USING TRAVEL VLOG ABOUT HOLIDAYS AS MEDIA IN IMPROVING STUDENTS' ABILITY IN WRITING RECOUNT TEXTS: A CASE OF TENTH GRADE OF SMA NEGERI 2 KENDAL ACADEMIC YEAR 2022/2023

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Abstract

Nowadays, English is a global language. It has become the primary language of communication. Many people all over the world are speaking English. On the syllabus of *Kurikulum 2013* for Senior High School, writing is one of the competences that must be mastered by the students. They are expected to be able to develop their writing skill in a variety of text types. Recount text is one of the texts that student must be mastering. In fact, students have many problems in writing. For example, they have low confident to write something, lack of writing practice, and fear of negative comments. Teaching writing needs interesting media, the researchers use travel vlog as learning media because at this time it's very popular. The objective of this study is to find out how travel vlog video can improve their writing ability. The design of this study is quasi-experimental design. The principle of quasi-experimental design is that if two groups are selected, one group is given a special treatment which is called the experimental group, while the other or the control group is not. The population of this study was tenth grade students of SMA N 2 Kendal academic year 2022/2023 which consist of 395 students. The sample of this study was X4 and X7 of SMA N 2 Kendal which consist of 72 students. The instrument used of this research in pre-test and post-test was wrote a recount text based on their own experience. In this study, the researchers conducted three step of research there were: pre-test, treatment and post-test. The data analyzed by using descriptive analysis and inferential analysis, processed by using IBM SPSS Statistics 25. From the research that was conducted, the class that does not use *travel vlog video* in writing recount text, the writers get the mean of test is 70.25 with the division of 2.8% students ranked the level of excellent, 66,7% students stood the level of very good, 30.5% students stood the level of adequate. While from the class that used *travel vlog video* in writing a recount text, the writers get the mean of test was 77.44 with the classification of 41.7% students are in the grade of excellent, and 58.3% raised the level of good. It can be concluded that travel vlog video can improve their writing ability in recount text.

Keywords: writing, recount text, travel vlog

1.   Introduction

In Indonesia, English is adopted as a foreign language. It is applied in education curriculum that every school runs. It becomes a local content in Elementary School, a compulsory subject in Junior and Senior High School and a complementary subject of the higher education institution. On the syllabus of *Kurikulum 2013* for Senior High School, writing is one of the competences that must be mastered by the students. They are expected to be able to develop their writing skill in a variety of text types. Hartono & M.M Maharani (2019) found that in the previous studies already identified the causes of writing anxiety as linguistic difficulties, low self-confidence, lack of writing practice, fear of negative comments, time pressure, high frequency of writing assignment, pressure for perfect work, insufficient writing practice, lack of topical knowledge etc. In this research, the researchers try to teach the students how to write a text in a specific genre through travel vlog video as the media to improving their ability in writing. The researchers choose recount text as a genre to be taught because it is one of the factual genres that is taught for the tenth grade students. Based on the background of research, the researchers formulated the statement of the problem as follows 1). To what extent is the students' ability in writing recount text of the tenth-grade students of SMA N 2 Kendal who are taught using Travel Vlog about holiday? 2). To what extent is the students' ability in writing recount text of the tenth grade students of SMA Negeri 2 Kendal who are taught without using Travel Vlog about holiday? 3). Is there any significant difference of students' ability in writing recount text between the students who are taught without and those who are taught using Travel vlog about holiday?. The Objectives of this study are 1). To find out the students' ability in writing recount text of the tenth grade students of SMA N 2 Kendal who are taught using Travel Vlog about holiday. 2). To find out the students' ability in writing recount text of the tenth grade students of SMA N 2 Kendal who are taught without using Travel Vlog about holiday. 3). To find out students' ability in writing recount text between the students who are taught without and those who are taught using Travel vlog about holiday. Using travel vlog video as media in teaching recount text is hoped that students will be more creative to write down their ideas.

2.   Literature Review

Writing

Writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them (Meyers, 2005:2). In other words, writing skills produce a written product which has certain information. Accordng to Brown (2000: 335) written product is product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. However Jozsef (2001: 5) states that writing is the most complex human activities which involve the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects. Another experts Richards and Renandya (2002: 309) argues that writing is a way not only to generate ideas, but also to

examine the ideas and language which we produce. As a teacher, we should not just ask students to analyze, manipulate, and imitate given texts, but also to grapple for that fit between content and form of the texts. Nunan (2003:88) states that writing is the mental work of inventing ideas, thingking about how to express them and organizing them into statements and paragraph that will be clear to a reader.

