**VIDEO BLOG’S POTENTIAL AS INSTRUCTIONAL MEDIA OF PARAGRAPH WRITING IN ELEMENTARY SCHOOL**

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***Abstract***

Bahasa Indonesia subject has four skills to be developed; writing, speaking, reading and listening. Writing skill is considered to be the most difficult one. This study was set to identify the potential of video blog as an instructional media to enhance writing skill in elementary school in which the era of technology has transformed the face of education. There was concern of incorporating technology in teaching and learning in the form of instructional media. Web 2.0 tools as a product of technology would function as instructional media, specifically in bahasa Indonesia learning. Video blog is one of web 2.0 tools. The study included fifth grader students in SD Al Firdaus, SD Marsudirini and SD Widya Wacana. Data was collected via questionnaire to find out the potential use of video blog as instructional media in the class. Findings indicated that the teachers were not using much instructional media in the class during bahasa Indonesia learning. The students were mostly used to watch video blog. The students specified the benefit of watching video blog as having better understanding and comprehension of the content. Video blog has potential to be instructional media in bahasa Indonesia learning in elementary school especially in paragraph writing.

**Keyword: *video blog, writing skill, instructional media, elementary school***

**Abstrak**

Bahasa Indonesia sebagai sebuah bidang studi memiliki empat buah keterampilan yang harus dikuasai, yakni menulis, berbicara, membaca dan menyimak. Keterampilan menulis disebutkan sebagai keterampilan yang sulit dikuasai. Penelitian ini mengkaji potensi video blog sebagai media pembelajaran untuk meningkatkan keterampilan menulis siswa sekolah dasar dimana era teknologi telah mengubah wajah dunia pendidikan. Dalam proses pembelajaran, teknologi digabungkan ke dalam bentuk media pembelajaran. Web 2.0 sebagai sebuah produk teknologi dapat berfungsi sebagai media pembelajaran, terutama dalam muatan pembelajaran bahasa Indonesia. Video blog sebagai produk Web 2.0. Data dikumpulkan melalui kuesioner dari siswa kelas lima SD di SD Al Firdaus, SD Marsudirini dan SD Widya Wacana dengan tujuan untuk mengetahui potensi video blog sebagai media pembelajaran dalam muatan pembelajaran bahasa Indonesia. Hasil penelitian menyatakan bahwa para guru tidak terlalu banyak menggunakan media pembelajaran dalam muatan pembelajaran bahasa Indonesia. Para siswa terbiasa menyaksikan video blog dan membuat mereka paham akan isi materi yang terdapat dalam video blog tersebut. Video blog memiliki potensi untuk menjadi media pembelajaran bagi siswa sekolah dasar untuk meningkatkan keterampilan menulis, terutama menulis paragraf.

**Kata kunci*: video blog, keterampilan menulis, media pembelajaran, sekolah dasar.***

**INTRODUCTION**

**Writing Competency**

Language is a tool to communicate and socialize with each other. Language is also a reflection of our mind which means the way we communicate is based on what we have in mind. Here, in Indonesia, we have our own language that is bahasa Indonesia. Bahasa Indonesia has been acknowledged as national language. Bahasa Indonesia has many roles as not only national language, but also, educational language (Muslich et al ,2010). It means that bahasa Indonesia is used in the world of education or the official language of education. Originally, bahasa Indonesia has four skills or competencies needed to be mastered by the students in all levels of education, especially in language learning. They are reading skills, writing skills, listening skills and speaking skills which also known *as catur tunggal bahasa.*

Among those four skills in language learning, writing is considered to be an important skill to be mastered for the elementary students. Writing is taught to allow students in pouring and expressing their ideas or opinions properly (Slamet, 2008). However, writing could be difficult and complicated whenever it comes to deliver the ideas in order to be understood by the reader. Writing is also a skill that depends partly on the writer’s ability to understand the perspective of the audience (Mayer, 2008). Hence, a writer should be skillful enough to use her or his mind and organizing words, sentences and paragraph properly to be meaningful for the readers. Moreover, writing is productive and expressive activity of language skills. It is used to communicate indirectly (Tarigan and Guntur, 2008).

