CHAPTER I

INTRODUCTION

1.1   The Background of the Study

English is one of the important language that exist in every country in this world including in Indonesia. English has a great influence in all field, one of them is in education. Education is a conscious effort planned to realize the atmosphere of learning and learning process so that students are developing the potential for her to have a religious, spritual power of self-control, personality, intelligence, character, as well as the necessary skills for her, society, nation, and state actively. *(UU No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional).*

The teaching and learning of english as a foreign language is very complex. There are four skill in english, one of them is writing. Writing is an effective way to communicate and express our thoughts, feelings, and opinions to others according to Carrol (1990:1) states that," writing allows us to share our communication not only with our contemporaries, but also with future generation although writing is the most crucial skill in learning english.

Based on Indonesian curriculum, there are several genres of writing that must be learned by the students. They are descriptive, recount, narrative, report, hartarory and also procedure. Writing recount text is one of activity that students write a text that retelling something in the past. The students should be able to inform one events in the past to others by writing a recount text. It is not easy to learn or teach writing according to Pongsiriwet (2001) states that, written language production can be more difficult for Indonesian students as EFL learners since they have to "put a lot of time and efforts into acquiring the language and learning to write". Based on Pongsiriwets' explanation, the problem is not only for the learners but also for the teachers. Besides the students must achieve the learning competencies based on the syllabus that already

designed, the teachers also need to have an innovation in developing media to catch the students' interesting in learning writing up.

In developing media, one of the media that used in this research is Audio Visual. Audio Visual is a media that has visual and auditory information. There are some kinds of audio visual such as television, video and also Vlogging. Vlogging is one variation of social networking site's blog, which is one of the internet techology product development is already more interesting. Video blogging is insert a video into a blog so that material distributed become more interesting than just the shape of the text as well as image only and then Vlogging as one of audio visual media can be one of the solution to the teacher to present the new material about recount text effectively to improve students in writing a recount text by using techology.

Based on the observation at SMK SWASTA JAMBI, the writer found the students' result at ten grade BDP (Marketing) is still low. It was showed below:

Table 1.1
Data Observation at SMK SWASTA JAMBI

No	Students' Name	Criteria of Scoring the Test					
		Content	Organization	Vocabulary	Language Use	Mechanics	Score
1	EDS	18	10	6	4	1	39
2	LMM	21	11	12	6	2	52
3	RB	22	12	11	18	3	66
4	DW	13	3	3	5	1	25
5	PN	13	3	3	6	1	26
6	TJPH	22	12	11	18	3	66
7	ASM	13	3	3	5	1	25
8	LS	13	3	3	5	1	25
9	TP	13	3	3	5	1	25
10	SS	19	17	7	5	1	49

Based on the table above, the students have some difficulty in organization the text, the content of the text although they already knew the idea. Some reason why they got some

difficulties are they are lack in vocabulary, they were afraid of making some mistakes with the grammar, and as long the writer did the observation, the writer saw that they felt bored although they like English. They are too lazy to study English even though they like it. They lost interesting in writing at all because of the problem that already written by writers. Referring to the above condition, the writer believes that writing is a skill that needs extra works to be mastered and it will be useful now days.

Based on explanation above, the writer wants to know the effect of using Audio Visual Media into students' writing recount text.

1.2   The Problems of the Study

Based on the background of the study, the problem of the study formulated as follow: "Does Audio Visual Media affect into students' ability in writing recount text?".

1.3   The Objectives of the Study

The objective of the study is to find out whether Audio Visual Media affects into students' ability in writing recount text.

1.4   The Scope of the Study

Based on the background of the study above, the writer restricted the scope of the study because it can be more effective. There are many kinds of method, technique, approach or media in teaching which are discovered by many experts to facilitate teaching and learning process. There are three kinds of media such as audio, visual and audio visual. Audio Visual media can be a video, television and so on. This research chosen Vlogging as audio visual media into students' writing recount text because Vlogging is one of interesting video media now days. We can make video to design our material based on students' need and share it in YouTobe platform as famous media social.

There are many types of text in english, such as narrative text, procedure text, news item text, and so on but the writer just focus on recount text.

1.5 The Significances of the Study

The significances of the study can be divided in two terms namely theoretically and practically as follows:

1.5.1 Theoretically

The result of the study is expected can be used as materials and give another perspective of teaching model as an alternative model for teaching writing and the students can enrich their knowledge of writing recount text and also for particular fields of English education related to develop media in English.

1.5.2 Practically

The result of the study is expected to be useful for the teacher where the Vlogging as Audio Visual Media can be medium of writing recount text and for students where this study gives an experience for the students about Vlogging as Audio Visual Media in writing recount text and the students would consider that Vlogging can be a audio visual media in writing recount text and for the researcher, she will have a handle on the future as a teacher/learning media makers who have skills in media by using Vlogging.

1.6 The Hypothesis of the Study

The hypothesis of this research are:

Ha : The Audio Visual Media affect in students' writing recount text

Ho : The Audio Visual Media does not affect in students' writing recount text.

CHAPTER II

RIVIEW OF LITERATURE

2.1   Theoretical Framework

This research is planned to find out the effect of using vlogging media into students' writing recount text. In conducting research, the writer puts some explanation theories that related to this research. In this way, the theoritical framework is aimed to give a clear conceptual about this research.

2.2 Writing

Writing is one of language skills which are important to have. In writing, some ideas are formed in sentences which are arranged in a good way and related to each other so that the information can be received. According to Siahaan (2008:215) stated that writing is a psychological activity of the language user to put information in the written text. Such a writing is commonly about a certain topic in which the writer at first collect the data, then elaborate the topic based on a certain idea in order to answer a question, or prove a statement, or describe an object, or expose a new truth of a certain fact of an object, or convince the readers to believe or disbelieve a statement, and persuade those readers to take a certain course of action related to the believe or disbelieve.

Moreover, Morley (2007:8) stated that writing is an extreme act of attention and memory; it pleads with your brain cells to make a new connections. Meanwhile, Kern (2000:172) stated that writing is a process to develop ability to think how to arrange the expression of thought, feelings, and ideas in a way compatible with reader expectations. Through writing the students can express their idea, thought and feeling.

Based on the explanation above, the writer concludes that writing is a process to develop ability with a right role to make a good information in written form.

