas.⁵⁶

2. Interview

The interview was conducted in a semi-structured interview in which, this interview included a series of open-ended questions. This method allows the emergence of new questions to the answers provided by supporters so that during the session the information can be explored

⁵⁵ Chadwick, B.A., H.M. Bahr, and S.L. Albrecht, *Metode Penelitian Ilmu Pengetahuan Sosial*, Semarang: IKIP Semarang Press, 1991.

⁵⁶ Purnomo, H. and Ilyas, Y., *Tutorial Pembelajaran Berbasis Proyek*, K-Media, Yogyakarta, 2019

further.⁵⁷ A list of questions were prepared to be asked to the English teacher at 12th grade of SMA N 1 Sumpiuh who used a mini vlog as a teaching speaking strategy. The purposes of this interview were to find out how the teacher implemented mini vlog and the obstacles in teaching speaking procedure text at 12th grade.

In the interview, the informant was an English teacher 12th grade SMA N 1 Sumpiuh, Banyumas. The interview was conducted using a audio recording. After that, interview was transcribed by the researcher. The teacher was asked some questions related to the implementation mini vlog and the obstacles in teaching speaking procedure text at 12th grade in SMA N 1 Sumpiuh, Banyumas.

3. Documentation

Documentation is a way to conclude research data that used by collecting records of events that have passed in the form of pictures or someone's monumental work.⁵⁸ In this study, the document was a lesson plan made by an English teacher 12th grade SMA N 1 Sumpiuh with the procedure text material, screenshot of results mini vlog project and document of assessment project.

E. Data Analysis

Qualitative analysis consists of three stages, namely data reduction, data display and conclusion or verification data.⁵⁹

1. Data reduction

The data of this research are collected by observations, interviews, and documentations. Therefore, the data for this research was combines these three techniques which are commonly called data triangulation. This research did not include all the data from observations, interview, and documentation so this research chosen the relevant data from the

⁵⁷ Alijoyo, A., *Structured or Semi-structured Interviews*, CRMS Indonesia,

⁵⁸ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2015).

⁵⁹ Miles, M.B. & Huberman, A.M. 1994. *Qualitative Data Analysis*. London : Sage Publishers. Moleong, Lexy J.

researcher wrote. The data reduction technique in this study was taken by researcher from each action activity. Data reduction techniques in this study were taken from the results of interviews, observation and documentation so that researcher chooses the relevant data from the researcher. Data reduction techniques in this study was taken by researcher from teacher interviewed about the implementation of mini vlog as project based learning in teaching speaking procedure text at 12th grade SMA N 1 Sumpiuh, Banyumas and the results of classroom observations taken to complement and simplify the data

2. Data display

Data display was the next step after data reduction. After choose the important things that are needed, this research wrote down the results of the data in the form of a brief description of this study. In presenting the data the researcher used a qualitative descriptive method which was taken based on the activities that have been carried out by researcher in the field. In this section, data unimportant and unrelated to the topic eliminated by the study, so that the data was valuable and meets all research problems.

3. Data verification (conclusion)

Draw the conclusions was the result of all the data that has been entered and written in the presentation of the data. Data verification was carried out to check the validity of the data from the sources studied with the result data that the researcher obtained from the field. This data validation was carried out by researcher from the mini vlog implementation activities in teaching speaking of procedure text at 12th of SMA N 1 Sumpiuh, Banyumas. Thus researcher presented and checked the correctness of the data obtained from beginning to the end.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter reveals findings and discussion related to the results of the observations, interviews, and documentations about the implementation and obstacles of mini vlog as a project based learning in teaching speaking procedure text at 12th grade SMA N 1 Sumpiuh, Banyumas.

A. The Implementation of Mini Vlog As a Project Based Learning in Teaching Speaking Procedure Text

According to the theory from Halim Purnomo and Yunahar Ilyas, Tutorial Pembelajaran Berbasis Proyek, there are six steps of implementation of project based learning.⁶⁰ The first step is the teacher plans the project, second is the teacher designs the project mini vlog, third is the teacher creates a schedule project, fourth is the teacher monitors the project, the fifth is teacher assesses the results of mini vlog project, the last steps is teacher evaluates the project.

Based on observations and interviews with the English teacher of SMA N 1 Sumpiuh. It was found that implementing and the obstacles mini vlog as project based learning the teacher used the following steps:

1. The teacher plans the project with essentials questions.

First step of project based learning is the teacher plans the project with essentials questions. Based on observations check list, the teacher has planned the project by asking the students about students' experience of making procedure text. The teacher asked to student "In junior high school, maybe you have discussed procedure text?". The students answered "Yes, we have" and then the teacher asked again "What do you learned?". The students answered, "Make a video how to make something". The students recall the procedure text that has been taught in junior high school. Then, after knew the students' needs the teacher made a lesson plan procedure text for 12th grade. In

⁶⁰ Purnomo, H. and Ilyas, Y., *Tutorial Pembelajaran Berbasis Proyek*, K-Media, Yogyakarta, 2019

the lesson plan there were plans and activities that students will do in create a mini vlog project.

Table 4.1. Step 1 PjBL stage according to Halim Purnomo and Yunahar Ilyas, Tutorial Pembelajaran Berbasis Proyek

No.	Step of Project Based Learning (Procedure Text in mini vlog project)	Yes	No	Notes
1.	Teacher plans the project with essentials questions.	✓		Teacher planned the project by asking the students experience in making procedure text to know students' needs and then create lesson plan procedure text for 12 th grade.

Added from the interviews with 12th grade English teacher SMA N 1 Sumpiuh, Banyumas.

The answer of English teacher:

“First, I have to design a lesson plan, I have to see on the basic competences and will be describe the learning scenario in a lesson plan.”(Translated in English)

Based on the interview above, the 12th grade of English teacher SMA N 1 Sumpiuh tell about, before implementation of mini vlog the teacher was plan the material for the mini vlog project. The teacher has made a learning scenario for the procedure text material and the project makes a mini vlog that is included in the lesson plan following the basic competencies. So, that teacher was easy to implement the mini vlog strategies.

So, based on observations and interviews the teacher has planned the mini vlog project by ask essentials questions to the students and then make lesson plan to create mini vlog procedure text project.

2. The teacher designs the project mini vlog

The second step was the teacher designs the project mini vlog. Based on observation, the teacher let the students find out the procedure text in groups. In a group of six students, the groups made a presentation to understand of procedure text include generic structure, examples of procedure text and asked questions. In the presentation activities, students try to think critically. The teacher also makes rubric assessment for assess the students' results of mini vlog project. The teacher has conveyed the aspects assessed in the mini vlog procedure text project, so that students already know and prepare to create project that match with the criteria. Then, the teacher said that the theme to be made project mini vlog procedure text students was free. The students could decided for themselves the theme that the vlog video will be made. The teacher conveyed that the most important thing about the content of the video was that students must have an opening with greeting before starting the vlog, goals, materials, steps, and closing. The duration of the video was not limited. Then, the teacher determined the dateline for collecting mini vlog projects was 2 weeks. The student can upload that video to the class's Instagram.

Table 4.2. Step 2 PjBL stage according to Halim Purnomo and Yunahar Ilyas, Tutorial Pembelajaran Berbasis Proyek

No.	Step of Project Based Learning (Procedure Text in Mini Vlog Project)	Yes	No	Notes
2.	The teacher designs the project mini vlog.	✓		Teacher design the project by make lesson plan, make group discussion to discuss procedure text, making a rubric assessment, determining the theme of the project and setting the dateline project.

Added from the interviews with 12th grade English teacher SMA N 1 Sumpiuh, Banyumas.

The answer of English teacher:

“The video should be with greeting first, then after that students convey what will be made or the goals, then the material, step by step. Students are free to choose their own topic. So, this procedure text does not just make food. Students can be able to make a procedure how to make canva, how to operate a computer, so they more be creative. For the duration of the video is not limited, the most important thing is that the steps of the procedure text, For the project collection dateline is 2 weeks, so one week for preparation, one week later for memorization and development. The results of the videos are collected in the class Instagram.”(Translated in English)

Based on the interview above, the 12th grade of English teacher SMA N 1 Sumpiuh tell about, the teacher conveyed in the mini vlog that there must be a greeting first. Then the goals, students can convey the purpose of the vlog to be done. Then, there must be material, students can mention the materials that will be used in the procedure. Then the steps, after students mention the material students can convey the sequence of steps in the procedure. The teacher provided freedom in choosing the theme of the video, students can determine their content of the video that not only makes food, there are various kinds such as how to make canva, and how to operate a computer so that students can be more creative in finding their own ideas. The duration of the video made by students does not have a time limit, so students are free to determine their own time duration as needed because the most important thing was the content and steps that must be met in the video. For Project Collection time was 2 Weeks, one week for preparation and one week later for memorization and video making. The teacher said that mini vlogs are collected on the class's Instagram.

Based on the lesson plan, the teacher gave individual tasks for the project to create a mini vlog procedure text with a free theme. According to the teacher explained, by giving students the freedom to be more creative. Then the teacher conveys the assessment criteria for the mini vlog project, so that students know what to do for in their project. The teacher gave 2 weeks for the

mini vlog project collection dateline. Then, after everything was explained the teacher allowed students to ask questions about the project so that it was clear.

Penutup	17. Guru memberikan tugas individu proyek membuat mini vlog procedure text, dengan tema bebas. 18. Guru menyampaikan kriteria penilaian untuk proyek tersebut. 19. Guru menyampaikan tenggat waktu pengumpulan proyek (2 Minggu). 20. Peserta didik diberikan kesempatan bertanya mengenai proyek tersebut. 21. Guru dan peserta didik merefleksikan pembelajaran. 22. Guru menutup kegiatan pembelajaran dengan salam dan doa bersama.	10 menit
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Picture 4.1 Lesson plan of procedure text in teachers' design of project

So, based on observations and interviews the teacher has design the project by set the mini vlog procedure text project. Such as conveyed that the theme was free, conveyed the project criteria, and set the dateline project.