As for now, in 2013 curriculum with all the revisions, bahasa Indonesia learning has changed fundamentally. In elementary level, it applied in thematic approach in where many different subject subjects as science, social studies, mathematics and bahasa Indonesia of the required curriculum are connected into one-unit lesson using a common theme. Bahasa Indonesia in this approach is not only to deliver materials, but also to challenge the students’ thinking skill (Priyatni, 2015). She mentioned about literacy competency which means skill or competency needs to be mastered by the students to solve the problems or to achieve the purposes by using texts as the main tool. It means that the students are exposed by many forms of text to train their problem-solving skill. This exposure would be challenging for students in elementary school.

In this research, the focus will be the fifth grader students with the age span of 10-11 years old. One of the learning materials is paragraph writing. Paragraph is a form of writing consists of sentences and usually has one main idea as the core of the writing. The students are required to develop a paragraph based on the main ideas have been provided. However, developing paragraph as a part of writing competencies, was found out not to be an easy job to do, especially for the fifth graders students.

A research toward writing skill of fifth grader students found out that students always fell on the same mistakes as punctuations, spelling, the organization of sentences and the main ideas (Riani, 2015). Additionally, students were facing confusion whenever they were to write. Teachers needed to be more creative in implementing fun method and joyful learning in the class (Sidik, 2018). To emphasize, students’ skill in writing composition had not meet the passing grade yet. Some students were facing difficulties to develop their ideas and lack of vocabularies to be written. In the students’ works, the words were monotonous and repetitive (Putri, 2018). In short, writing activity especially writing paragraph, turned to be challenging for the students, especially for the fifth graders.

To date, the academic result of paragraph writing in many elementary schools were still out of expectation. With the KKM grade of 70, some students still found difficulty in passing the grade. Document analysis showed that in SD Marsudirini, there were 3 out of 20 students did not pass the grade or 15 % of the students are still under the grade. The same things occurred in SD Al Firdaus, in which 15% of the students did not pass the grade. In SD Widya Wacana, it was 10 % of the students did not pass the grade. In the class, the teachers were using lecture method which sometimes could be boring for the students. The common instructional media used are book, pictures, flash cards, etc. Although the school has provided each class with LCD and Wi-Fi connection, teachers rarely make use of the technology to make a joyful learning process.

Looking at the conditions in the school, there is an urgency to do learning innovations specifically instructional media. Incorporating technology in it would be very beneficial for the teachers and the students. One of the products of technology is internet. Internet has helped us to find information, to get close with each other and to go around the world with only the touch of our hand. In the world of education, internet has been very useful. One of the roles of internet is as instructional media.

**Web 2.0 Tools**

The development of internet nowadays is in the era of Web 2.0. This Web 2.0 has brought new ways of using the internet. Web 2.0 has been developed by Dale Dougherty, a vice president *O’Reilly* *Inc.* He explainedthis concept in an information and technology conference on 2004. This article has published as *What is Web 2.0: Design Patterns and Business Models for the Next Generation of Software* by Tim O’Reilly as the founder of the company. Web 2.0 is a trend from the basis for the next generation of internet that characterized by user participation, openness and network effect (Tim O’Rilley, 2007). Web 2.0 is a big umbrella for some technology web terms as blog, *RSS, Wiki, Mashup, Tags, Folksonomy dan Tag* *Clouds* (Murugesan, 2017). To share, to collaborate and to exploit has been the identity of web 2.0 as it allows people to chat online, share thoughts using blogs and also to share videos (Saripuddin, 2015; Prabhu, 2016).

Reflecting on all of those characteristics above, Web 2.0 tools has brought many benefits in our lives. In the world of education, Web 2.0 brought and provided enrichment of learning activities (Kurilovas & Jakeviciene, 2014). Web 2.0 tools could be utilized to enhance and promote collaborative, effective, social and active learning. It has the potential to support student engagement, persistence, involvement, and social and academic integration, which can, in turn, lead to higher achievement and retention (Can et al, 2019: 97). Web 2.0 tools could be an alternative instructional media, especially in language learning and more specific related to writing competencies.

Among this web 2.0 terms, blog has been very popular for more than decades. Blog is a digital way of expressing ideas in the form of writing. Not only writing, but also sharing the content and or ideas to the readers. The readers would be able to reply and interact with the writer through this blog. Today, blog has been developed in many forms, such as photographs (photoblog or photolog), videos (video blog or vlog), or audio (podcast) (Murugesan, 2017). Video blog has caught attentions for the young generation nowadays.