2.2.1 Genre of Writing

According to Hyland (2009:15) Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. Every genre has a number of features, which make it different to other genres: each has a specific purpose, an overall structure, specific linguistic features, and shared by members of the culture. Acording to Knapp and Watkins (2005:28) stated that genre as it has been developed in literacy education is an organizing concept for cultural practices. Genre is place of occasion, function, behavior and interaction structures. Based on the explanation above the writer takes that genre is how someone can know the text and classify them based on specific purpose the text itself. Genre helps us to know the text.

The concept of genre explains the kinds of text which has differences purposes and structure. Genre can be recognized from three rhetorical structures, they are social function, generic structure, and lexicogrammatical features.

The genre is a kind of text which devided into some types according to Pardiyono (2007:2), they are:

1.   Recount

The purpose of recount is to retell the events in the past. It may be personal or factual but it generally a story or report that is known to be true.

2.   Procedure

The purpose of procedure is to tell the reader how to do or finish something. This may include the tools needed to make something and the steps on how to make it

3.   Narrative

The purpose of narrative is to tell the story in the past, to amuse or entertain and give a good lesson to other and to our selves. It is a bit like are count but usually a made story up. It is usually has a number of events that takes place and a problem that needs to be solve by the characters.

4. Report

The purpose of report is to describe the way things are, with reference to arrange of natural, man and social phenomenon in our environment and give more knowledge to the reader.

5. Explanation

The purpose of explanation is to explain a process such as how something works. In way involve explaining series of steps involved in why something happens and what happens.

6. Descriptive

The purpose of descriptive is to describ a particular person, place, or things.

7. Discussion

The purpose of discussion is offer the view points that related to some socio-economic problems.

8. Hartatory exposition

The purpose of hartatory exposition is to persuade the reader or listener that something should or should not in the case.

9. News item

The purpose of news item is to inform readers, listeners, or viewers about events of the day which are considered newsworth of importance.

10.   Anecdote

The purpose of anecdote is to entertain the readers with funny and unsual incidents in fact or imagination story.

2.2.2 Recount Text

In communication context, sometime we would like to inform other people about the past activities did, such as vacation, weekend, seminar etc. In the written form, that information can be packed in a recount text. Recount text provides information about what it happened, when it happend, where it happend and who was involved. Hyland (2004:29) stated that recount text is a kind of genre that has social function to retell event for the purpose of informing or entertaining.

According to pardiyono (2007:63) stated that recount text is a text which retells events or expriences in the past. Its social function is to inform the reader or listener about past experiences.

Based on the explanation above, the writer concluded that recount text is a text which tell or inform the reader about one story, action or activities in the past.

To make a good recount text, there are rules that must be contained in the text. It is generic structure and language features as follows:

1.   The Rethoritical Structure

Pardiyono (2007) stated that there are three text elements of recount text which have been arranged based on the rethoritical structures:

1.   Orientation

Orientation contents topic of an activity or event which will be introduced. It provides information about the setting (when and where) and introduces participants/character (who).

Orientation has some functions which are get the reader's attention, show the reader about the past activities of events will be told, tell the reader who was involved, what happened, where this event took place and when it happened (giving the reader to know the detail information that will be told) and use the adjective to show personal attitude such as: it was wonderful and we liked it very much.

2.   Record of event

Events is a describing series of event that happened in the past chronologically. There are some functions which show the detail of events chronologically.

3.   Reorientation

Reorientation contains a simple summary based on the record of event. It is optimal that states a personal comment of the writer to the story. There are some functions which are expressing the personal atitude about the events which have been told in record of events and concluding the retelling of the events which is followed with personal attitude.

2.   The Language Feature of Recount

According to Pardiyono (2007:69) they are some languages features that must be used in recount text:

1.   Using past tense, past perfect, and past continuous. Simple past tense to locate events in relation to the speaker or writer. It is noun and pronoun to identify people, animal, or things involved.

2.   Introducing spesific participants: my friend, he, my family etc

3.   Action verb: spent, visited, decided, went, took, etc.

4. Linking verb: were, was, etc.

5. Using chronological order: first, second, third, next, that, finally then, after, etc.

Table 2.1
The Example of Recount Text According to Pardiyono (2007:74)

Title	My Birthday Party
Orientation (information on the context of the recount)	The day that I will never forget in my life is my birthday. I celebrated my 18th birthday last month; it was fun and really unforgettable. It was very fun when I had my birthday party. I invited some friends over. When the time for the party came, I began .to put on my fancy dress, which was special to have been designed.
Record of Events (done in temporal situation)	I went into the room where everybody was waiting for me. I saw lots of smiles, and heard hands clapping while singing 'Happy Birthday to You'. In addition, I saw many lovely presents on the table with colorful tapes on. While I was standing in the middle of the room, some girls gave me nice kisses on my cheeks after the song was over. I was really happy than. A view minute later, my parents who were very nice, their smiles brought me a nice birthday cake with 18 candles on, to mark that I was completely 18 years grow up now. Before I cut the cake, I blew up the candles. Though, I felt uneasy as many eyes were staring on me. I could manage to blow them out. While some friends were waiting to taste, I cut the cake into some pieces for them. The music was played and few friends came up walking into the middle of the room. One by one, they began to sing different songs for me. I was very happy when my boyfriend sang me a love song; 'The Power of love', and gave me a soft kisses on my fingers and my cheeks.
Reorientation (closure)	It was really fun, although I had to spend much money. I was really glad and will never forget it. I hope that I can do the more in the coming celebration.

Here, the example of recount text according to widiati, utami., rohmah, zuliati., and furaidah (2017:110)

Meeting My Idol

Afgan has always been my favorite singer. I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meet-and-

greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at the event.

On that bright and sunny Saturday morning, the radio station was full of Afganism (that's how Afgan's fans are called). They sat on the chairs prepared inside the radio station's lobby. Some stood in rows in the front yard of the radio station. A spot inside a lobby was prepared with a mini stage for Afgan's singing performance and a table for Afgan to sign Afganism's memorabilia. Finally, after about 40 or 50 minutes wait, Afgan showed up from inside the radio station. He smiled and waved to all Afganism who had been waiting excitedly saying, "Good morning. How are you all?" The crowd went crazy. The shouts sounded like a mix of "fine, thank you" and screams of Afgan's name.

Then, he started the event by singing his hit single "Dia dia dia". Afganism went even crazier; they sang along with him throughout the song. Of course, I did too. I couldn't take my eyes off this amazing singer who had released three albums. When he was finished with the song, the host announced that it was time for autographing the memorabilia. I prepared my CDs and began to stand in the line. When I arrived at the table, I was speechless. It was unreal just seeing him like that because he really just felt like a normal person, which was awesome. He asked my name so that he could write it on the CD to say "To Mia, Love Afgan". He was also very friendly, so I didn't feel too nervous when I had a change to take pictures with him. He was just an amazing person. That was one of the best days in my personal life history.