From those definition of writing above, it can be summarized that writing is is a complex human activity which involves generating, examining, and organizing ideas, then putting them into written text.

Types of Writing

According to Brown (2004: 220) there are four types of written performance that capture the range of written production, they are: 1). Imitative, At this level, students get skills in the fundamental, basic tasks of.writing letters, words, punctuation, and very brief sentences. It is a level at which learners are trying to master the mechanics of writing. This level is usually for elementary school level. 2). Intensive (controlled), At this level, students produce appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence.3). Responsive, At this level, students are able to connect sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. They had mastered the fundamentals of sentence-level grammar and more focused on the discourse conventions that will achieve the objectives ofthe written text. 4). Extensive, Students have understood the elements of writing well, and they more focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety.

Writing Process

According to Harmer (2007), the process of writing has four main elements as follows:

Prewriting, in prewriting step, we think about the topic and organize the ideas. Prewriting is the thinking, talking, reading, and writing about a topic before writing a first draft. Prewriting is a way of warming up the brain before writing. There are several ways to warm up before writing.
1)   Brainstorming
Brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of as many ideas as possible without worrying about how to use them. They can include words.
2)   Clustering
Clustering is another prewriting technique. It is a visual way of showing how ideas are connected using circles and lines. In other word, clustering is an activity of drawing the ideas. This is actually writing the first draft of the piece. After thinking about the topic and doing necessary prewriting, the next step in the writing process is writing paragraphs. When writing the first draft of the paragraph, the ideas generated from prewriting used as a guide.
3)   Revising
It is almost impossible to write a perfect paragraph for the first time. After completing the first draft, a writer must look for ways to improve it. This step is called revising. When revising paragraph, we can do the following:
a) Add new ideas to support the topic.
b) Cross out sentences that do not support the topic.
c) Change the order of the sentences.

Teaching Writing

Teachers have significant roles in the process of teaching and learning. It is also needed in the process of writing. According to Harmer (2007: 330), English teachers have three roles in teaching writing.

1)   Motivator

As a motivator, an English teacher has to be able to motivate the students in writing tasks by creating the right situation for generating the ideas, persuading them of the usefulness of the activity, and encouraging them to make as much as effort as possible for maximum benefit.

2)   Resource

The teacher needs to be ready to provide the students information and language where necessary. He or she must be available and well prepared to look at the students' progresses, offer advice and suggestions in a constructive and tactful way.

3)   Feedback provider

As a feedback provider, an English teacher should give positive and encouraging responses to the students' writing. When offering correction, the teacher should choose what and how much to focus on based on what the students need at this particular stage of their studies, and on the tasks, they have undertaken.

It can be concluded that helping students become self-sufficient, competent, and confident writers is not an easy task, but it is easier to accomplish by recognizing the key roles as a teacher in the teaching and learning process. The three important roles are the key point of the teachers to succeed the teaching process especially in teaching writing. The success of teaching writing then depends on how the teachers can play their three functions effectively. Therefore, it is very worth considering for the teachers to combine these significances when they are teaching.

Recount texts

Fisher HBA (2016) assumed that a recount is a text that tells about past experience or events that can be based on the author's personal or historical events.

In conclusion, a recount text tells the reader what happened in a past. It begins with an orientation which tells the reader who was involved, what happened, where this event took place and when it happened. Then, the sequences of events are described in some sort of order e.g. time. Last, it may be a reorientation at the end which summarizes the event.

Teaching Media

Teaching media is a tool to make teaching learning process run effectively and efficiently. According to Arsyad (2009:4) teaching media is a media that bring instructional purpose of massages or information of learning. Media is means of expressing message and information. In addition,

Vlog

According to Felix & Stolarz (2006:15), blog is fundamentally means of communication, a modern twist on ancient format, the diary. So, blog means an online diary that runs by individual or group to present information in a web page. Vlog or Video Blog is an innovation from blog.