3. The teacher creates a schedule project

The third steps of project based learning were the teacher creates a schedule project. Based on observations, when the teacher finished delivering the task of make a mini vlog, a student asked the teacher about the dateline of collecting a mini vlog project, and the teacher replied that the dateline was 2 weeks. So, one weeks to prepare and one week later to take the video. Added based interviews with the English teacher at 12th grade SMA N 1 Sumpiuh.

Table 4.3 Step 3 PjBL stage according to Halim Purnomo and Yunahar Ilyas, Tutorial Pembelajaran Berbasis Proyek

No.	Step of Project Based Learning (Procedure Text in mini vlog project)	Yes	No	Notes
3.	The teacher creates a schedule project.	✓		The teacher gives dateline 2 weeks to the project.

Added from the interviews with 12th grade English teacher SMA N 1 Sumpiuh, Banyumas.

The answer of English teacher:

“I limit the time about two weeks, so that one week for preparing the procedure text material, they also need to memorize and so on to develop they need time too. For assignments, it is not only from English, so I give them time to express more with duration of two weeks” (Translated in English)

Based on the interview above, the 12th grade of English teacher SMA N 1 Sumpiuh tell about, the teacher set a schedule for making students' mini vlog project, which is limited until two weeks. So, one week to prepare the material that students will make in the project and one week later the students can start making the mini vlog. 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.

So, based on observations and interviews the teacher creates schedule for making the project was two weeks. One week to prepare the material and one week later for progress making the mini vlog.

4. The teacher monitors project mini vlog

The fourth steps of project based learning were the teacher monitors project mini vlog. Based on observations checklist, the teacher monitor students' project by ask to student about the progress of project mini vlog and their obstacles in making the project. The teacher was not direct monitor, but always care to the student by ask the students' progress.

Table 4.4. Step 4 PjBL stage according to Halim Purnomo and Yunahar Ilyas, Tutorial Pembelajaran Berbasis Proyek

No.	Step of Project Based Learning (Procedure Text in mini vlog project)	Yes	No	Notes
3.	The teacher monitors project.	✓		Teacher asks to students about the progress of project mini vlog and students' obstacles in that

				project.
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Added from the interviews with 12th grade English teacher SMA N 1 Sumpiuh, Banyumas.

The answer of English teacher:

“If it’s direct monitoring, no, but at least I will check to see what it is up to. That’s two weeks, right? One week I ask what stage it is at. If, for example, I control, and pay more attention, they are not pressured by other activities, which mean they are trying hard. Also to complete the task. the problem is, if you do not control it, then in two weeks I’ll ask, “Oh yes, ma’am, I have not yet,” for example, if I ask one week, “How far have you come to making it?” “Oh yes, ma’am, it is still in process.” “Oh, yes, I will continue for another week, okay? “like that.”(Translated in English)

Based on the interview above, the 12th grade English teacher SMA N 1 Sumpiuh said about, the teacher did not directly monitor the students' mini vlog project, because the project was done at home. The teacher monitors the progress of students' mini vlog projects by asking students about the process of making mini vlog in the first week after giving the assignment. If controlled, students will be more attentive to their assignments. So, the teacher also reminds the students' mini vlog project.

So, based on observations and interviews the teacher monitors project by ask the progress of students' mini vlog. The teacher was not directly monitoring because the project done at home as a homework.

5. The teacher assesses the results of mini vlog project

The fifth steps of project based learning were the teacher assesses the results of mini vlog project. Based on observations check list, the teacher assesses the results of mini vlog project 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 plan there was a speaking assessment rubric that contains assessment aspects such as

vocabulary, pronunciation, grammar, fluency, and task accomplishment. 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.

Table 4.5. Step 5 PjBL stage according to Halim Purnomo and Yunahar Ilyas, Tutorial Pembelajaran Berbasis Proyek

No.	Step of Project Based Learning (Procedure Text in mini vlog project)	Yes	No	Notes
5.	The teacher assesses the results of mini vlog project.	✓		Teacher assesses the project based on rubric speaking assessment.

Table 4.6 Rubric speaking assessment in mini vlog procedure text project

Rubric assessment

No.	Assessment aspects	1	2	3	4	5
1.	Vocabulary					
2.	Pronunciation					
3.	Grammar					
4.	Fluency					
5.	Task accomplishment					

Rubric speaking assessment

No	Assessment aspects	Score			
		1	2	3	4
1.	Vocabulary	Vocabulary used is difficult to understand	Vocabulary used is little understand	Vocabulary used is a lot easy to understand	Vocabulary used is very easy to

			able		understand
2.	Pronunciation	Pronunciation is not clear	Pronunciation is less clear	Pronunciation is clear, but less loud	Pronunciation is clear and loud
3.	Grammar	Grammar used is not very suitable	Grammar used is less suitable	Grammar used is suitable and only a little wrong	Grammar used is very suitable
4.	Fluency	Not fluent	Less fluent	Fluent	Very good fluent
5.	Task accomplishment	Not collecting the task	Tasks are collected long from the dateline	Collected tasks exceed the dateline	Collected the task on time
Score		5	10	15	20

Added from the interviews with 12th grade English teacher SMA N 1 Sumpiuh, Banyumas.

The answer of English teacher:

“Before I give an assignment, of course I also tell the students the video assessment criteria that I expect. So, there is a rubric. What language is expected? The first thing I said earlier is that the video must have an opening, then how do you convey it, your pronunciation, is the pronunciation fluent but not very detailed, that means whatever they produce I try to give appreciation.” (Translated in English)

Based on the interview above, the 12th grade of English teacher SMA N 1 Sumpiuh tell about, the teacher has previously provided video assessment criteria to students. So, there is an assessment rubric that is used to assess student videos which contains pronunciation, fluency, how the opening is, and how the student conveys. However, it was not assessed in detail, because according to the teacher students have tried their best. So, the teacher always tried to appreciate the results of the students' mini vlog projects.

So, based on observations and interviews the teacher assesses project based on rubric speaking assessment in lesson plan. Aspect of the assessment criteria contains vocabulary, pronunciation, fluency, grammar, and task accomplishment.

6. The teacher evaluates the project

The last step of project based learning based learning was the teacher evaluates project. Based on observations checklist teacher evaluate project by give comments in students' video on Instagram. Teacher give likes and comments about the results of the video, such as if the results are as expected the teacher comments "Good, good job, marvelous, excellent" and if the results of the student's project are not suitable the teacher has given advice comments of what is lacking, so that students know what to improve.

Table 4.7. Step 6 PjBL stage according to Halim Purnomo and Yunahar Ilyas, Tutorial Pembelajaran Berbasis Proyek

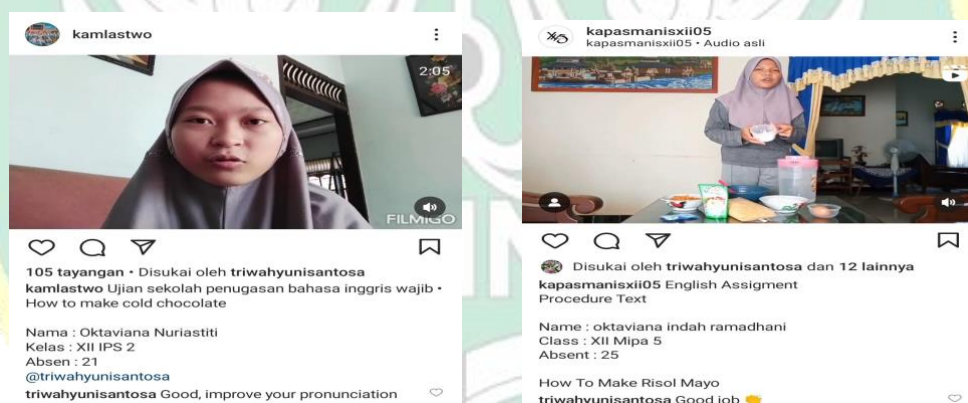
No.	Step of Project Based Learning (Procedure Text in Mini Vlog Project)	Yes	No	Notes
6.	The teacher evaluates project.	✓		Teacher gives comments in students' video on Instagram

Added from the interviews with 12th grade English teacher SMA N 1 Sumpiuh, Banyumas.

The answer of English teacher:

“They have tried hard to make it, there must be appreciation and it must be assessed, and I gave a comment on Instagram after I saw it, I will definitely like it, I will comment “Good job” or maybe if the results are not as I expected I will say good job which I think will make they are so happy, If the results are not satisfactory, I will comment “Good, but... what should you do”. If it’s already good, that means I will give it “Marvelous” or something like that, extraordinary words of praise.”(Translated in English)

Based on the interview above, the 12th grade English teacher SMA N 1 Sumpiuh tells about the teacher provided an evaluation by giving likes and comments on Instagram. If the results of a student's project are good, the teacher comments with words of praise such as "Good, good job marvelous". However, if the results do not match the criteria, the teacher provides comments, advice, or direction so that students can Learn again.



Picture 4.2. The teacher commented on Instagram to evaluate the mini vlog project

Based on observations the results of mini vlog project in 12th Instagram account. The students produced video with a lot creativity, such as how to make guava juice, how to make instant noodle, how to make hot coffee and also not how to make melas or drink. But, there were video produced such as how to clean motorcycle, how to make Instagram account and more. From the mini vlog project, many videos produced match with the teachers' criteria. Such as beginning with greeting, explained purpose or title, explained materials, explained

steps or procedure and last was closing. Many students were already fluent in speaking. Pronunciation was also good, the vocabulary used was appropriate. But, there were some students with comment less pronunciation. So, that the results of the project produced good speaking, students be more interesting in learning speaking, confident and have tryed pronounce well.

The result of this research have similar with other previous studies, the first research from Novia Kartikasari,⁶¹ found that the study were students create 7 groups to create a vlog about recount text. Six of the seven groups showed very good speaking and one group that was lacking in some aspects of the value and pronunciation. In this research also showed good speaking seen from the results of the video and only a few students who showed less pronunciation and confidence. The difference was in the study of Novia Kartikasari students make a vlog with the group but, in this study students make videos individually. Then the material used was used recount text and in this study was the procedure text.

The second study from Latifah Amir,⁶² found that this research used vlog to teach speaking of explanation text showed the students were enjoyed and interested. It was supported by th students' score of pre-test and post-test. The students' score after making a vlog explanation text was better than before the treatment. The similarity with this research was the used of vlog as a strategy in teaching speaking and the results of the treatment was the student be more enjoy and interested. The difference of this Study was that study used quantitative research and this Study used qualitative research.