2.3. Developing Media

Demand's development of time pushes the teacher into making media not only for helping tool for teaching but also it can be as a message channeling tool from teacher to student. Developing media is a series of processes or activities based on existing development theories.

2.3.1 Media

Media is the collective communication outlets or tools used to store and deliver information or data. It is either associated with communication media, or the specialized mass media communication businesses such as print media and the press, photography, advertising, cinema, broadcasting (radio and television), publishing and point of sale.

A medium is something we use when we want to communicate indirectly with other people – rather than in person or by face-to-face contact. 'Media' is the plural of 'medium'. (Buckingham, 2003:1). Media is a channel od communication, derived from Latin word mean"between". This term refers to anything that carries information between a source and receiver. Naz and Akbar (2016:35) stated that media is a channel of communication, derived from the Latin word meaning "between". The term refers to anything that carries information between a source and a receiver. Media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achive effective instruction. Media is anything that can be used to transmit a messege from the sender that can stimulate the thoughts, feelings, interests, and particular students such that the learning process occurs.

Media can be used effectively in formal situation where students are play a significant role in education of students with exceptionalities children supplemented with adaptation and especially designed media for effective instruction od such students. Media are forms of communication both verbal and audio visual and also its equipment (National Education Association in Sadiman, 2009:7).

Media should be manipulated, viewable, audible, and readable. Whatever limitations are given, but there is similarity between these limits which media is everything is used to connect

messages from sender to the recipient so that it can stimulate then thoughts, feelings, attention, and interests and concerns of students in such a way that the learning process occurs.

2.3.2 The Function of Media

According to Hamalik (1986) cited by Azhar Arsyad (2010:15) stated that the use of learning media in teaching process can evoke the new desire and interest, stimulus learning activities and motivation, and bring psychological influence for the students. Media can help learning process effectively and deliver the message well and also to help understanding, presenting data with interesting and reliable, facilities the intrepetation of data, condense the information. Appropriate learning media can bring successing learning and teaching in the classroom. According to Sadiman, Arief, dkk (2009:17-18) stated that the function of media are:

1.   Clarifying the message presentation so it is not too verbal (in written form).

2.   Overcoming the limitations of space, time and sense power, such as:

1. If the object is too large, it can be changed by reality, picture, frame film, film, or model

2. If the object is too small, it can be helped by micro projector, frame film, film or picture.

3. If the motion is too slow or fast, it can be helped by using time lapse or high-speed photography

4. If something happen in the past, and it can be viewed through film recording, video, frame film, photo.

3.   Using the educational media appropriate and varying can overcome the students' passive behavior. In this case, this is useful for:

1. It makes stimulus desire to study

2. It has possible interaction directly in students with environment and reality

2.3.3. The Types of Media

Media falls into a few majar categories: text, image, video and audio. Some media types of learning are often used in Indonesia according to Azhar Arsyad (2010:105), they are:

1. Visual learning media and dimensions are not transparant. Included in these media types are: pictures, photographs, posters,maps, graphs, sketches, whiteboard, flipchart, and so on.

2. Two-dimensional visual learning media. Media of this type has translucent because made of plastic materials or of film, which includes: film slides, film strip, and so on.

3. Three-dimensional visual learning media. This content or volume as real objects,which includes: real objects, speciment, mock-up (realistic picture about a design, such as the design of business cards and logo design).

4. Learning audio media. Audio media associated with hearing instruments, such as the radio, cassettes, language laboratory, and a telephone.

5. Audio visual learning media. Media that can display the image and sound at the same time, such as: compact disc (CD), TV, video, and so on.

According to Doosur (2013:1) stated that there are kinds of media. They are:

1. Audio Media

   Audio media includes some music, recorded speeches and reading text.

2. Visual Media

   Visual media is a media that can be seen or touch by students.

   Example: pictures, real object, map, flash card and realia.

3. Audio-Visual Media

Audio-visual media is a media that has visual and auditory information. Example: Film projectors, television, auditory presentation, video etc.

This research will be limited only in study audio visual media, it is Video shape.

2.3.4 Media Evaluation

Evaluation is a process for gathering information in the end of section. According to Newby (2000:220) stated that evaluation is the process for gathering information about the worth or quality of something as a way of amking decisions designed to increase is worth or quality.

A good planning in developing teaching media is very important for measure or evaluates the quality of the media especially interactive or multimedia based teaching media. According to Walker and Hess (1984:206) criteria of teaching evaluation are:

1.   Content and objective quality:

    1. Accuracy;

    2. Importance;

    3. Completeness;

    4. Balance;

    5. Interest

    6. Justness;

    7. Suitability with students' situation.

2.   Instructional quality:

    1. Give learning opportunity;

    2. Give helpfulness to learning;

    3. Motivation quality;

    4. Instructional flexibility;

5. Relationship with other learning program;

6. Social quality of instructional interaction;

7. Testing and evaluation quality;

8. Give impact to students;

9. Give impact to teachers and their teaching learning process.

3. Techinical quality:

1. Readable;

2. Easy to use;

3. Lay out quality;

4. Treatment of answer quality;

5. Program management quality;

6. Documentation quality.

To make a good audio-visual media in shape of video, there are few things need to be consider. The selection of a media learning is determined by many factors. In determining the type of media that will be used in the learning process, there are a few things to be aware of the effectiveness of the use of the media. There are several noteworthy criteria in choosing media expressed by Arsyad Azhar (2010:75-76), namely:

1. It should be suitable for purpose to be achieved. Commonly, it refers to three aspects: cognitive, affective, and psychomotor.

2. It should be right to support the lesson content that has nature facts, concepts, principles, or generalization.

3. It should be practical, flexible, and survive.

4. A Teacher should have a skill to use them.

5. It has target classification

6. Technical quality.

According to Naz and Akbar (2016:27) stated that the impact of use media may increase by applying the following principle:

1. Select material with appropriate attributes

2. Introduce material to learner by relating it to prior learning and indicating its relationship to present objective

3. Present material under the best possible environment conditions

4. Get feed back from viewers/learners

5. Evaluate interial impact.

2.4 Audio-Visual Media

Audio-visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and interesting. The material like charts, maps, models, film, strip,projectors radio, television etc called instruction aids (Rather, 2004 in Rasul, S., Bukhsh, Qadir., Batool, Shazia (2011:79). Meanwhile, Sampath, K (2007:80) stated that audio visual materials such basic values as concreteness, enrichment, and dynamic interest. So, audio visual media can be a effective for learning because it contains concreteness, enrichment, easy and the most important things is interest.