Felix & Stolarz also argue that vlog is simply a video file referenced as an enclosure by a blog that can be downloaded (2006:22). There are many types of vlog. One of them is Travel vlog.

3.   Method

Research design

In this research, the researchers use quantitative research. Based on Creswell (2009:4) quantitative research is a means for testing objective theories by examining the relationship among variables. It means that the researchers conducted a test of a theory on some populations.

The design of this study is quasi-experimental design. The principle of quasi-experimental design is that if two groups are selected, one group is given a special treatment which is called the experimental group, while the other or the control group is not.

Subject of the research

The population of this research is all of the first year of SMA Negeri 2 Kendal in academic year 2022/2023 which consist of 395 students.

In this term, the researchers choose X.7 as the experimental class and X. 4 as the control class. The total number of the sample is 72 students.

Instrument of the research

Based on Brown (2004: 3), a test is a method of measuring a person's ability, knowledge, or performance in a given domain. The type of the test is writing test focusing on narrative text. There are two kinds of test that the researchers use, as follow:
1.   Pre-test
Pre-test is a test which given for the experimental class and control class before the researchers give the treatment or the material. The pre-tests which are given for both classes are same. The purpose of this test is to get data on the students' prior knowledge and also to know whether they are in the same level or not.
2.   Post-test
Post-test is a test which given for the experimental class and control class after the researchers gave the treatment or the material. The purpose of this test is to know students' improvement in writing narrative text after was given the treatment.

Method of data collection

In collected the data, the researchers used written test as the instrument of collecting the data.

Data analysis technique

Descriptive analysis

Descriptive analysis is employed the ideal mean value and ideal standard deviation value.

The Explanation of Criteria

NO	THE WRITING ELEMENT		
1.	Contents : Logical Development of Ideas		
	20-18	EXCELLENT	Essay addresses are the assigned topic : the ideas are concrete and thoroughly developed material : essay reflects thought
	17-15	GOOD	Essay addresses the issues but misses some points: ideas could be more fully developed: some extraneous material present.

	14-12	FAIR	Development of ideas not complete or essay is somewhat off the topic; paragraph aren't divided exactly right
	11-6	POOR	Incomplete ideas; essay does not reflect careful thinking or was hurried written
	5-1	VERY POOR	Essay is complete inadequate and doesn't reflect college level work; no apparent effort to consider the topic carefully.
2.	Organization : Introduction, body, and conclusion		
	20-18	EXCELLENT	Appropriate title; effective introductory paragraph, topic is stated, lead to the body; transitional expressions used
	17-15	GOOD	Adequate tittle, and introduction and conclusion, body of essay is acceptable, but some evidence may be lacking.
	14-12	FAIR	Mediocre o scant introduction; problems with the order of ideas in body the generalization may not be fully supported by the evidence given.
	11-6	POOR	Shaky or minimally recognizable introduction; organization can barely be seen; conclusion weak
	5-1	VERY POOR	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence
3.	Grammar		
	20-18	EXCELLENT	Native- like fluency in English grammar; correct use of relative clause, preposition, modals, articles, verb, etc.
	17-15	GOOD	Advance proficiency in English grammar; some grammar problems do not influence communication.
	14-12	FAIR	Ideas are getting through the reader but grammar problems are apparent and have negative effect on communication
	11-6	POOR	Numerous serious grammar problem inference with communication of the writers idea
	5-1	VERY POOR	Severe grammar problems interfere greatly with the message, reader cannot understand
4.	Vocabulary		
	20-18	EXCELLENT	Precise vocabulary usage; uses of parallel structures; register good

	17-15	GOOD	Attempts variety; good vocabulary; not wordy, register OK
	14-12	FAIR	Attempts variety; good vocabulary, wordy, register medium
	11-6	POOR	Some vocabularies misused; lack awareness of register; may be to wordy
	5-1	VERY POOR	Inappropriate use of vocabulary; no concept of register or sentences variety.
5	Mechanics : Punctuation, spelling		
	20-18	EXCELLENT	Correct use of English writing convention; left and right margin all needed capitals, paragraph intended, punctuation and spelling very neat.
	17-15	GOOD	Some problem with writing conventions or punctuation; occasional spelling errors; lest margin correct, paper is neat.
	14-12	FAIR	Uses general writing convention but has errors; spelling problems distract reader; punctuation error.
	11-6	POOR	Serious problems with format of paper, errors in the sentences punctuation and final punctuation, unacceptable to educated readers.
	5-1	VERY POOR	Complete disregard for English writing convention; paper illegible; no margin, and severe spelling problems