B. The obstacles of implementation mini vlog As a Project Based Learning in Teaching Speaking Procedure Text

According to the research finding at 12th grade English teacher of SMA N 1 Sumpiuh face several obstacles in the implementation mini vlog as a project based learning in teaching speaking procedure text. The first problem

⁶¹Kartikasari, N., *The Implementation of Project Based Learning by Making Vlog in Teaching Speaking of Recount Text for Junior High School*, 2019.

⁶² Amir, L., *The Effectiveness of Video Blog (Vlog) in Teaching Speaking of Explanation Text (A Study at the Eleventh Grade of MA Asshiddiqiyah 3 Karawang in the Academic Year 2018/2019)*, (Semarang :UIN Walisongo)

was students lack of speaking practice after the pandemic, even for simple words students do not master. According to Lestari, when speaking English, students often encounter many difficulties such as difficulty expressing ideas and opinions verbally, limited vocabulary, and limited grammar skills making it difficult for students to speak correctly, and limited pronunciation. standard and lacking confidence when speaking due to fear of wrong.⁶³ Based on an interview with an English teacher 12th grade of SMA N 1 Sumpiuh, students lack vocabulary in English because they lack practice during the pandemic. So, after the pandemic, students are not proficient in pronouncing English words.

According to research findings there were students cannot fulfill the mini vlog procedure text project. The teacher asked what caused it. Some students turned out to be less able to master speaking skills such as not confident in public, not good at speaking English, and they are less able to present, according to teacher, students usually were less able in this regard. Because at this high school level, students are required to be able to mastered speaking skills, but there are some students who were less able. So, the teacher provided offers to students for reading skills. The underprivileged student can read the text of the procedure and create it in a mini vlog. According to Andika Tomi, the students lack confidence when speaking in public using English, which makes students unable to express themselves well. Many students when speaking become shy and nervous so they are not fluent in speaking and can be stiff body movements.⁶⁴

In learning speaking, students also have difficulty in mastering vocabulary to express themselves. Most problems arise because students do not know how to use words and rarely try to speak English in life.⁶⁵ Based on

⁶³ Sari, L., & Lestari, Z. (2019). *Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa dalam Menghadapi Era Revolusi*. Seminar Nasional Pendidikan, 12(1),P. 443–453

⁶⁴Sriharto, A. T., *Problem Faced By Teacher in Teaching Speaking At Seven Grade of SMPN 4 Sukoharjo*,(Surakarta: Universitas Muhammadiyah Surakarta, 2017), P.6

⁶⁵ Marbes, K. K., *An Analysis on Students' Speaking Ability of Procedure Text at The Second Grade Students of SMA Tri Bhakti Pekanbaru*, (Pekanbaru: Universitas Islam Pekanbaru, 2021)

the interview the teacher requires students to know the vocabulary by creating a private dictionary. The text of the private dictionary is “What are they thinking about?” So, the vocabulary around them or everyday vocabularies. So, private dictionary students with one another are not the same. The teacher hopes it can add vocabulary to the basic skills of speaking, listening, reading and writing. The teacher gave orders for students to write down what students think in a small book and given a fun knick knacks. So, that students become more often open the private dictionary.

The next solution for the obstacles in implementation mini vlog was the students can get more examples and practice because they were learning a foreign language to master speaking skills and teachers can implement strategies and means in the process of teaching speaking.⁶⁶ Based on interviews with English teacher at 12th grade SMA N 1 Sumpiuh, after the private dictionary collected, the teacher gave an example of how to pronounce the words. In addition, students not only wrote vocabulary, they also write the meaning and learn pronunciation by the teacher and listen to pronunciation on their phone. According to the teacher it was a way to overcome the difficulties of speaking. Because speaking requires a lot of vocabularies whether it's noun, verb or adjective.

According to interviews with an English teacher at 12th grade of SMA N 1 Sumpiuh, the mini vlog project can help overcome students' speaking difficulties. Students become more motivated to learn and pronounce well. Students can practice and view from video examples and from the teacher. Then, students become interested to look as good as possible. So, that from the project produced students who have talent in speaking. Then the next solution is according to Latifah Amir, video blog (vlog) are one of the popular technologies or social media that can be used to satisfy students' interest in

⁶⁶ Amir, L., *The Effectiveness of Video Blog (Vlog) in Teaching Speaking of Explanation Text, (A Study at the Eleventh Grade of MA Asshiddiqiyah 3 Karawang in the Academic Year 2018/2019)*, (Semarang : UIN Walisongo), P.4

learning speaking and are currently being used by teacher to improve their performance.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This research is a qualitative descriptive research. This research described the implementation of mini vlog as a project based learning in teaching speaking procedure text at 12th grade SMA N 1 Sumpiuh, Banyumas and the obstacles. Based on the results of the research, it can be concluded that:

The implementation of mini vlog as a project based learning based on observations, interviews and documentation includes the teacher plans project, second the teacher designs project mini vlog, third the teacher creates a schedule project, fourth the teacher monitors project, fifth the teacher assesses the results of mini vlog project and the last teacher evaluates project.

The first step is teacher plans the project, in the implementation the teacher has planned the project by making a lesson plan procedure text 12th grade. The second step is the teacher design the project mini vlog, then the teacher give command to make mini vlog procedure text with the criteria must started with greeting, goals, materials, steps and closing, the theme created was free, so that students have their own creativity, the student collected mini vlog project in Instagram class. The third step was the teacher creates a schedule project, the teacher mentioned the time used by students to make a mini vlog is 2 weeks, the first week was for the preparation of looking for material, memorizing and the second week was to take video and maturation. The fourth step was the teacher monitors project by ask the progress of the student's mini vlog indirectly, because the project was made at home, so the teacher ask for progress after one week later. The teacher monitors by asking students about obstacles in the process of making a mini vlog, so that if there are students who experience problems, the teacher and students can find solutions together. The fifth step was the teacher assessing the results of the mini vlog project, before students created the project, the teacher submitted the video assessment criteria so that students should prepare themselves to meet the assessment criteria. The teacher has made an assessment rubric speaking in the lesson plan. The last step was the teacher evaluate the project by

making a mini vlog by giving likes and comments on Instagram, if the video results were good then the teacher gave words or sentences of praise such as "Good, good job, marvelous, excellent" and if the results are not appropriate and applied errors then the teacher will give advice such as "Good, but please improve your pronunciation" so students can learn again and understand it.

The obstacles of implementation mini vlog as a project based learning in teaching speaking procedure text at 12th grade SMA N 1 Sumpiuh, Banyumas were students lack of vocabulary, less of confident and also lack in pronunciation. To overcome these obstacles the students make a privat dictionary and then search or to look for the meanings of the vocabularies through mobile phone and also the pronunciation. The teacher also gave an example of how to pronounce so that the students can gain their knowledge of vocabulary and pronunciation.

B. Limitation of the Study

Based on the research results that have been described, the researchers want to explain the limitations of the study as follows:

1. The study was only conducted with one teacher, because only one English teacher who implemented mini vlog as a project based learning.
2. The study was conducted observation in one class of several classes.
3. The Interview was conducted only with a 12th grade English teacher, because there was only one teacher who implemented mini vlog as a project based learning.

C. Suggestion

- a. For the teacher

In the process of facilitating or conveying material to students, the teacher should have given some explanation first. So, the students who are less in terms of understanding become more understanding. Also, teacher should be able to give assertiveness to students who do not collect assignments so that students have a sense of responsibility.

- b. For the researcher

. For other researcher, it would help the next researcher as the source of conducting research with similar problems and techniques. This research focuses on the implementation and obstacles of mini vlog as a project based learning in teaching speaking procedure text. It would be nice if other researchers could develop more data. With more in-depth information the research will be more extensive.



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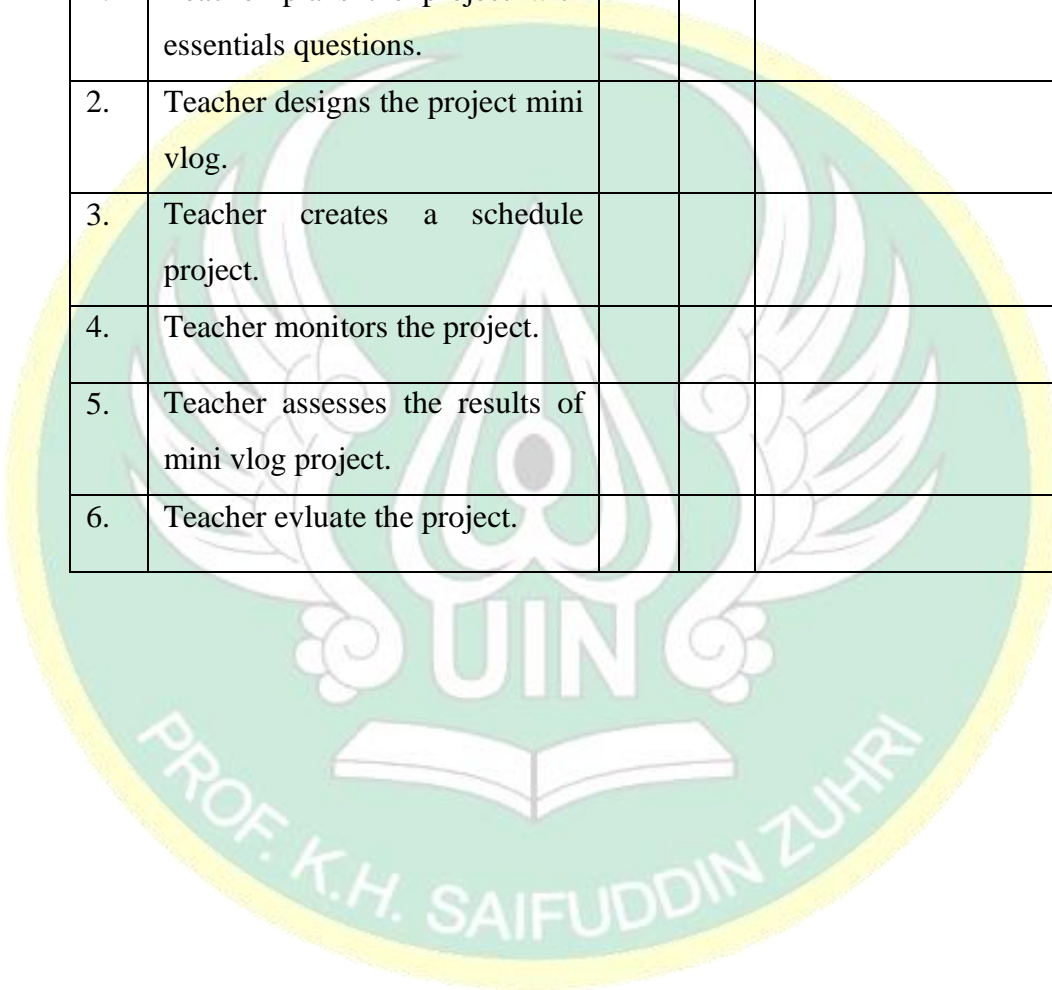
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APPENDICES

Appendix 1 Observation Checklist

No.	Step of Project Based Learning (Procedure Text in mini vlog project)	Yes	No	Notes
1.	Teacher plans the project with essentials questions.			
2.	Teacher designs the project mini vlog.			
3.	Teacher creates a schedule project.			
4.	Teacher monitors the project.			
5.	Teacher assesses the results of mini vlog project.			
6.	Teacher evaluate the project.			