**METHOD**

***Population and Sample***

There were many studies showed better result for higher level, in regard with writing skill. However, the use of video blog for elementary students is still questioned, especially writing activity. The following questions are addressed:

1. How is the students’ attitude toward bahasa Indonesia learning in the class?
2. How is the use of instructional media in bahasa Indonesia learning in elementary school?
3. How potential is video blog as an instructional media to enhance paragraph writing skill?

The purpose of this research was to answer those questions. A questionnaire was spread among 267 fifth grader students in SD Al Firdaus, SD Marsudirini and SD Widya Wacana.

***Validity of The Instrument***

The validity of the questionnaire was based through pretesting and face-validity process. During the process of reliability and validity of the instrument, the readability test instrument was found moderately appropriate as it provided reliable results. However, the questionnaire designed for students was modified as per the expert recommendations. A total number of 12 items were modified to be 8 questions only based on the teacher, colleagues and some students’ responds during pretesting and face validity process. Moreover, some open-ended questions were added to explain more about the students’ answers. Throughout the pretesting process, the content validity of the questionnaire was 0.86 while the benchmark is 0.80, which meant this instrument was valid to be implemented during the survey.

***Data Collection***

This research used a descriptive technique by collecting both quantitative and qualitative data. Some descriptive statements were presented based on the school conditions, especially in regard with the needs of instructional media. The questionnaire was designed by implementing dichotomous questions to get an affirmation for the open-ended questions. All the questions were developed on the bases of the research questions and required them to choose between a ***yes*** or ***no*** response. These check lists were completed by the students while they were having free time after the mid semester tests.

***Data Analysis***

**Qualitative Method**

This research was analyzed in qualitative method. Qualitative method can be implemented through three different ways which are: deep and open-ended interviews.; primary observation and through the available documents (Sugiyono, 2013). Two steps were done in this process by conducting observation in those classes and by doing document analysis in student’s class report.

**Quantitative Method**

This research aimed to describe the potential use of video blog as instructional media in enhancing writing skill, especially in paragraph writing. The paradigm of qualitative research based upon the fundamental principle that we can measure or observe everything with some measuring and observing tools (Charan & Buriro, 2019). Thus, it involves a number of measuring and scaling tools and devices in all the forms of data collection and data analysis. Looking at the result, mostly every aspect of the questionnaire of almost all of the 267 students answered **“Yes”** and only few responded **“No”,** except in the question about instructional media. In some open-ended questions, almost all students answered independently, without asking for clarification. The numbers of reproducibility coefficient have the benchmark number of 0.90 and the scalability coefficient has the level acceptance of 0.60 to 0.65 (Guttman, 1950). The reproducibility coefficient for the instrument was 0.92 and the scalability coefficient was 0.63, which meant that the instrument was valid and able to be implemented. The reliability of the instrument was measured using Guilford benchmark (Guilford, 1956 :145). The number of the reliability was 0.68 which meant that the result of the questionnaire was valid and reliable.

**FINDINGS AND DISCUSSION**

**Findings**

***Students’ attitude toward Bahasa Indonesia learning in the class***

**Table 1**

|  |  |  |
| --- | --- | --- |
| Questions | Yes  (in percentage) | No  (in percentage) |
| I enjoyed bahasa Indonesia learning in the class. | 72.36 | 27.64 |
| I have good score in bahasa Indonesia subject. | 78.86 | 21.14 |

*Source*: Author’s calculations, 2019

**Table 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Questions | Reading  (in percentage) | Writing  (in percentage) | Listening  (in percentage) | Speaking  (in percentage) |
| The most difficult activity of bahasa Indonesia learning. | 3.25 | 47.15 | 32.52 | 17.08 |

*Source*: Author’s calculations, 2019

***The use of instructional media***

**Table 3**

|  |  |  |
| --- | --- | --- |
| Questions | Yes  (in percentage) | No  (in percentage) |
| Teacher used instructional media in the class during bahasa Indonesia learning. | 1.63 | 98.37 |

*Source*: Author’s calculations, 2019

***The potential of video blog as instructional media***

**Table 4**

|  |  |  |
| --- | --- | --- |
| Questions | Yes  (in percentage) | No  (in percentage) |
| I know what is video blog | 69.91 | 30.09 |
| I like to watch video blog in YouTube | 96.75 | 3.25 |
| I remember and understand the content in the video blog | 72.35 | 27.65 |
| I feel that watching video blog helps me to do paragraph writing activity | 83.74 | 16.26 |

*Source*: Author’s calculations, 2019

**Discussion**

**How is the students’ attitude toward bahasa Indonesia’s learning in the class?**

Bahasa Indonesia, somehow, is still considered as unimportant, boring and unenjoyable especially when the students have to deal with many texts that mainly would challenge their writing and reading skill (Amaliyah, 2018). In SD Al Firdaus, SD Marsudirini and SD Widya Wacana, as revealed from the table above, we could see that the students have confidence and positive attitude toward bahasa Indonesia learning in the class. Only few students did not really enjoy bahasa Indonesia learning in the class. Furthermore, more students believed and felt confident about having good score in bahasa Indonesia’s learning.