(Brown, 2004:244)

Both of values are determined by using score distribution in Table

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Table: Conversion Table

Class Interval	Category
21.0 – 23.9	Excellent
18.0 – 20.9	Very good
15.0 – 17.9	Good
12.0 – 14.9	Fair
9.0 – 11.9	Poor
6.0 – 8.9	Very poor

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There are several steps in analyzing the data, as follow:

Getting the mean of the pre-test and post-test in the experimental class and the control class. The formula is as follow:

1. Pre-test

$$\bar{x}_2 = \frac{\sum x_2}{N} = \frac{\sum x_2}{N}$$

Where:
$\bar{x}_2$ = the mean of pre-test
$\sum x_2 \sum x_2$ = the total of score
N = the total number of samples

2. Post-test

$$\bar{x}_1 = \frac{\sum x_1}{N} = \frac{\sum x_1}{N}$$

Where:
$\bar{x}_1$ = the mean of post-test
$\sum x_1 \sum x_1$ = the total of score
N = the total number of samples
(Urdan, 2011: 14)

After finding out the total mean score in writing recount text, the researchers classify the level of students' improvement in writing recount text, as follow:

Table : Level of Students' Achievement

Level Grade	Interval	Level of Achievement
A	90-100	Excellent
B	80-89	Good
C	70-79	Adequate
D	60-69	Inadequate
E	Below 60	Failing

(Brown, 2004: 287, 294)

4. Finding and Discussion

The research was conducted in SMA N 2 Kendal in which the population was the tenth grade students in the academic year 2022/2023. This research using experimental design that applies pre-test and post-test in control group and experimental group. There are two groups called control group and experimental group. The groups are given pre-test, treatment, and post-test. Post-test is administered to know the skill of the tenth grade students in writing descriptive text using and without using travel vlog video.

The researchers take three meetings to collect the data. The researchers use X-(4) as the control group and X-(7) as the experimental group. Each class consists of 36 students.

In the first meeting, a pre-test was given to control and experimental group. The researchers ask the students to compose a recount text with a free title. They have to imagine their experience in the past by themselves. But before doing the test, the researchers give an explanation about what they had to do and the other instructions.

Next, the experimental group was given a treatment. The researchers explain about recount text. For how to compose it, the researchers used travel vlog video as the media for the students. So that, the students can be easier to write a recount text. Then, the researchers show a video containing travel vlog video, students needed to compose a recount text of that video for 30 minutes.

In the last meeting, the researchers give post-test to control and experimental group. The researchers ask the students to compose a recount text based on their own experience. The students are given time about 30 minutes.