Appendix 2 Intrument Interview

According to Andika Tomi, S., about Problem Faced by Teacher in Teaching Speaking, Karina Kurnia, M., An Analysis on Students' Speaking Ability of Procedure Text, and PjBL stage according to Halim Purnomo and Yunahar Ilyas, Tutorial Pembelajaran Berbasis Proyek, K-Media, Yogyakarta, 2019.

1. Sejak kapan mini vlog mulai di implementasikan ?
2. Apakah PjBL mini vlog hanya digunakan untuk mengajar materi procedure text atau untuk materi yang lain juga ?
3. Kenapa Ibu memilih mini vlog sebagai strategi pembelajaran ?
4. Media apa yang digunakan Ibu dalam pembelajaran Procedure Text menggunakan mini vlog ?
5. Kenapa Ibu memilih Instagram sebagai media untuk pengumpulan proyek siswa ?
6. Apakah hanya kelas 12 yang menggunakan mini vlog sebagai proyek pembelajaran ?
7. Bagaimana persiapan Ibu dalam melaksanakan pembelajaran procedure text dan pembuatan mini vlog siswa?
8. Bagaimana langkah-langkah implementasi mini vlog ?
9. Berapa durasi mini vlog yang harus dibuat siswa ?
10. Apa yang harus ada didalam mini vlog siswa ?
11. Apakah ada dateline pengumpulan tugas mini vlog tersebut ?
12. Apakah Ibu memonitor proses pembuatan video mini vlog siswa ?
13. Apakah Ibu mengevaluasi hasil dari video siswa ?
14. Bagaimana cara Ibu menentukan penilaian dari video mini vlog siswa?
15. Apakah ada rubrik penilaian untuk menilai hasil pekerjaan siswa ?
16. Apa saja kesulitan yang dialami ketika mengimplementasikan mini vlog sebagai strategi pembelajaran ?
17. Apa solusi yang dilakukan Ibu untuk mengatasi kesulitan dalam mengimplementasikan mini vlog dalam pembelajaran procedure text tersebut?

18. Menurut Ibu apakah siswa kesulitan dalam speaking especially English ?
Jika ada kesulitan, apa saja kesulitan tersebut?
19. Apakah dengan mengimplementasikan mini vlog sebagai strategi pembelajaran dapat membantu dalam mengajari speaking English pada siswa ?
20. Hasil seperti apa yang diharapkan guru dari projek pembuatan mini vlog procedure text tersebut ?



Appendix 3 Transcript Observation

Kelas : 12th grade MIPA 3
Materi : Procedure Text
Instansi : SMA N 1 Sumpiuh, Banyumas
Waktu : Februari 3th to Februari 10th 2023

Observations checklist on February 3th 2023

No.	Step of Project Based Learning (Procedure Text in mini vlog project)	Yes	No	Notes
1.	Teacher plans the project with essentials questions.	✓		The teacher planning the project by make lesson plan procedure text 12 th grade.
2.	Teacher designs the project mini vlog.	✓		The teacher design the project in lesson plan procedure text material.
3.	Teacher creates a schedule project.	✓		The teacher give dateline 2 weeks to the project.
4.	Teacher monitors the project.			
5.	Teacher assesses the results of mini vlog project.			
6.	Teacher evaluates the project.			

Observations checklist on February 10th 2023

No.	Step of Project Based Learning (Procedure Text in mini vlog project)	Yes	No	Notes
1.	Teacher plans the project with essentials questions.	✓		The teacher planning the project by make lesson plan procedure text 12 th grade.
2.	Teacher designs the project mini vlog.	✓		The teacher design the project in lesson plan procedure text material.
3.	Teacher creates a schedule project.	✓		The teacher eacher give dateline 2 weeks to the project.
4.	Teacher monitors the project.	✓		The teacher ask to students progress the project mini vlog and ask students' obstacles in that project.
5.	Teacher assesses the results of mini vlog project.	✓		The teacher assess the project based on rubric speaking assessment.
6.	Teacher evaluates the project.	✓		The teacher gives coment in students' video on Instagram.

Appendix 4 Transcript Interview With an English Teacher

Narasumber : Mrs. TW, M.Pd. (The 12th grade English teacher)

Instansi : SMA N 1 Sumpiuh, Banyumas

Waktu : Jum'at, 22 September 2023

Saya :“ Bismillahirrahmanirrahim, Saya Ade Yuannita mahasiswa UIN Saizu Purwokerto jurusan Tadris Bahasa Inggris, ingin wawancara untuk penelitian skripsi saya. Benar dengan Ibu TW ?

Narasumber :Iya, saya Bu TW

Saya :Baik, langsung saja ya Bu ?

Narasumber :Iya langsung saja boleh

Saya :Sejak kapan mini vlog mulai di implementasikan?

Narasumber :Eee ini sejak pandemi ya, covid 19 itu Karna situasi yang tidak memungkinkan untuk tatap muka gitu

Saya :Berarti tahun 2019 an ya Bu ?

Narasumber :Iya, jadi begitu tidak tatap muka terus ambil jalan pembelajaran yang lebih simpel gitu

Saya :Iya lanjut, apakah mini vlog hanya digunakan untuk mengajar materi procedure text atau materi yang lain juga?

Narasumber : materi yang lain juga, karna pada saat itu tidak memungkinkan pertemuan diantaranya materi news item

Saya : berarti sampai sekarang masih Bu ?

Narasumber : Ya kebetulan setelah kami laksanakan itu ternyata banyak manfaatnya, artinya ada beberapa hal kesulitan yang bisa teratasi dengan menggunakan model tersebut, begitu.

Saya : Kenapa Ibu memilih mini vlog sebagai strategi pembelajaran?

Narasumber : Iya, yang pertama karena pada saat itu terpaksa ya karena pada waktu covid-19 tidak memungkinkan tatap muka sehingga jalan itu yang ditempuh, tapi setelah covid berakhir dan kami merasa itu bermanfaat sehingga saya menerapkan mini vlog karena ada kelebihanannya yaitu satu menyingkat waktu ya, karena tidak memungkinkan untuk mengumpulkannya itu langsung live gitu ya didepan kelas tidak bisa, karena kita hanya 2 jam satu Minggu jadi kita ambil jalan untuk bahasa Inggris khususnya materi procedure text dan ada beberapa materi yang lain pake mini vlog itu.

Saya : Berarti untuk procedure text itu berapa pertemuan ya Bu ?

Narasumber : Ada dua pertemuan, setiap pertemuan itu 2 jam. Jadi untuk materi procedure text ada 4 jam pertemuan. Makanya untuk pengumpulan ee apa tugasnya projeknya nanti melalui Instagram dalam bentuk mini vlog.

- Saya : Berarti media yang digunakan untuk pengumpulan mini vlog itu Instagram ya Bu?
- Narasumber : Iya, tidak semua siswa itu tidak mempunyai handphone atau tidak mempunyai Instagram karena keterbatasan mereka juga boleh mengirim melalui WhatsApp, Cuma ma itu saya batasi karena apa karena saya sendiri nanti overload penyimpanannya. Jadi kalo melalui Instagram kita tidak terlalu pusing dengan penyimpanannya begitu. Dan juga di sisi lain kita mudah mengeceknya, kapan pun kita bisa gitu artinya dikala saya punya waktu luang gitu ya entah itu malam entah itu pas hari tidak disekolah itu dimana saya sedang pergi saya bisa melihat dan bisa mengecek itu, jadi mudah diakses kapan saja.
- Saya : Apakah hanya kelas 12 yang menggunakan mini vlog?
- Narasumber : Eee pada saat itu saya hanya mengajar kelas 12, kebetulan tahun ini diberi tugas mengajar dikelas 10 A, B, C gitu ya jadi nanti ada 3 kelas tambahan lagi. Insya Allah kalo misalkan sudah waktunya juga akan saya lakukan hal yang sama karena ee itu hal yang menguntungkan bagi saya dan bagi siswa gitu.
- Saya : Berarti nanti mau ditetapin juga ke kelas 10 ya Bu?
- Narasumber : Insya Allah, kelas 10 kebetulan ada materi narative text ya nanti mereka akan saya arahkan ke story telling ya, jadi nanti pengumpulannya melalui Instagram. Materinya nanti di semester 2.
- Saya : Selanjutnya ya Bu ?
- Narasumber : Iya
- Saya : Bagaimana persiapan Ibu dalam melaksanakan pembelajaran procedure text dan pembuatan mini vlog siswa?
- Narasumber : ya, kalo procedure nya itu pertama mesti saya harus menyusun RPP nya gitu ya, harus menyusun skenario nya yang jelas kita harus melihat kompetensi dasar terus kita jabarkan dalam RPP, disitulah skenario pembelajarannya kita cantumkan dalam RPP. Untuk pelaksanaannya saya hanya empat jam pertemuan, jadi pertemuan pertama saya harus mengenalkan dulu yang mana sebetulnya procedure text ini sudah diajarkan dikelas 10 atau di SMP juga ada, Cuma kedalamannya ngga seperti di SMA. Hanya istilahnya mengulang kembali dan materinya dipertajam pada bagian speakingnya, kalo SMP mungkin hanya reading nya ya. Terus langkah berikutnya setelah mengulas kembali materinya, siswa sudah ingat kembali kemudian ini apa yang harus mereka lakukan, karena hal yang mereka kenal itu waktunya tidak begitu lama untuk menggali kembali, kemudian saya perlihatkan contoh video untuk bagaimana bisa menceritakan text procedure dalam bentuk seperti di YouTube, kalo di tunjukkan siswa sudah bisa nyandak gitu ya, sudah bisa tau oh ya seperti itu maksudnya. Biasanya saya tunjukkan dalam Bahasa Indonesia dulu seperti membuat masakan youtuber. Ini saya tekankan “ You must speak English” supaya berbicara menggunakan bahasa Inggris gitu ya.