Self-confidence is one of the important aspects in language learning and when the students have high level of self-confidence, they will be able to apply what they already learnt inside the classroom. It means that self-confidence will help the students to achieve the goal that has been proposed (Degeng & Degeng, 2018).

UNESCO stated that the reading level in Indonesia was only 0.001% (Novita, 2018*). The Program for International Student Assessment (PISA)* which is a worldwide study by OECD in 70 nations of 15-year-old students’ scholastic performance on mathematics, science and reading. The latest survey of PISA in 2018 showed that Indonesia sat on 64th rank among 70 countries joining the study, specifically in reading scores (Blackley, 2018). Although the survey was done by higher grade students, still the same impression goes to the lower level. Knowing that reading and writing are connected and complement each other (Slamet, 2014), they need to be mastered by the students, as early as possible (Ngalimun & Alfulaila, 2013).

Writing activity is a process which is set gradually based on the difficulty level and the form of text itself. It is aimed to train the students to think critically and logically also to express their ideas into writing, that makes it complex one (Mayer, 2008; Azizah, 2016). To conclude, writing skill is very important for the students. As revealed in the table above, the students find difficulty when they have to do writing activity. Furthermore, there is a need to enhance student’s writing skill, especially in paragraph writing.

**How is the use of instructional media in bahasa Indonesia learning in elementary school?**

During the process of teaching and learning in the class, it was observed that the teachers taught mostly without using any instructional media. They gave lecture and then directly asked the students to do the tasks in the book. It is also occurred whenever the students are to write. As revealed in the answers attached open questions, the teacher sometimes use picture or flash card in the learning process.

The lack use of instructional media, might cause the students’ low grade in bahasa Indonesia learning, to be specific in paragraph writing activity. In the class, the lacking of instructional media implemented would cause the students’ incomprehension. This raised to less of students ‘enthusiasm and motivations (Nur Istiqomah & Abdul Karim,2017). To be specific, in writing activity, there must be a tool in the form of instructional media to deliver the information in order to be easily received by the students (Azizah, 2016).

Instructional media is everything which could be used to deliver the message from the sender to the receiver (Kosasih, 2014). He believed that this process would trigger mind, feeling, attention and interest to smoothen the learning process and make it effective. However, the use of instructional media is considered important as it has many benefits for the learning process. The use of appropriate instructional media will affect to better learning result as it develops students’ skill to find information, to comprehen the learning material (Alianto, 2018 : 953). Furthermore, instructional media supports the smoothness of teaching and learning process, increases the students’ interset during the class directly.

**How potential is video blog as an instructional media to enhance paragraph writing skill?**

Video blog used to be shared in social media as You Tube, Facebook, Instagram and other social media. Recently, video blog has been trending in this era, especially in dealing with entertainment such as beauty, tourism, and hobbies. Blog differs in a various way such photographs (photoblog or photolog), videos (vlog or video blog), or audio (podcast) (Murugesan, 2017). It is a blog in which the content is delivered in the form of video. Video blog is a video that contains opinions, story or daily activities (David et al, 2017). It is also a creative content made by someone to share his or her life diary in a form of video and shown it for free through social media (Kamaru ,2014). Furthermore, some online blog format could be used for educational purposes, e.g. podcast, Flickr and You Tube and including video blog (vlog), remix, Power Point movie and interactive video (Nakagawa, 2015; Snelson, 2015). However, looking at the trends, video blog has possibility to play a role as an instructional media.

The use of audio-visual media can improve the understanding of concepts, learning outcomes and the ability of multiple representations of learners (Sahara et al ,2018). They added that the use of social media vlog to enhance the creativity of learners in project-based learning has a contribution or a positive role towards improved understanding multiple representations and creativity of learners.