Audio visual media composed of two words, namely audio and visual. Audio can be heard or auditory, while the visual that appears to eye or the books. Meanwhile, Ellliot in Dewi, Resti Citra (2017:13) stated that audio-visual aids are the technology usually used to present information in several different to support teachers' presentation such as, video players and TV.

Audio-visual Media is training or educational materials directed at both the sense of hearing as in audio resources and the sense of sight, as in visual resources or through a combination of sense. Indeed the variety of resources is a duo combo for learning. So, the audio visual media is the media that we can see and heard also.

According to Ashaver (2013:44) stated that the term audio-visual media materials is commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language.

Now days, we are in digital era and audio-visual media become more popular in teaching english. To get the benefit from this era, every school supports their education system by providing multimedia equitment, free access internet which helps all of parcipant in the school to make a creative media that suitable for their subject and audio visual media is a great help in simulating and facilitating the learning of a foreign language.

According to Arsyad (2010: 31) stated that in addition, the characteristics of audio visual media are:

1.   Linear

2.   Usually presenting dynamic visual material

3.   Used by the way it had been already done before by the setter

4.   Physical representation from real concept or abstract concept

5.   Developed based on behaviorism physicology and cognitive principle

6.   basically, oriented for teacher with low students' interaction.

Audio Visual Media has some the advantages in learning process according to Dewi, Resti Citra (2017:13) as follow:

1.   do not waste time

2.	make a things become clear up of ambiguity

3.	to reinforce the concepts you are trying to communicate in words

4.	to be useful in conveying emotive elements

5.	to be a tool in memorizing

6.	to put on evidence and make an issue for a real.

There are some kinds of Audio Visual media as follows:

1.	Video

Video can visualize the object movement with natural or appropriate sound. It consists of sound and pictures. Teaching video is interesting recently and also it is more enjoyment than traditional printed material.

2.	Films

Films present an effective instructions device in to students. Films also can be media to motivate and give them enthusiasm in learning process.

3.	Television

Television is one of audio visual media that has a large shape.

4.	CDs

Educational video-cassettes are easily available in the market. Educational CDs can be prepared on any aspect of the subject-matter and curriculum.

According to Sadirman, arief, dkk (2009:74) stated that video as audio visual media that show motions, it became popular in society. The message can contain factual or fictive, can be informative, educative, or instructional. Video is also one of the technology's product which can be a media that present constant movement by putting audio or sound effects. Video can be rich opportunities for student to develop their skill and present subject matter.

By using video in developing media will create long lasting impressions because it entertains the students and convey information. Furthermore Anzaku in Ashaver stated that "audio-visual materials include materials and equipment alike, that materials are considered to be system, or body of content of potential value when put to work, while equipment or instructions, often referred to as hardware, components, are the means of presenting such content".

There are some advantages of audio visual media in teaching according to Sampath, K (2007:80) as follows:

1.   helpful in learning process. By using audio visual, the learning materials could easily be brought to the class.

2.   help the imaginative teacher to solve all these communication problems.

3.   help to extend human experience

4.   help to get meaningful vocabulary and memorize the facts for long time

5.   provide effective substitutes for direct contact of students with environment, social and physical.

6.   stimulate interests. By using suitable audio-visual materials, any desired change in attitude and behavioral could be facilitated. Audio visual materials generally add an interest and involvement to the lesson.

7.   proper audio-visual materials can provide integrated experiences varying from abstract to concrete. It materials supply a concrete basis for conceptual thinking, giving rise to meaningful concepts.

8.   giving more one sense in the lesson.

9.   used to motivate and stimulate interest to gain more knowledge. Audio visual media can develop an awareness of problems, open up possibilities for exploration, present meaningful preliminary information and open other activity.

10.   can be uses as illustration, to clarify, and to focus attention of the students.

2.4.1 Vlogging

Vlogging (Video-blogging) or it could be shortened to Vlogging is a form of blogging activities using the medium of the video above the use of the text or audio as a major media sources. Wikipedia 2008 in Gao, Tian et all (2010:2) stated that videoblogging, a shortened as vlogging in this article, is a form of blogging for which the medium is video. Vlogging entries are made reguarely and often combine embedded video or a video link with supporting text, images, or metadata.

Vlogging, also known as video blog, is a blog type is composed of video series that the users shoot by themselves, they upload to the Internet environtment after optional edits and that the users can comment about and vote (Gao, Tian et all, 2010:2). In the general sense, the most significant feature of vlogs is a person forms his/her own experience and share them as videos. According to Schmittaeur (2007:16) stated that " to Vlog, essentially, is to add a video component to that. So rather that a weblog, it's a video weblog or videoblog. Shhortened, we get the word vlog". Based on the explanation about, the writer takes the conclusion Vlogging is a form that add video as a medium to share something.

A variety of devices such as cameraphones, digital cameras that can record video, or a cheap camera that is equipped with a microphone is a capital that is easy to do video blogging activity.

Vlogging can still be referred to as another form of internet television. Caption text or photographic images, as well as for some vlogging, add the other metadata are also equipped in vlogging. Vlog itself can be made in the form of a recording of a single image or footage that was cut into several parts. With the software that is available, a person can edit, create and combine that video with audio and imag in to became a vlogging. According to Gao, Tian et all (2010:5) stated that there are three stages the life cycle of a vlogging such as:

1. Producing

   In this stage, the vlogger or a person who is created a vlogging creates and edits a video and uploads it to the hosting site and then a new vlog is generated. Sometimes, vloggers can even edit video online, without a locally installed software.

2. Posting

   The new vlogging is distributed online, and starts to get recognized in the vlogosphere and often get linked by other vlogging. In this stage, the vlogging can be viewed and commented by other vloggers. Some vloggings even become authorities in a certain field. Rather than always having to remember to visit a site, a vlogging reader can configure his or her to automatically subscribe to the timely updates.

3. Archiving

   When the vlogging becomes out of date or loses usefulness, it will be archieved or even deleted.