Jadi akhirnya mereka lebih tertarik dan mereka pasti akan berusaha sekuat mungkin untuk bisa mengucapkan kata-kata dengan benar karena mereka tau kalo diunggah di Instagram juga banyak orang yang akan melihat.

- Saya : Berarti contoh yang di YouTube itu pake bahasa Indonesia?
Narasumber : Dulu awal-awal saya ambil di YouTube, kalo sekarang ambil contoh dari kaka kelas yang bagus-bagus untuk dijadikan modelnya.
- Saya : Waktu yang pertama sebelum kaka kelas sumber YouTube nya ?
Narasumber : Kita bisa ambil banyak dari YouTube yang notabene nya nasional, tapi internasional
- Saya : Contoh videonya ada Bu ?
Narasumber : Contoh videonya ini kebetulan sekarang saya udah ngga punya lagi, karena sekarang sudah pake punya kaka kelas.
- Saya : Berarti langkah selanjutnya setelah itu apa Bu?
Narasumber : langkah selanjutnya tentu saja tidak terlepas saya memberikan keterangan, selain melihat video juga. Saya memberikan bagaimana triknya untuk menyajikannya, jadi harus dengan greeting dulu ya. Kemudian baru setelah itu mereka menyampaikan apa yang akan dibuat. Tentunya sama procedure isinya the goals, kemudian materialnya, kemudian step by step nya seperti itu, ada langkah-langkah nya.
- Saya : Berarti siswa memilih topiknya sendiri ya Bu, bebas?
Narasumber : Iya, anak-anak memilih topiknya sendiri bebas. Jadi procedure text ini tidak hanya membuat makanan, jadi mereka bisa perbengkelan atau apa ya, bagaimana cara membuat canva, bagaimana mengoperasikan komputer. Beraneka ragam ya, justru setelah saya lihat hasilnya mereka lebih bervariasi. Saya hanya menyampaikan contoh ternyata mereka bisa. Setelah saya memberitahukan “Kamu bisa membuat procedure text tidak hanya untuk masakan saja, bisa perbengkelan bisa elektronik” ternyata mereka bisa. Setelah diberi kebebasan mereka jadi lebih bervariasi begitu. Saya tidak mengekang harus dengan topik ini tidak.
- Saya : Berarti untuk persiapan itu pertama dari contoh video, materi, materinya dari mana Bu ?
Narasumber : Iya video, materinya dari saya sendiri, tapi mereka lebih banyak menggali sendiri ya. Jadi kalo dikelas 12 itu lebih mudah daripada kelas 10, karena kelas 12 itu sudah mengetahui perkembangan teknologi lebih matang. Jadi mereka bisa jalan.
- Saya : Iya baik, lanjut ya Bu?
Narasumber : Iya
- Saya : Bagaimana langkah-langkah implementasi mini vlog?
Narasumber : Jadi untuk membuatnya mereka sudah canggih mba, justru mereka lebih canggih dari saya. Mereka punya kreativitas sendiri. Misalkan seperti materi news item itu mereka seperti penyiar berita

ya itu juga bagaimana mereka menyeting seolah-olah mereka ada di podium itu sudah lebih canggih lagi. Kalo untuk procedure text ini juga mereka menampilkan “kalo di iringi musik boleh, tapi musik tidak boleh lebih keras dari suara kamu” hanya sebagai iringan saja.

- Saya : Berapa lama durasi mini vlog yang harus dibuat siswa ?
Narasumber : Eee kalo itu saya tidak batasi juga, waktunya tidak dibatasi terserah yang penting langkah-langkah dari procedure nya itu terpenuhi.
- Saya : Berarti tidak ada batas minimum durasinya ya Bu?
Narasumber : Engga dibatasi
Saya : Kemudian, apa yang harus ada didalam mini vlog siswa ?
Narasumber : Eee yang ada di mini vlog siswa itu minimal itu ada yang terkait satu ada tujuan atau goals, kemudian ada Eee namanya material nya, terus ada step by step nya, terus awalnya harus ada greeting nya dulu dan ada closingnya. Jadi tidak ujung-ujung. Harus say thank you, soalnya
- Saya : Lanjut ya Bu, apakah ada dateline pengumpulan tugasnya ?
Narasumber : ada, jadi saya batasi waktunya sekitar 2 Minggu, jadi yang satu Minggu mempersiapkan materi procedure text nya, mereka juga butuh untuk menghafalkan dan sebagainya untuk mengembangkan mereka butuh waktu juga. Untuk tugas memang tidak hanya dari bahasa Inggris saja ya, jadi saya beri waktu mereka untuk lebih berekreasi dengan durasi waktu 2 Minggu itu, walaupun ada mundur-mundurnya misalkan siswa sudah dibatasi mereka sudah berusaha untuk memenuhi tenggang waktu tersebut. Misalkan ada yang mundur hanya sedikit.
- Saya : Apakah Ibu memonitor proses pembuatan mini vlog siswa ?
Narasumber : Kalo memonitor langsung tidak ya, tapi paling tidak saya menjajagi sudah sampe apa ? Tadi kan dua minggu ya waktunya, satu Minggu saya tanya sudah sampe tahap apa ? Mereka kalo misal saya kontrol lebih memperhatikan lagi, jadi tidak terdesak kegiatan yang lain gitu, artinya mereka berusaha keras juga untuk menyelesaikan tugas tadi. Soalnya kalo ngga dikontrol kalo dua minggunya baru saya tanya “Oh iya Bu saya belum” kalo misalkan saya tanya satu Minggu “Sudah sampai sejauh mana nak kamu bikinnya?” “Oh iya Bu ini masih proses” “ Oh ya sudah dilanjut nanti satu Minggu lagi ya” seperti itu.
- Saya : Apakah Ibu mengevaluasi hasil dari video siswa ?
Narasumber : Iya kelas ya, jadi mereka sudah berupaya keras membuatnya, harus ada apresiasi harus ada eee apa namanya harus di nilai, dan saya kasih komentar di Instagram setelah saya lihat pasti saya like saya akan komentar “Good job” atau mungkin kalo hasilnya tidak sesuai yang saya harapkan saya katakan good job yang kira kira membuat mereka senang gitu ya, walaupun hasilnya tidak bagus yang kita harapkan.

- Saya : Misalkan hasilnya kurang memuaskan apakah ada masukan untuk siswa?
- Narasumber : Iya, nanti saya kasih komentar Good, but... kamu harus apa. Kalo yang sudah bagus berarti saya kasih "Marvelous" atau apa gitu kata kata pujian luar biasa.
- Saya : Bagaimana cara Ibu menentukan penilaian dari video siswa tersebut?
- Narasumber : Sebelumnya tentu sebelum saya memberikan tugas, saya juga memberitahukan kriteria penilaian video yang saya harapkan, jadi ada rubrik. Bahasa yang diharapkan seperti apa, saya sampaikan. Yang pertama saya sampaikan tadi videonya harus ada openingnya, kemudian eee kamu menyampaikannya bagaimana, your pronunciation, pelafalannya apakah fluent tetapi tidak detail banget gitu ya, artinya apapun yang mereka hasilkan saya berusaha untuk memberikan apresiasi, saya tau sudah berusaha keras jadi tidak semua siswa punya kemampuan sama seperti yang kita harapkan, saya tau ada yang tidak memiliki kemampuan di bahasa Inggris tapi punya kemampuan di bidang yang lain, saya harus menyelami itu juga jadi tidak bisa saya paksakan. Ada yang setelah dateline berakhir ternyata tidak bisa dipenuhi, mereka saya panggil ada masalah apa? Kesulitannya pada apa. Jadi ada kompromi juga, apa yang bisa kamu lakukan untuk mencapai nilai yang sudah saya tetapkan dengan cara itu kamu bisanya apa? Jadi ada hal yang dikompromikan setelahnya, sudah berjalan dan ternyata ada hal yang tidak bisa memenuhi. Kita sebagai guru juga tidak boleh ngejudge anak "Oh kamu bodoh" nda boleh, kamu bisanya apa coba? Jadi kita tetep memberikan mereka supaya berbesar hati, kekurangan mereka jangan sampai menjadikan mereka berkecil hati.
- Saya : Apa yang dilakukan Ibu untuk mengatasi kesulitan-kesulitan tersebut?
- Narasumber : Ya itu tadi, dengan menanyakan kesulitan mereka. Kadang-kadang tidak seperti yang kita bayangkan gitu ya, masalah yang mereka hadapi kita tanya dulu "Kamu masalahnya apa?" setelah itu kalo mereka mau bercerita kita tau solusi apa berikutnya. Misalkan mereka membaca ngga papa, kalo misalkan itu jalan terakhir. Jangan sampai kita mematikan semangat mereka seperti itu.
- Saya : Menurut Ibu apakah siswa kesulitan dalam speaking especially English? Jika ada kesulitan, apa saja kesulitan tersebut?
- Narasumber : Oh iya jelas ya, apalagi setelah masa pandemi ini, pandemi itu dimana siswa itu practice nya kurang sekali. Untuk mengangkat kembali dari masa pandemi ke sekarang atau tatap muka itu kita butuh ekstra, bahkan untuk kata-kata yang simpel saja mereka tidak menguasai. Makanya kita sedikit demi sedikit diantaranya saya sekarang mengharuskan anak-anak membuat private dictionary. Ini kata-kata yang tidak seperti di kamus, tapi what are they thinking