There is some potential of implementing video blog in language learning such as encouraging students to be active, bringing the reality into learning and allowing students to do independent learning activities (Livingstone, 2015). A video blog was implemented expectantly to improve the English-speaking skill of students in university. He added some benefits as improving enthusiasm and interest of students in learning second language, improving speaking skill, giving different learning atmosphere, and motivating students to learn language positively (Anil, 2016). Besides, video blog is easier to be created, concise, interesting and in accordance with the world issues (Abdullah,2018). Additionally, the effects of blending a class video blog was evident in optimizing the development of undergraduate students’ performance outcomes i.e., improvement in speech proficiency and skills (Liu, 2016). Video blog has been very beneficial in education, especially for the language learning.

A study concluded that video blog as an innovation in learning would improve English speaking skill for 7th grader (Masofa & Rahmah, 2018). They observed that the confidence level of the students improves. In addition, the students were able to achieve the passing grade. Therefore, some research also studied the use video blog in bahasa Indonesia learning. Video blog could be an effective instructional media to improve students’ writing skill. To be specific, in writing description texts for 7th grader students in bahasa Indonesia subject (Fitri, 2017)

Another study conducted toward 8th grader students in bahasa Indonesia’s writing competencies (Alianto, 2018). She found out that video blog has more interesting visual as video and interesting audio as sound. Video blog has more varied sound, has been more efficient in delivering the materials and has been helpful for the students and teachers whenever the concentration span started to decline. She concluded that video blog was recommended to be an instructional media.

However, video blog has been identified to be beneficial not only in the cognitive aspect, but also affective aspect and psychomotor aspect in the class. There are many advantages of implementing video blog in the learning process, especially language learning. In regard with writing skill, instructional media in writing activity could be in the form of audio or audio-visual media, picture and environment. Audio or audio visual instructional media will provide materials such as voice message and or picture that provokes student’s mind, feelings, attention and interest (Saddhono &Slamet, 2014 : 210). Video blog as audio visual product of technology could be instructional media, moreover in writing activity.

The social media, in this case, YouTube as the channel to retrieve video blog and its nature of interactivity would allow students to have learner autonomy (Charan and Buriro, 2018). They are free to select the content for reading and writing or other language learning scope instead of a typical school environment where they do not have such authority on their own learning. Moreover, the absence of teacher encourages students to do self-learning and fosters a productive learning independence.

As revealed on the table above, the students are familiar with the term of video blog. The students enjoy watching video blog in the YouTube. Some of them mentioned the entertainment channel in YouTube, and they considered it fun. They also remember and understand the content in the video blog. The students were very engaged when they watched video blog, although the content was not for educational purposes. In brief, educative video blog as instructional media in the class would be very beneficial for the students, especially to enhance paragraph writing skill in bahasa Indonesia.

Moreover, video blogging, as one of the results of technology development can be used by the teachers as a solution to build students’ self-confidence in language learning. (Degeng & Degeng , 2018 : 12). Hopefully, when the students get engaged in watching video blog as instructional media, they will get motivated and having better self-confident that will improve their cognitive aspect as their achievement result.

**CONCLUSION**

Students are very confident about bahasa Indonesia learning and together with the proper use of instructional media, makes it easier to achieve the educational purposes. In the elementary level, it is along with the implementation of curriculum 2013 in the form of thematic approach which focused on the literacy competency. To finish, video blog has potential to be instructional media in language learning, specifically in enhancing writing skill. The students or learners beneﬁted from being engaged in this video blog implementation in the following aspects as visual and audio depiction, relief from time pressures, and self-evaluation. The students would be satisfied with a better visual and audio representation whenever they are studying with video blog. The use of video blog would also help the students not to feel bored during bahasa Indonesia subject. Self-evaluation also could be done by watching video blog on the part where they need to recheck their comprehension. Those benefits of implementing video blog would help the students to enhance their paragraph writing skill.

Based on the ﬁndings, two recommendations are proposed. First, because of the students ‘positive attitudes towards video blog, teachers can bring video blog into the classroom to motivate student learning. Other benefits are to foster a community of practice and also increase opportunities for students to practice the skill or competency. It is also suggested that through video blog, teachers encourage students to become reﬂective learners. The students will be able to supervise their own learning process by watching the video blog many times on the part they need to learn more.

Second, teachers are advised to employ video blog serving as the additional or supplementary instructional media. It is teacher’s task to monitor the use of video blog in the class so it will not distract the students’ attention from the targeted topic and or educational purposes that are about to achieve.

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