   According to Warmbrodt (2007:12) stated that there are three types of Vlogging as follow:

1. Personal Vlogging

Personal Vlogging talks about or even share about their personal life, experiences happened in their life, what they are doing by a video camera and are of thus more for personal media than a television show. Example, someone goes to abroad and then tell how life there and her feeling in reviewing something

2.   News shows

News shows are informal newscasts on a wide variety of topics. Example is Rocketboom.com.

3.   Entertainment orientated

Entertainment orientated is a vlogging that to entertain the viewers. Example: cooking show, Mukbang or this Vlogging talks about someone eats something in the big shape and then record how the way she eats it.

Table 2.2
The Differences among IPTV (Internet Protocol Television), Internet Video and Vlogging Service (Gao, Tian et all, 2010:7)

	IPTV	Internet Video	Vlogging
Content	TV programs, movies	Movies, TV programs, newss, partially user-generated video	Mainly user-generated video in talk-radio format
Length	Long clips or live stream	Long clips or live stream, and partially short clips	Short clips (typically 3-5 minutes)
Video Format	MPEG2/4, H.264 (with high-definition)	Windows Media, Real Quick Time, Flash and other	Mostly Flash (often with low-definition)
Video Quality	"Broadcast" TV Quality, Controlled QoS	Best effort quality, Qos not quaranteed	Often low quality, no QoS
Content Organization	EPGs by timeline or topic category order	Often by topic category, by view times/upload date etc	As date entry in reverse chronological order
Users	Known customers	Any users (generally	Any users (generally

	with known IP and locations	un-known)	un-known)
Footprint	Local (limited operator coverage)	Potentially supranational or worldwide	Potentially supranational or worldwide
Receiver Device	Set-box with a Tv display	PC and mobile devices	Mobile devices and Pc
Producing	Professional filmmaking tools for filmmakers	Advanced editing tools for service providers	Simple-to-use editing tools for common users
Transmission	Broadband network with CDN support	Internet access, often using P2P transmission	Internet access, possibly using P2P transmission
Delivery Form	Video-on-demand, live broadcast, delayed live	Video-on-demand, partially live broadcast	Video-on-demand
Interactivity	Program selection, few interaction	(sometimes) voting or ranking, with a few interaction	Commenting or hyper-linking, social interaction
Searchability	Metadata/EPG search	Metadata/caption-based, partially content-based search	Metadata search, XML based aggregation
RSS (Rich Site Summary)	No	Partially yes	Yes
Reliability	Stable	Subject to connection	Subject to connection
Security	Users are authenticated	Unsafe	Unsafe
Copyright	Protected video	Often unprotected	Mostly unprotected
Other Service	EGP (Electronic Program Guide), onsite support	Low-quality on-demand services, generally no support	Generally no support

2.4.2. The Advantages of Vlogging

According in Educase Learning Initiative cited by David, at all (2007:4) stated that there are several advantages of vlogging, they are:

1. It is easy to make

2. It is more dynamic than only contain text

3. Develop communication option

4. Can be a great commercial

5. Can be medium of self expression.

According to Ronald Anderson in Reka (2016:22) stated that video media has advantages, such as:

1. By using the video (sound or not), we can show a certain movement back

2. Using a particular effect can be strengthened both the learning process as well as the entertaiment value of serving it

3. With the video, the information can be presented simultaneously at the same time on site (class) are diffrent and with attendence or participants of the infinite with the road put the monitors in each classroom

4. With the video, students are able to learn independently.

The video itself can not stand on its own as media in teaching. This video media requires the support tools such as LCD for projecting images or active speaker for voice in order to b heard clearly. The nature of communication in the use of video media one way direction only, the students only pay attention to the media, it should be noted by teachers. But, teachers can ask some questions based on the video, so that the communication between the teacher and students is not one direction**.**

2.4.3 The Benefits of Using Video Blogging in Development Media

The benefits according to Andi Prastowo Cited Reka (2016:22), among other things:

1. Gives an unexpected experiences to learners

2.   Show for real something that is initially not possible can be seen

3.   Analyzing the changes in a specific time period

4.   Providing experience to learners to fell the circumstance, and

5.   showing the presentation of case studies af actual life may trigger discussions learners.

Based on the explanation above, there is no doubt again by using Video Blogging (Vlogging) in the classroom because Vlogging can be a media in growing their interesting and motivating them to always pay attention to the lesson, and do not get bored while teaching process is going on.

2.5   Previous Research

1.   According to Reka (2016), in her thesis with the title *The Development of Vlogging as learning media to improve students' learning enthusiasm in class XII on MYOB manufacture (Debt Card) material SMK N 2 Purworejo Academic year 2015/2016*, the result is the vlogging as learning media was goog to be used for class XII SMK N 2 Purworejo. It was proved from 1) the assessment score by material experts obtained the average score 3,9 with category "Good", 2) the assessment score by material experts abtained the average score 4,87 with category "Very Good", 3) the assessment score by acounting practitioner learning obtained the average score 4,4 with category "Very Good", 4) the assessment score by student obtained the average score 3,8 with category " Good". In the field test, the Vlogging was succesfull in improving student's learning enthusiasm.

Based on the result of her thesis, the writer read the problem that students faced based on the interview. They students are bored in teachers methods explained, learning resource is less in applying media, they are not having enthusiasm in learning only by text book, and students is more interesting learning by using video that book while this is not for english subject. And her

thesis also has step in design video, it makes the writer feels interesting with this title, where the writer can make video by herself as learning media in teaching. The steps are prepare drafts about 10 minutes so the students are not too bored and saturated, prepare the script about the topics, and take the video. The result of the research showed that Vlogging Media effected in students' ability in writing recount text. The result of her thesis will be my references in developing media.

2.   Fildzah Arifah (2018), with title *video blog as the the developing media of writing recount text for students in senior high school*, the research was conducted by Research and Development (R&D) design through six stages; gathering information and data, analyzing data, designing media, validating by experts, revising, and final product. The instrument for collecting the data were questionnaire and interview.

The interview result was analyzed as quantitative data and the questionnaires analyzed as quantitative data. The interview and questionnaire results prove that the students need a media in learning recount text. The products have been validated by experts. The score are 86,08% from English lecturer and 92,17% from English Teacher. It means the developing media appropriate to teach recount text for the grade students of Sinar Husni high school. Based on the result that has done by her, the writer took the main poin that can be concluded. Firstly, there were some problems faced by the teacher and the students in teaching recount text. one of the problem is the students are really difficult to get an idea to write recount text, and the teacher needs fresh media in this era.