about? Yang mereka pikirkan itulah yang mereka tuliskan. Yang saya harapkan bisa menambah kosakata mereka, jadi untuk speaking untuk listening untuk reading semuanya butuh kosakata. Saya sudah mengawali mereka dari awal “pokoknya apa yang ada difikiran kamu itu dituliskan” ditulis di buku itu (private dictionary) terus bukunya ngga usah besar besar, “Kamu kasih pernak pernik yang menyenangkan buat kamu, sehingga kamu akan selalu berusaha untuk membuka” jadi nanti kata kata anak satu dengan yang lain tidak sama. Mereka punya masing-masing sendiri, 7 hari tambah kosakata. Disamping itu mereka juga butuh mengucapkan, pronunciation. Kata kata dikamusnya itu “coba check sound in your handphone”. Ada kata, ada meaning, ada how to pronounce, jadi mereka setiap anak harus punya private dictionary itu setiap pertemuan. Sebelum mulai kelas pasti saya kumpulkan dimeja saya, atau sambil mereka mengerjakan sesuatu saya paraf. Saya beri iming-iming “Ini nanti berapa paraf Bu guru, nanti ingin ditambah nilainya apa engga”.

Saya dan narasumber (tertawa)

Kalo engga nanti mereka ogah-ogahan. Dan itu pas ada waktu mesti saya tanya. Selain mereka nulis harus tau artinya, pronouncenya mengucapkannya. Walaupun emang agak sulit sih, saya percaya yang mereka tuliskan ada yang mampir dipikiran mereka.

Saya : Apakah Ibu mencontohkan cara pelafalannya juga?

Narasumber : Iya, jadi setiap ada materi baru ada kata-kata yang harus diucapkan juga. Yang related to the topic. Harus kita ambilkan beberapa

Saya : Kalo yang privat dictionary itu vocabnya saja ?

Narasumber : Iya, vocabnya saja. Kalimat atau kata-kata yang ada dibenak siswa itu ditulis entah itu noun atau verb entah itu adjective. Itu salah satu upaya untuk mengatasi kesulitan-kesulitan speaking. I think that speaking is need much vocabulary.

Saya : Berarti pengimplementasian mini vlog itu dapat membantu untuk mengatasi kesulitan speaking pada siswa ya Bu ?

Narasumber : Bisa, jadi mereka mau tidak mau harus berusaha keras untuk mengucapkan sesuai dengan lafalnya pronounciationnya. Betul-betul ingin tampil se bagus mungkin, walaupun kadang-kadang ada yang tampil apa adanya. Setiap ada tugas pasti ada yang muncul bagus, yang penting dari tugas tersebut melahirkan beberapa anak yang punya bakat. Walaupun tidak punya mereka sudah berusaha.

Saya : Baik, yang terakhir ya Bu. Hasil seperti apa yang diharapkan dari projek pembuatan mini vlog procedure text tersebut?

Narasumber : Yang saya harapkan pertama mereka mau tampil. Tampil itu sangat penting is very important for everyone. Banyak anak atau orang yang tidak mau tampil. Justru orang yang maju lah yang mau tampil, entah itu tampil live didepan kelas maupun didalam mini vlog yang di unggah Instagram. Yang saya katakan pada mereka

“Ini akan banyak orang yang melihat kamu, jadi tampillah sebgus mungkin” Saya ingin menumbuhkan keinginan untuk nda malu dilihat orang, mau menampilkan yang dia bisa. Apa kelebihan dia, jadi saya kira setiap orang itu punya kelebihan dan kelemahan. Dan kelebihanannya dia itu disisi apa sih. Diantaranya itu saya kasih wadah untuk tampil.Yang kedua untuk speakingnya, kita tau kemampuan anak ada yang bagus ada yang tidak bagus.

Saya : Berarti supaya kemampuan anak ya Bu?

Narasumber : Iya begitu ya kemampuan mereka, yang jelas mereka mau maju. Ini salah satu langkah di medsos mereka tampil untuk hal yang positif.

Saya : Baik Bu, terimakasih banyak Bu sudah membantu saya dalam melaksanakan penelitian ini dan mohon maaf mengganggu waktu ibu

Narasumber : Mudah-mudahan mba Ade lancar dalam pembuatan skripsinya, semoga dapat bermanfaat bagi banyak orang.



Appendix 5 Lesson Plan Procedure Text 12th Grade SMA N 1 Sumpiuh

Rencana Pelaksanaan Pembelajaran (RPP) Bahasa Inggris Kelas XII SMAN 1 Sumpiuh

Sekolah : SMAN 1 Sumpiuh
Mata Pelajaran : Bahasa Inggris (Wajib)
Kelas/Semester : XII / 1 (Ganjil)
Materi : Procedure Text
Alokasi Waktu : 2 x 40 Menit (2 JP)

A. Kompetensi inti

KI-1 : Menghargai dan menghayati ajaran agama yang dianut.

KI-2 : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

KI-3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban Terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang Kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan Pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi dasar dan indikator pencapaian kompetensi

Kompetensi dasar	Indikator pencapaian kompetensi
3.6 Membedakan fungsi sosial, struktur, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-	3.6.1 Menganalisis (C4) teks prosedur dengan memperhatikan struktur teks, dan unsur kebahasaan terkait manual penggunaan teknologi. 3.6.2 Membandingkan (C5) beberapa teks prosedur lain dengan memperhatikan struktur

kiat (tips), pendek dan sederhana, sesuai dengan konteks penggunaannya	teks, dan unsur kebahasaan terkait manual penggunaan teknologi.
4.6.Menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.6.1 Membuat (P5) teks prosedur manual terkait penggunaan teknologi.

C. Tujuan pembelajaran

1. Menganalisis (B) prosedur teks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks (D) dengan kerjasama, komunikatif, percaya diri dan tanggung jawab.
2. Membandingkan (B) beberapa teks prosedur lain dengan memperhatikan struktur teks, dan unsur kebahasaan terkait manual penggunaan teknologi secara berkelompok dan sesuai konteks (D) kerjasama, komunikatif, percaya diri dan tanggung jawab.
3. Menyusun (B) teks procedure dalam bentuk mini vlog secara benar dan sesuai konteks (D) terkait penggunaan teknologi secara komunikatif, percaya diri dan tanggung jawab.

D. Penguatan pendidikan karakter

1. Kreativitas
2. Mandiri
3. Percaya diri
4. Bertanggung jawab
5. Komunikatif
6. Peduli

E. Model dan metode pembelajaran

Model : Project Based Learning

Metode pembelajaran : Tanya jawab, diskusi, penugasan

F. Media dan alat pembelajaran

Media :

1. Slide presentasi(PPT)
2. Video Instagram
3. Aplikasi WhatsApp
4. Worksheet
5. Lembar penilaian

Alat :

1. Spidol, papan tulis
2. Laptop
3. Proyektor
4. Handphone

G. Langkah-langkah pembelajaran

Kegiatan	Deskripsi kegiatan	Waktu
Pembukaan	<p>Orientasi:</p> <ol style="list-style-type: none">1. Peserta didik mengucapkan salam.2. Peserta didik berdoa sebelum memulai pembelajaran.3. Guru melakukan absen.4. Peserta didik melakukan ice breaking. <p>Apersepsi:</p> <ol style="list-style-type: none">5. Peserta didik diberikan pertanyaan tentang materi procedure text untuk mengukur kemampuan awal peserta didik<ol style="list-style-type: none">a. <i>Have you ever make or operated something?</i>b. <i>What do you learned?</i>c. <i>What did you do in the procedure?</i>6. Guru menyampaikan garis besar materi dan langkah-langkah	10 menit

	<p>pembelajaran.</p> <p>7. Guru menyampaikan tujuan dari pembelajaran yang akan disampaikan.</p>	
Inti	<p>8. Peserta didik dikenalkan pada materi procedure text menggunakan video.</p> <p>9. Peserta didik diberikan pertanyaan terkait dengan contoh video procedure text tersebut.</p> <p style="padding-left: 40px;"><i>a. What is the content of the video?</i></p> <p>10. Peserta didik dibagi dalam beberapa kelompok, 1 kelompok terdiri dari 6 siswa.</p> <p>11. Peserta didik berkelompok dan mempelajari materi procedure text dan contohnya untuk presentasi.</p> <p>12. Peserta didik berdiskusi mencari materi dan membuat PPT mengenai materi procedure text dan contohnya.</p> <p>13. Peserta didik melakukan presentasi secara berkelompok.</p> <p>14. Peserta didik melakukan tanya jawab mengenai materi presentasi.</p> <p>15. Peserta didik dan guru menanggapi hasil presentasi.</p> <p>16. Guru memberikan apresiasi kepada peserta didik.</p>	60 menit
Penutup	<p>17. Guru memberikan tugas individu proyek membuat mini vlog procedure text, dengan tema bebas.</p> <p>18. Guru menyampaikan kriteria</p>	10 menit

				kurang keras	keras
3.	Grammar	Grammar yang digunakan sangat tidak sesuai	Grammar yang digunakan kurang sesuai	Grammar yang digunakan sesuai dan hanya sedikit yang salah	Grammar yang digunakan sangat sesuai
4.	Fluency	Tidak lancar	Kurang lancar	Lumayan lancar	Sangat lancar
5.	Task accomplishment	Tidak mengumpulkan tugas	Tugas dikumpulkan jauh dari dateline	Tugas yang dikumpulkan melebihi sedikit dateline	Tugas yang dikumpulkan tepat waktu atau sebelum waktunya habis.
Skor		5	10	15	20

Mengetahui,
Kepala Sekolah


Agung Cahyono, M. Pd.
 NIP. 19691204 199802 1 002

Banyumas, 2 Januari 2023
Guru Mata Pelajaran



Tri Wahvuni, M. Pd.
 NIP. 19661122 199003 2 004

Appendix 6 Documentation Assessment of Project Mini Vlog Procedure Text 12th Grade SMA N 1 Sumpiuh