After all the tests are executed, the researchers compare the data from pre-test and post-test by t-test formula. Then, the researchers look the significant differences between them. Here the diagram of the average scores.
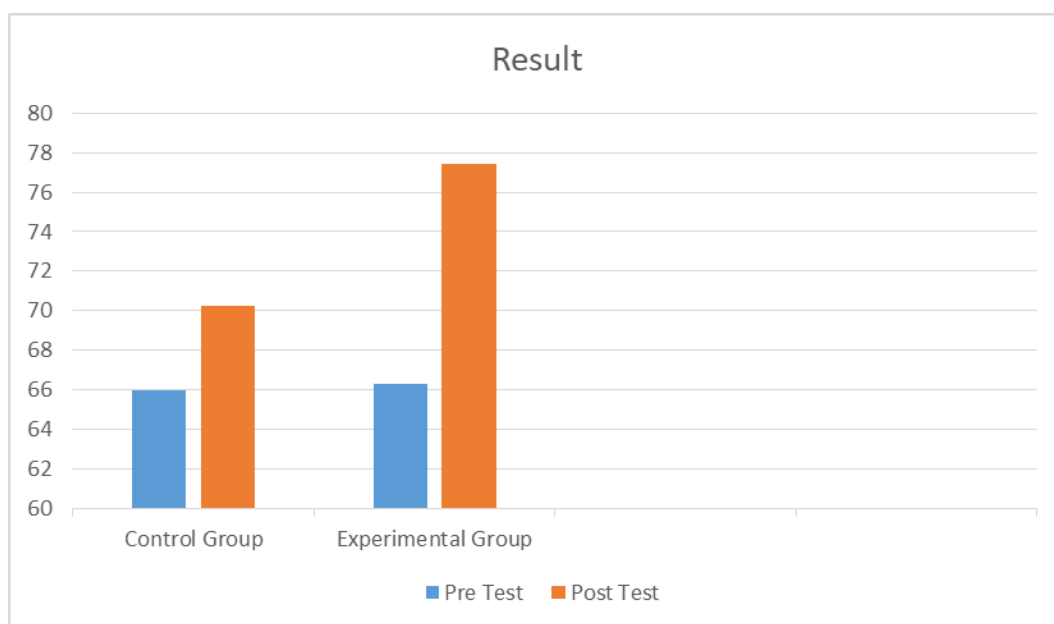
From the calculation above, it is known that the result of t-test is 6.778. The result of t-test had to be consulted to t-table with significant level 5% to know whether there was any significant difference between the skill of the tenth grade students of SMA N 2 Kendal in writing recount text with and without using *travel vlog video*. For 5% alpha level with df = 70, the t-table value was 2.00. It shows that the result of the t-test was higher than the t-table (t-test ≥ t-table). It means that positive hypothesis (Ha) was accepted. From the data above, it can be conclude that there was a significant difference of the students' ability in writing recount text between those taught with using travel vlog video and those taught without using travel vlog video.

Moreover, the significant value was 0.000. It showed that it was lower than 0.05. It means that, there was a significant difference between the skill of the tenth-grade students of SMA N 2 Kendal in writing recount text with and without using *travel vlog video.*

From the research that was conducted, the class that does not use *travel vlog video* in writing recount text, the writers get the mean of test is 70.25 with the division of 2.8% students ranked the level of excellent, 66,7% students stood the level of very good, 30.5% students stood the level of "Adequate".

While from the class that used *travel vlog video* in writing a recount text, the writers get the mean of test was 77.44 with the classification of 41.7% students are in the grade of excellent, and 58.3% raised the level of good.

From the explanation above, it is clear that there is an improvement on the ability of the tenth grade students of SMAN 2 Kendal in writing recount text. It is very reasonable because there are still some students in post-test control group who get grade C (adequate category), while the students in post-test experimental group mostly get grade A (excellent category) and grade B (good category). None of students get grade C (adequate category), D (inadequate category), and E (failing category) in post-test when they taught using video. It can be said that travel vlog video can help students to understand and use the writing element, contents, grammar, vocabulary, and mechanics properly. From the research that was conducted, the class that does not use *travel vlog video* in writing recount text, the writers get the mean of test is 70.25 with the division of 2.8% students ranked the level of excellent, 66,7% students stood the level of very good, 30.5% students stood the level of "Adequate".

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However this finding of this research in in line with the previous study from Nahari, Putri (2018). This research focused on how Youtube English video can improve writing skill off recount text. This research found that a significant effectiveness of Youtube English video to improving student skill of recount text. Another previous study from Megasari, Desi (2020) also found that English video could improving students' simple past tense mastery in writing recount text. The result of this study shows that there was an improvement in the students' achievement in grammatical mastery. Darmaini, Eva (2019) also found that video could improve students' ability in writing recount text. The result of this study indicated the improvement of students' ability in writing recount text by using video.

In conclusion, this research strengthens the previous study that video is one of the interesting media that can improve students' ability in writing recount text.

5. Conclusion

Based on the research about "*Using Travel Vlog About Holiday as Media in Improving Students' Ability in Writing Recount Text: A Case of Tenth Grade of SMA N 2 Kendal*" the researchers conclude the results of the research as follows:

6. The ability in writing recount text of the students thought without using travel vlog video is "Adequate". It was shown that mean score of post-test was 70.25, whereas the highest score was 82 and the lowest score was 61.

7. The ability in writing recount text of the students thought using travel vlog video is "Good". There was a progress after the treatment. It is shown that the mean score of post-test is 77.44, whereas the highest score is 84 and the lowest score is 70.

8. There is a significant difference between the ability in writing recount text between students those taught using travel vlog video and those taught without using travel vlog video.

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