So, based on the data that her already done, the writer wants to make an up to date media appropriate with students now days and the result of her thesis will be my references in developing media.
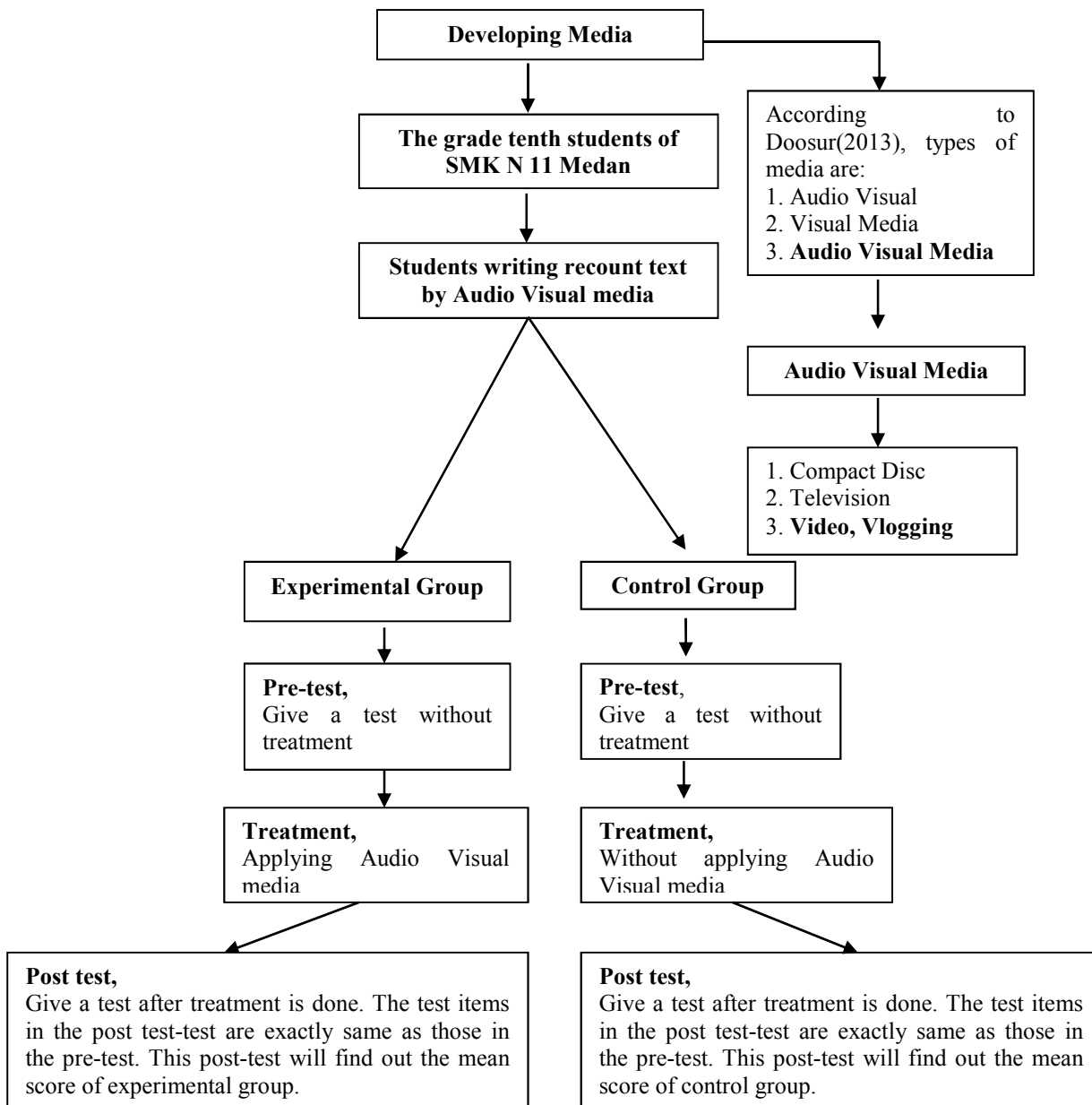
2.6   Conceptual Framework

English is one of the lesson or subject that taught in the school starting from kindergarten up to senior high school. Although, students learnt it for kindergarten, they faced some problem when they study English. English has four skills, there are writing, reading, listening and speaking skills. One of problem faced by them is the writing process in learning.

Writing is one of the productive skills which should master in learning english. Writing can be complicated and often seems hardest skill, beacuse writing is how students encourage new ideas, and write it. Despite of it, writing can help students to solve problems and be smarter.

When students write something in english, they do not know how the grammar rules use, the vocabulary is not enough, and luck of insight and knowledge about the topic, it makes the score is low in writing.

Media can be a solution for students' writing. Media can help students to express their idea, feelings, and opinions. Audio Visual media can be a development media where someone can have learning experiment to students' need now days. There are so many kinds of Audio Visual Media such as Video, Films and etc. Video can be a creative media to create something that more interesting in this era. So, by Creating video blog or vlogging as a new media and as the developing of media, it can be one of solution which is interesting and innovation media in guiding the students to write in English.

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┌─────────────────────────┐
│    Developing Media     │──────────────┐
└─────────────────────────┘              │
             │                           ▼
             ▼              ┌─────────────────────────────┐
┌─────────────────────────┐│ According            to     │
│ The grade tenth students ││ Doosur(2013),  types  of    │
│    of SMK N 11 Medan    ││ media are:                  │
└─────────────────────────┘│ 1. Audio Visual             │
             │              │ 2. Visual Media             │
             ▼              │ 3. Audio Visual Media       │
┌─────────────────────────┐└─────────────────────────────┘
│ Students writing recount │              │
│   text by Audio Visual   │              ▼
│         media            │ ┌─────────────────────────────┐
└─────────────────────────┘ │    Audio Visual Media       │
        │        │          └─────────────────────────────┘
        │        │                       │
        │        │                       ▼
        │        │          ┌─────────────────────────────┐
        │        │          │ 1. Compact Disc             │
        │        │          │ 2. Television               │
        │        │          │ 3. Video, Vlogging          │
        │        │          └─────────────────────────────┘
        ▼        ▼
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Experimental Group	Control Group

Pre-test,
Give a test without treatment

Pre-test,
Give a test without treatment

Treatment,
Applying Audio Visual media

Treatment,
Without applying Audio Visual media

Post test,
Give a test after treatment is done. The test items in the post test-test are exactly same as those in the pre-test. This post-test will find out the mean score of experimental group.