DAFTAR PENILAIAN KETERAMPILAN PESERTA DIDIK SMA NEGERI 1 SUMPIUH BANYUMAS TAHUN PELAJARAN 2022/2023

Mapel : B. Inggris
Kelas : XII MIPA 3

No	Nama Peserta Didik	PENILAIAN KETERAMPILAN																							
		KD				KD				KD				KD				KD							
		Praktik	Produk	Proyek	Portofolio	Teknik Lain	Rata-Rata 1	Praktik	Produk	Proyek	Portofolio	Teknik Lain	Rata-Rata 1	Praktik	Produk	Proyek	Portofolio	Teknik Lain	Rata-Rata 1	Praktik	Produk	Proyek	Portofolio	Teknik Lain	Rata-Rata 1
1	AHLAN SAPTOMO			60																					
2	ALEXA ATHA AYUNDA			75																					
3	ATIKA ISNAENI			90																					
4	DAFFA ARKHAN ADITAMA			85																					
5	DEA AMELIA RAHMAH			85																					
6	DEA PUTRI RAMADANI			75																					
7	DESINTA INDI ASHARI			90																					
8	DHINI HANIFAH MARTHALITA			90																					
9	EKA DIYANTI			85																					
10	FAIZAL SULISTIONO			75																					
11	FAJAR KHAFISUDIN AZZIQRI			80																					
12	FANY ANNISA PUTRI			90																					
13	FARID FAZAL HAKIM			90																					
14	FARIKHA SYAHRU ARRAKHMAH			85																					
15	FAYA TIARA LATHIFA			75																					
16	HAFID ILHAM NUGROHO			75																					
17	ICUT DIYAH ATIKADEWI			80																					
18	IFTI CAHYA AGUSTIN			85																					
19	ILHAM KHAMSIS			75																					
20	INDAH WAHYUNING UTAMI			75																					
21	INTAN NOVITASARI			80																					
22	KHAULAH KHAIIRYAH			85																					
23	MUFIANA TUL ISNAENI			85																					
24	MULKHAN DIAZ PUTRA			90																					
25	MUTIARA KANIA			85																					
26	NAYLA KHAIRUNISA			85																					
27	NESYA ARDHELIA NINGSIH			80																					
28	NUNI ARIYANTI			80																					
29	OLVIA AULIA CHELSY			85																					
30	REVA RHASYA ZHAQIA AZHAHRA			85																					
31	SETY VALENSIA			90																					
32	SHELVYANA NUR FADILLAH			85																					
33	SORAYA RIZQI SALSABILA			85																					
34	YENITA CAHYA DEWI			90																					
35	YUNI ASTIKA WIDAYANTI			85																					
36	ZAHROTUN NISA			80																					



Appendix 7 Documentation of Observations



Appendix 8 Documentation of Interviews With an English Teacher SMA N 1 Sumpiuh



Appendix 9 Documentation of Results Students' Mini Vlog Project

geost_est
geost_est • Audio asli



Disukai oleh triwahyunisantosa dan 8 lainnya
geost_est How To Make Oatmeal Breakfast

Oatmeal Breakfast It's very easy to make in the morning for breakfast and is filling, as well as its good ingredients for fulfilling the body's nutrients.

Happy Watching Name: Sarah Amalia Fitriana
No: 28 Class: XII MIPA 3

@sarahamaliaftr @triwahyunisantosa
triwahyunisantosa Good job

← **Postingan**



Disukai oleh triwahyunisantosa dan 7 lainnya
geost_est English assignment : procedure text

Name : Muji Nurcholis Setyadi
No : 20
Class : XII MIPA 3

"How to clean motorcycle"
@triwahyunisantosa
triwahyunisantosa Good



kamlastwo



105 tayangan • Disukai oleh triwahyunisantosa
kamlastwo Ujian sekolah penugasan bahasa inggris wajib •
How to make cold chocolate

Nama : Oktaviana Nuriastiti

Kelas : XII IPS 2

Absen : 21

@triwahyunisantosa

triwahyunisantosa Good, improve your pronunciation



kapasmanisxii05

kapasmanisxii05 • Audio asli



Disukai oleh triwahyunisantosa dan 12 lainnya

kapasmanisxii05 English Assigment

Procedure Text

Name : oktaviana indah ramadhani

Class : XII Mipa 5

Absent : 25

How To Make Risol Mayo

triwahyunisantosa Good job 🌻



Appendix 10 Note Observations of the results Mini Vlog Project in 12th Instagram account

No.

Date

Based on observations of the results of the mini Vlog project of procedure text at 12th Instagram account:

1. The students produced videos with a lot creativity, such as how to make guava juice, how to make instant noodle, how to make hot coffee, and also not how to make meals / drinks. But, there were videos produced such as how to clean motor cycle, how to make Instagram account and more.
2. From the mini Vlog project, many videos produced that match with the teachers' criteria. Such as beginning with greeting, explained purpose / title, explained materials, explained the steps / procedure and the last was closing.
3. Many students were already fluent in speaking, pronunciation was also good, the vocabulary used was appropriate, but there were some students with comments less pronunciation.

Appendix 11 The Official letter of Preliminary Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.2859/Un.19/D.FTIK/PP.05.3/10/2022
Lamp. : -
Hal : **Permohonan Ijin Observasi Pendahuluan**

24 Oktober 2022

Kepada
Yth. Kepala SMA N 1 Sumpiuh
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : Ade Yuannita
2. NIM : 1917404039
3. Semester : 7 (Tujuh)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Tahun Akademik : 2022/2023

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Objek : Guru Bahasa Inggris SMA N 1 Sumpiuh
2. Tempat / Lokasi : SMA N 1 Sumpiuh
3. Tanggal Observasi : 25-10-2022 s.d 08-11-2022

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah

Appendix 12 The Official Letter of Individual Research



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Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.2886/Un.19/D.FTIK/PP.05.3/05/2023
Lamp. : -
Hal : **Permohonan Ijin Riset Individu**

26 Mei 2023

Kepada
Yth. Kepala SMA N 1 SUMPIUH
Kec. Sumpiuh
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

- | | |
|--------------------|--|
| 1. Nama | : Ade Yuannita |
| 2. NIM | : 1917404039 |
| 3. Semester | : 8 (Delapan) |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris |
| 5. Alamat | : Jambu 03/09 Wangon Banyumas |
| 6. Judul | : Mini Vlog as a Project Based Learning in Teaching Speaking of Procedure Text at 12 TH GRADE SMA N 1 SUMPIUH Banyumas |

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

- | | |
|----------------------|---|
| 1. Objek | : Guru Bahasa Inggris kelas 12 |
| 2. Tempat / Lokasi | : SMA N 1 SUMPIUH |
| 3. Tanggal Riset | : 27-05-2023 s/d 27-07-2023 |
| 4. Metode Penelitian | : Kualitatif; Observasi, wawancara, dokumentasi |

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah

Appendix 13 The Official letter of Reply from SMA N 1 Sumpiuh

**PEMERINTAH PROVINSI JAWA TENGAH**
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 1
SUMPIUH
Jln. Raya Barat 95 Sumpiuh, Banyumas Kodepos 53195 Telp. (0282) 497517
Email : sma_sumpiuh@siswahoo.co.id Website : www.sman-sumpiuh.sch.id

SURAT KETERANGAN
Nomor : 421.3/901/2023

Yang bertanda tangan dibawah ini:

Nama : **AGUNG CAHYONO, M.Pd**
NIP : 19691204 199802 1 002
Pangkat / Golongan : Pembina/ IVb
Jabatan : Kepala SMA N 1 Sumpiuh
Alamat : Jln. Raya Barat no.95 Sumpiuh, Kab. Banyumas

Menerangkan bahwa :

Nama : **ADE YUANNITA**
NIM : 1917404039
Program Studi / Jenjang : Tadris Bahasa Inggris / S1
Perguruan Tinggi : Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto

Yang bersangkutan telah melaksanakan penelitian pada SMA N 1 Sumpiuh pada tanggal 3 Februari s.d. 23 September 2023 dengan judul:

“The Implementation of Mini Vlog as a Project Based Learning in Teaching Speaking Procedure Text at 12th Grade of SMA N 1 Sumpiuh”

Demikian surat keterangan ini kami sampaikan, untuk dapat dipergunakan sebagaimana mestinya.

Sumpiuh, 22 September 2023
Kepala SMA N 1 Sumpiuh

Agung Cahyono, M.Pd
Pembina
NIP : 19691204 199802 1 002



Appendix 14 The Official Letter of Munaqsyah Recommendation



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

REKOMENDASI MUNAQOSYAH

Assalamu 'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini, Dosen Pembimbing Skripsi dari mahasiswa :

Nama	:	<u>Ade Yuannita</u>
NIM	:	<u>1917404039</u>
Semester	:	<u>9</u>
Jurusan/Prodi	:	<u>Tadris Bahasa Inggris/TBI</u>
Angkatan Tahun	:	<u>2019</u>
Judul Skripsi	:	<u>"The Implementation of Mini Vlog As a Project Based Learning in Teaching Speaking Procedure Text at 12th Grade SMA N 1 Sumpiuh, Banyumas"</u>

Menerangkan bahwa skripsi mahasiswa tersebut telah siap untuk dimunaqosyahkan setelah mahasiswa yang bersangkutan memenuhi persyaratan akademik yang ditetapkan.

Demikian rekomendasi ini dibuat untuk menjadikan maklum dan mendapatkan penyelesaian sebagaimana mestinya.

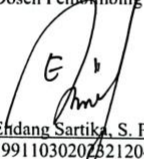
Wassalamu 'alikum Wr. Wb.