Post test,
Give a test after treatment is done. The test items in the post test-test are exactly same as those in the pre-test. This post-test will find out the mean score of control group.

Figure 2.1 The Conceptual Framework of the Effect of Using Audio Visual Media into Students' Writing Recount Text.

CHAPTER III

RESEARCH METHODOLOGY

3.1   Research Design

This research was conducted by using experimental quantitative design. It means that the writer made an attempt to describe relationship between an independent and dependent variable. According to Ary (2002:301) states that an experimental design is the general plan for carrying out a study with an active independent variable.

By applying an experimental quantitative design, this research aimed in describing relationship between an independent and dependent variable of using Audio Visual Media into students' writing recount text.

In conducting this research, experimental design consist of pre-test and pos-test. Pre-test was given before the treatment in order to know the students' prior knowledge and ability in writing recount text while post test was given after giving the treatment.

The sample was devided into two groups. They were experimental group and control group. Experimental group was taught by applying Audio Visual Media, meanwhile control group was taught without using Audio Visual Media.

Table 3.1
Research Design

Group	Pre-test	Treatment	Post-test
Experimental Group	T1E	Audio Visual Media	T2E
Control Group	T1C	Without using Audio Visual Media	T2C

Where :

T1E   : Pre-test of Experimental Group

T1C   : Pre-test of Control Group

T2E   : Post-test of Experimental Group

T2C   : Post-test of Control Group

3.2   Population and Sample

Population and sample have a different meaning. According to Arikunto (2013) Population is a whole of subject meanwhile sample is the partially or representative of population.

3.2.1   Population

According to Sarwono (2006:111) stated that population is a unit of analysis which complete and which is researcing. The population of this research was done in X grade students of SMK SWASTA JAMBI MEDAN, they have seven classes for X grade. There were accounting, computer system technique, marketing, office affairs department. The writer choose X grade because the students have a good motivation in learning English. They have a problem in mastering English, but they did not give up. It made the writer chooses grade ten as population with total students 248.

3.2.2   Sample

According to Sarwono (2006:111) stated that sample is the element of population which has selected to do the research while according to Christensen (2000:158) stated that a sample is a set of elements taken from a large population. It means a sample is a small population selected for observation and analysis. According to Arikunto (2010:171) stated that random sampling was done by the writer by mixing all of the subject research in one population and choose the sample. The sample was be taken by naming cards based on the class, X AK-1 and X AK-2 accounting, X-1 marketing, X-1 and X-2 office affairs, X-1 and X-2 computer system in SMK Swasta Jambi Medan. After that, the writer mixed the cards for a moment, and then took two cards randomly as sample. The result was accounting major namely accounting 1 as experimental group which was taught by applying Audio Visual Media and accounting 2 as control group which was taught without by applying Audio Visual Media. There were 16 students of each group. The total of sample was 32 students.

3.3 Instrument of Collecting Data

In collecting data, writing test was used as the instrumental. In collecting data, the students was given an instruction to write a recount text based on what they have been learnt before. First, the writer asked them to take a piece of paper, write their name and class, and write a recount text.

3.4 Validity of the Test

Validity is quality of a data-gathering instrument or procedure that enables it to determine what it was designed to determine and to measure what is supposed to measure. This research applied content validity to the test. It is used to measure the students' writing recount text. In content validity, the writer used content, organization, vocabulary, language use and mechanics. Content depends on the students' capacity to write their ideas and information in the form of

logical sentences, organization consists of qualities, conditions, and characters that students'

capacity to write ideas and information, vocabulary depends on students' ability to write the

word effectively and to appropriate register, language use depends on the students' ability to

write correct and appropriate sentences and mechanics depends on the students ability to use

correctly those conventions peculiar to written language.

3.5 Procedure of Collecting Data

1. Pre-test

Pre-test was be given in order to know the mean score of both groups before treatment,

for the pre-test, the writer asked them to write a simple recount text.

2. Treatment

Treatment was given to the experimental group for some period of time. The

experimental group and control group was taught by using the same materials in the ten grade

student of SMK Swasta Jambi Medan. The experimental group was taught by Audio Visual

Media, meanwhile the control group was taught without using Audio Visual Media.

3. Post-test

Post-Test was given to find out the differences in the mean score of experimental group

and control group. The writer gave a post-test to students after giving them treatment. The writer

used post-test to know the effect of Audio Visual Media into students' writing recount text.

Table 3.2
Teaching Procedure for the Experimental Group (Audio Visual Media)

Activities	Description of the activities
Pre-activities	1. The teacher greets the students by using English.
	" Good morning students"
	2. The students answer the teachers' greet.
	"Good morning too Miss"
	3. Ask the students to lead the pray

Activities	Description of the activities
	4. one of the students lead the pray 5. The teacher does brainstorming
Whilst-activities	(Meeting I) 1. The teacher asks the students what they are going to do. 2. The students pay attention 3. The teacher asks them to write the recount text as pre-test. 4. The students do the test that given by the teacher.
Post-activities	1. The teacher collects the students' test 2. The teacher thank to them 3. The students give response to the teacher

Activities	Description of the activities
Pre-activities	1. The teacher greets the students by using English. " Good morning students" 2. The students answer the teachers' greet. "Good morning too Miss" 3. Ask the students to lead the pray 4. one of the students lead the pray 5. The teacher does brainstorming
Whilst-activities	(Meeting II) 1. The teacher shows a recount text to the students and ask them to read the text. 2. The students read the text. 3. The teacher explains briefly about social function of recount text, its generic structure and language features. 4. The students pay attention to the teacher. 5. After that, the teacher shows a audio visual media, it is vlogging and explain the purpose of using audio visual 6. The students pay attention. 7. The teacher plays the audio visual media, and gives the instruction to write a recount text based on the video that already shown guided by the teacher. 8. The teacher ask them to write the point-point the video and discussed together.

Post-activities	1. The teacher and students make summary about recount the material that they have learned.
	2. The teacher and students do reflection about material that they have learned.
	3. The teacher closes the lesson by giving some motivations.

Activities	Description of the activities
Pre-activities	1. The teacher greets the students by using English.
	" Good morning students"
	2. The students answer the teachers' greet.
	"Good morning too Miss"
	3. Ask the students to lead the pray
	4. one of the students lead the pray
	5. The teacher does brainstorming
Whilst-activities	(Meeting III)
	1. The teacher play the vlogging to remain them
	2. The students pay attention
	3. The teacher ask them to write recount text based on vlogging that had been shown individually as post-test.
Post-activities	1. The teacher collect the students' assessment
	2. The teacher closes the lesson by giving some motivations and saying thank.

Table 3.3
Teaching Procedure for the Control Group

Activities	Description of the activities
Pre-activities	1. The teacher greets the students by using English.
	" Good morning students"
	2. The students answer the teachers' greet.
	"Good morning too Miss"
	3. Ask the students to lead the pray
	4. one of the students lead the pray
	5. The teacher does brainstorming
Whilst-activities	(Meeting I)
	1. The teacher asks the students what they are going to do.
	2. The students pay attention
	3. The teacher asks them to write the recount text as pre-test.

Activities	Description of the activities
	4. The students do the test that given by the teacher.
Post-activities	1. The teacher collects the students' test
	2. The teacher thank to them
	3. The students give response to the teacher

Activities	Description of the activities
Pre-activities	1. The teacher greets the students by using English.
	" Good morning students"
	2. The students answer the teachers' greet.
	"Good morning too Miss"
	3. Ask the students to lead the pray
	4. one of the students lead the pray
	5. The teacher does brainstorming
Whilst-activities	(Meeting II)
	1. The teacher shows a recount text to the students and ask them to read the text.
	2. The students read the text.
	3. The teacher explains briefly about social function of recount text, its generic structure and language features by using
	4. The students pay attention to the teacher.
	5. The teacher ask them to identify the recount text based on the teachers' explanation before.
Post-activities	1. The teacher and students make summary about recount the material that they have learned.
	2. The teacher and students do reflection about material that they have learned.
	3. The teacher closes the lesson by giving some motivations.

Activities	Description of the activities
Pre-activities	1. The teacher greets the students by using English.
	" Good morning students"
	2. The students answer the teachers' greet.
	"Good morning too Miss"
	3. Ask the students to lead the pray
	4. one of the students lead the pray
	5. The teacher does brainstorming
Whilst-activities	(Meeting III)

	1. The teacher explain again recount text to remain the students
	2. The students pay attention
	3. The teacher asks them to write a recount text as post-test
	4. The students do the assessment well.
Post-activities	1. The teacher collect the students' assessment
	2. The teacher closes the lesson by giving some motivations and saying thank.

3.6   The Technique for Analyzing Data

To know the differences between the experimental and control group, a comparative analysis technique was used by applying the t-test for independent sample formula. The formula of t-test is present as follows:

$$t = \frac{M_X - M_Y}{\sqrt{\left[\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2}\right]\left[\frac{1}{N_x} + \frac{1}{N_y}\right]}}$$

where   :

t   : The effect

Mx   : Mean of experimental group

My   : Mean of control group

Dx²   : The deviation square of experimental group

Dy²   : The deviation square of control group

Nx   : The sample of experimental group

Ny   : The sample of control group.

3.7   Scoring the Test

To evaluate the developing of students, the writer asked the students to write recount text. After that, the writer scored the students' paper based on the assessment and scoring the Test in writing below:

Table 3.4
Assessment and Scoring the Test in Writing

Components	Criteria	Score
1. **Content (Social Function):** it depends on the students' capacity to write their ideas and information in the form of logical sentences.	1. Very good to Excellent: Clear main idea, though the development of main idea, details and substantive; all material is relevant to main idea.	27-30
	2. Average to good: limited development of main idea, most of material is related to the main idea; lack of detail and support.	22-26
	3. Poor to Fair: The main idea is not clear of not existence; little substance; inadequate support of any main idea.	17-21
	4. Very Poor: Unrelated ideas; not supporting any one main idea; not enough to evaluate	13-16
2. **Organization (Qualities, Conditions, Characters)** refers to the students' capacity to write ideas and information such as good logical order to topic and supporting sentences are clearly stated.	1. Very good to Excellent: well organized with introduction; body and conclusion for any an essay appropriate opening, body and conclusion for a letter, logical sequencing, cohesive, well paragraph with topic sentence, expressing only one idea.	17-20
	2. Average to good: the paragraph is not always logically or choppy, organized but main idea stands out.	12-16
	3. Poor to Fair: Idea confusing and disconnected, lack logical sequencing or development, paragraphing unclear or not existent.	7-11
	4. Very Poor: No paragraphing or organization or not enough to evaluate	3-6
3. **Vocabulary**: The score of vocabulary on the students' ability to write the word effectively and to appropriate register.	1. Very good to Excellent: Sophisticated range, effective word or idiom choice and usage, appropriate registered.	17-20
	2. Average to good: Adequate range, occasional errors of word or idiom form choice.	12-16
	3. Poor to Fair: Limited range, frequent errors of word	7-11

	or idiom form choice and usage.	
	4. Very Poor: Little knowledge of English vocabulary, idioms not enough to evaluate.	3-6
4. **Language Use**: The score of language use depends on the students' ability to write correct and appropriate sentences.	1. Very good to Excellent: Effective complex, few errors of agreement, tense and number.	22-25
	2. Average to good: Effective but simple construction, several errors of agreement, tense, article, preposition, pronoun, but meaning seldom obscured.	18-21
	3. Poor to Fair: Major problem in simple construction, frequent errors of negation, agreement, tense, number, article, pronoun, proposition and fragment, meaning, sometimes obscured.	11-17
	4. Very Poor: Virtually no mastery sentence construction rules dominated by errors, obscured by meaning, not enough to evaluate.	5-10
5. **Mechanics**: The score of mechanics depends on the students' ability to use correctly those conventions peculiar to written language, e.g. punctuation, spelling.	1. Very good to Excellent: Demonstrate mastery of convention, little mistake is spelling and punctuation, capitalization, etc.	5
	2. Average to good: Occasionally errors of spelling, punctuation, capitalization but meaning obscured.	4
	3. Poor to Fair: Frequent errors of spelling, punctuation, capitalization but meaning obscured.	3
	4. Very Poor: No mastery of convention, dominated by errors of spelling, punctuation, capitalization nor enough to evaluate, not communicate.	1

3.8   The Statistical Hypothesis

Statistical hypothesis is used in order to know the result of observation about the sample quantitatively.

Ha   **: t-observed > t-table**

Ho   **: t-observed < t-table**

If "t-observed" > "t-table in significant degree α 0,05 (5%), the Null Hypothesis will be "rejected"

If "t-observed < t-table in significant degree α 0,05 (5%), the alternative Hypothesis will be "rejected"