Dibuat di : Purwokerto
Tanggal : 2 November 2023

Mengetahui,
Koordinator Prodi TBI


Desi Widyayanti Ma'rufah, M. Pd
NIP. 199212152018012003

Dosen Pembimbing


Ehdang Sartika, S. Pd.I, M.A
199110302073212040

Appendix 15 The Statement Letter of Passing All Course



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
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Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

SURAT PERNYATAAN **LULUS SEMUA MATA KULIAH** **PRASYARAT MENDAFTAR UJIAN MUNAQASYAH**

Yang bertandatangan di bawah ini,
Nama : Ade Yuannita
NIM : 1917404039
Jurusan / Prodi : Tadris Bahasa Inggris /TBI

- Dengan ini menyatakan dengan sebenar-benarnya bahwa saya
1. Telah lulus semua mata kuliah yang dipersyaratkan untuk mendaftar Ujian Munaqasyah.
 2. Telah mendapatkan minimal nilai C untuk semua mata kuliah yang berbobot sks dan dinyatakan lulus untuk mata kuliah yang tidak berbobot sks (0 sks).
 3. Telah mendapatkan sertifikat lulus ujian komprehensif.

Apabila pernyataan ini tidak benar, maka saya bersedia menerima sanksi berupa:

1. Dibatalkan hasil kelulusan ujian munaqasyah;
2. Mengulang mata kuliah yang belum lulus secara reguler;
3. Memenuhi semua kewajiban administratif sebagai mahasiswa aktif; dan
4. Mengikuti ujian munaqasyah ulang setelah semua nilai mata kuliah dinyatakan lulus sebagaimana dibuktikan dalam transkrip nilai.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya tanpa ada paksaan dari pihak manapun.

Purwokerto, 03 November 2023

Yang Menyatakan



Ade Yuannita
1917404039

Appendix 16 Transcript of Course Grade

TRANSKRIP NILAI

Nama Mahasiswa : ADE YUANNITA
 NIM : 1917404039
 Fakultas : Tarbiyah & Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris (TBI)

No	SMT	Kode MK	Nama Mata Kuliah	SKS	Nilai		
					Huruf	Angka	Jumlah
1	1	INS 011	Logika	2	A-	3.6	7.2
2	1	INS 002	Ilmu Kalam	2	A-	3.6	7.2
3	1	TIK 001	Ilmu Pendidikan	2	A	4.0	8.0
4	1	TBI 005	Basic English Grammar	2	B+	3.3	6.6
5	1	TBI 004	Free Writing	2	C+	2.3	4.6
6	1	TBI 003	Speaking for Daily Communication	2	B+	3.3	6.6
7	1	TBI 002	Literal Reading	2	B+	3.3	6.6
8	1	TBI 001	Listening for Leisure	2	C+	2.3	4.6
9	1	INS 020	BTA dan PPI	0	A-	3.6	0.0
10	1	INS 017	Al `Arabiyyah Al Asaasiyyah	2	B	3.0	6.0
11	1	INS 015	Basic English	2	A	4.0	8.0
12	2	INS 018	Al Arabiyyah At Tathbiqiyah	2	B+	3.3	6.6
13	2	TIK 002	Filsafat Pendidikan Islam	2	A-	3.6	7.2
14	2	TBI 010	Intermediate English Grammar	2	B-	2.6	5.2
15	2	TBI 009	Paragraph Writing	2	B	3.0	6.0
16	2	TBI 008	Speaking for Formal Communication	2	B+	3.3	6.6
17	2	TBI 007	Interpretive Reading	2	B	3.0	6.0
18	2	TBI 006	Listening for Factual Communication	2	B	3.0	6.0
19	2	INS 021	Aplikasi Komputer	0	B	3.0	0.0
20	2	INS 016	English for Academic Purposes	2	A	4.0	8.0
21	2	INS 008	Ushul Fiqh	2	A	4.0	8.0
22	2	INS 004	Akhlak dan Tasawuf	2	A-	3.6	7.2
23	3	INS 009	Filsafat Islam	2	A-	3.6	7.2
24	3	TIK 003	Ilmu Pendidikan Islam	2	A	4.0	8.0
25	3	TBI 015	Advanced English Grammar	2	B+	3.3	6.6
26	3	TBI 014	Essay Writing	2	B	3.0	6.0
27	3	TBI 013	Speaking for Academic Purposes	2	B+	3.3	6.6
28	3	TBI 012	Critical Reading	2	B+	3.3	6.6
29	3	TBI 011	Listening for Critical Thinking	2	A-	3.6	7.2
30	3	INS 007	Islamic Building/Dasar-dasar Keislaman	2	A	4.0	8.0
31	3	INS 006	Ulumul Hadits	2	A	4.0	8.0
32	3	INS 005	Ulumul Qur'an	2	B+	3.3	6.6
33	3	INS 003	Fiqh	2	A	4.0	8.0
34	4	TBI P35	English for Young Learners	2	A-	3.6	7.2
35	4	TIK 009	Sosiologi Pendidikan	2	A	4.0	8.0
36	4	TIK 012	Pengembangan Profesi Guru	2	A	4.0	8.0
37	4	TIK 019	Statistika Pendidikan	2	B	3.0	6.0
38	4	TIK 010	Psikologi Pendidikan	2	A-	3.6	7.2
39	4	TIK 011	Psikologi Perkembangan Peserta Didik	2	A-	3.6	7.2
40	4	TBI P45	Theories of Translation	2			
41	4	TBI P40	Bussiness English	2			
42	4	TBI 030	Curriculum and Learning Model Observation	1	A	4.0	4.0
43	4	TBI 018	Complex English Grammar	1	A-	3.6	3.6
44	4	TBI 017	Academic Writing	2	B+	3.3	6.6
45	4	TBI 016	Public Speaking	2	A-	3.6	7.2
46	4	INS 012	Ilmu Alamiah Dasar	2	B-	2.6	5.2
47	4	INS 010	Filsafat Ilmu	2	A-	3.6	7.2
48	5	TBI 031	LSCM Observation	1	A-	3.6	3.6
49	5	TBI P36	Classroom Action Research	2	B+	3.3	6.6
50	5	TBI P41	Tourism Management	2			

No	SMT	Kode MK	Nama Mata Kuliah	SKS	Nilai		
					Huruf	Angka	Jumlah
51	5	TBI P46	Fiction Text Translation	2			
52	5	TIK 007	Pendidikan Global	2	A-	3.6	7.2
53	5	TIK 018	Pengembangan Kurikulum	2	A-	3.6	7.2
54	5	TBI 022	English Phonology	2	A-	3.6	7.2
55	5	TBI 021	Introduction to Linguistics	2	B+	3.3	6.6
56	5	TBI 020	Semantics	2	B+	3.3	6.6
57	5	TBI 019	English Syntaxes	2	B	3.0	6.0
58	5	INS 014	Bahasa Indonesia	2	A	4.0	8.0
59	5	INS 013	Sejarah Kebudayaan Islam	2	A	4.0	8.0
60	5	TIK 013	Bimbingan dan Konseling	2	A	4.0	8.0
61	5	TBI 023	English - Indonesian Translation	2	A	4.0	8.0
62	6	TIK 004	Sejarah Pendidikan Islam	2	A	4.0	8.0
63	6	TIK 022	Metodologi Penelitian Kuantitatif Pendidikan	2	B+	3.3	6.6
64	6	TIK 021	Metodologi Penelitian Kualitatif Pendidikan	2	A	4.0	8.0
65	6	TIK 005	Administrasi Pendidikan	2	B+	3.3	6.6
66	6	TBI P47	Cross Culture Understanding	2			
67	6	TBI P42	Public Speaking	2			
68	6	TBI 028	Language Testing & Evaluation	2	A	4.0	8.0
69	6	TBI 027	Instructional Media for English	2	B+	3.3	6.6
70	6	TBI 026	Teaching English as Foreign Language	2	A	4.0	8.0
71	6	TBI 025	Developing Material Design for English	2	B+	3.3	6.6
72	6	TBI 024	Morphology	2	A-	3.6	7.2
73	6	TBI P37	ICT (Information Communication Technology)	2	A	4.0	8.0
74	7	TBI P38	English for Difable	2	A-	3.6	7.2
75	7	TBI P49	Translation Text Editing	2			
76	7	TBI P48	Translation Text Analysis	2			
77	7	TBI P44	Educational Enterpreneurship	2			
78	7	TBI P43	English for Mass Media	2			
79	7	TBI P39	Language Learning and Acquisition	2	A-	3.6	7.2
80	7	TBI 032	Micro Teaching	2	A	4.0	8.0
81	7	TBI 029	Seminar Proposal	2	A	4.0	8.0
82	7	INS 001	Pendidikan Pancasila dan Kewarganegaraan	3	A	4.0	12.0
83	8	INS 019	KKN	3	A	4.0	12.0
84	8	TBI 033	Macro Teaching	2	A	4.0	8.0
85	8	TBI 034	Skripsi	6			

Purwokerto, 21-09-2023

Indeks Prestasi Kumulatif (IPK): 3.55
Predikat : Istimewa / Cumlaude

Jml MK diambil : 74
Jml SKS diambil : 143
Jml Nilai : 507.4



Mengetahui Wakil Dekan 1

Dr. SUPARJO, M.A
NIP: 19730717 199903 1 001

BIOGRAPHY

BIOGRAPHY

A. Personal Detail

1. Name : Ade Yuannita
2. Student Number : 1917404039
3. Place, Date of Birth : Banyumas, 2nd June 2000
4. Address : Karangtengah 03/09 , Desa Jambu,
Wangon. Banyumas
5. Name of Father : Ujang Marfudin
6. Name of Mother : Samiati

B. Educational Background

1. Formal Education
 - a. TK, graduation year : TK Pertiwi Karangtengah, 2006
 - b. SD/MI, graduation year : SDN 1 Karangtengah, 2012
 - c. SMP/Mts, graduation year : SMPN Ma'arif NU 2 Kemranjen, 2015
 - d. SMA/MA, graduation year : SMA Ma'arif NU 1 Kemranjen, 2018
 - e. S1, entry year : UIN Prof. K. H. Saifuddin
Zuhri Purwokerto, 2019
2. Non-Formal Education
 - a. Pondok Pesantren Roudhotul Qur'an Sirau
 - b. Pondok Pesantren Takhfid dan Bahasa Barokatul Qur'an
Wonosobo
 - c. Pondok Pesantren Roudhotul Qur'an 2 Ciwarak

Purwokerto, 2nd November 2023



Ade Yuannita

S.N.1917404039