

Developing Vlog (Video Blog) Mediated Supplementary Reading Materials

Tri Wahyuni

English Language Teaching Study Program
Postgraduate School, Universitas Islam Malang, Indonesia
Email: triwahyuni8.tw@gmail.com

Abstract

Nearly vocational students have difficulty understanding reading as a foreign language learner. This is because this book is not interesting in both hard and soft forms, so this study discusses additional information as a complement to clarify what they want to learn (and for reference, students) about media technology and their attitudes toward it. use in teaching and learning. English is a foreign language (FLT / L) in vocational schools but very necessary in their daily lives, Next is students having difficulty understanding English reading so the teacher tries to make students who really like the development of technology and they prefer to read books through gadgets and they prefer to see from reading because the teacher is required to be able to convey the material to be discussed. While the model used by researchers is (Grabe 2008) top-down models such as the importance of the background knowledge of the reader. By combining students' needs for their insights before they read the text, they get a general picture of what they will read in the form of vlogs. With vlogs in addition to teaching reading, it will overcome the time constraints of class XI students. Based on the legal basis of the Vocational Education Law No. 20 of 2003 and the needs of Class XI students from the results of the questionnaire they had filled out and interviewed with several students, their problems would be helped by using vlogs. Therefore, as a teacher, I try to make students easy to understand after seeing a video on a blog (VLOG) and proceed with understanding the readings they read easily.

Vlogging is very similar to blogging, where people post information or ideas on a website. The main difference is that media is video, not text. Many people consider vlogging as a video blog. This allows users to share thoughts, feelings, and information with a visual platform. How to put text-reading supplements on Vlogs, Vlogs are something that are familiar to students today, especially vocational school students. An easily managed vlog that can provide a place for English students where they can receive additional material in understanding reading, reflecting, commenting, asking questions, acting inside and outside the classroom in an authentic environment.

Keywords: Vlog (Video Blog), Mediated Supplementary

INTRODUCTION

Approximately of vocational students have difficulties in comprehending reading as foreign language learners. This is because the book is not interesting either in the form of hard or soft, therefore in this study relates to additional information as a supplement to clarify what they want to learn (and for reference, students) on media technology and their attitudes towards its use in teaching and learning foreign languages (FLT / L) in Vocational schools are very needed. In this study the printed book has been provided by the government by using curriculum 2013 to become an English book revised 2017 curriculum and in the book the students are expected to immediately understand the reading contained in the book. Therefore, as a teacher, I try to make students understand easily after seeing the video on a blog (VLOG) and is continued by understanding the reading which they read easily. This chapter presents: 1) Background of this study; 2) Statement of the problem; 3) goal of Development ; 4) Product specifications; 5) Benefits of development; 6) Assumption; 7)Scope and Limitations ; 8) Definition of Term

1.1 Background To This Study

The structure of the 2013 curriculum provides subjects that must be followed by all students in one education unit in each unit and level of education (Group A and Group B), and elective subjects followed by students according to their choice (Group C). The amount of subjects in groups A and B in each class is 18 hours per week is a compulsory group for students of Vocational and High School Specialization. Group C is an academic specialization and vocational subject where each class amounts to 135 minutes per week. In groups A and B there are 9 lessons include English lesson, so students get only 3 hours a week to learn an English lesson but the condition an English lesson is also being tested in the national exam. Other problem, the XI grade vocational students must be on a job training around four or six mounts so practice students only have 10 meetings to finish six chapter for each semester, so that's why it makes difficulty for vocational students. On other way round vocational students custom with technology especially the school with technique of their major .The technology is increasing sophistication, and the students are attracted to media that is complete with audio and visuals, so teachers can get around by using technology to help students make it easier for them to read or to study in everywhere because the limitation of time. The students need is how to study based on their passion. With the internet it really helps us as teachers. By using videos and blogs that are currently being enjoyed by students. They can accessing VLOG of the teacher made that

related with the reading materials that they want to read. (Froehlich ,1999) affirms the positive effects of visuals to people, which is also true of present learners: 'Most people prefer and respond more favorably to visual stimuli than to sound only. The learning process today is characterized by being informed and entertained simultaneously through a combination of complementary, easily absorbable signals to our senses..... Foreign language education nowadays has to be fun.(pp. 150-151).

As well as being used for social purposes, social media has been used as a platform for students to share materials and get feedback from their peers (Hamid, Waycott, Kurnia, & Chang, 2015; Yunus & Salehi, 2012). Moreover, pedagogical materials and resources can easily be uploaded to and downloaded from social media (Canning-Wilson, 2000). Social media can be assessed anywhere at any time, and any information posted there will be delivered and notified right away, depending on the platform (Yunus & Salehi, 2012).

1.2 Statement Of The Problem

Learning activities are the most important activities in the entire educational process. At the secondary school level, the textbook consists of hard and soft files. a) Students are still having difficulty understanding the readings available in the book, it can be proven from the value of their national exams increased, especially in the last three years. Students are required to have broad insight so they can understand reading that is not in accordance with the direction they have. This supports to support professional education. Technology is increasingly prevalent in the world today and this is very familiar with students in our school environment.b) One educational technology is how to convert the conventional to non-conventional. Learning in schools needs to use digital equipment that is able to work more effectively and efficiently.

As in the present by utilizing technology. By making videos that we can input in Blogs so that we can become VLOGs that we upload on YouTube very helpful in teaching and learning activities they can provide them using their laptop or cellphone. In an effort to improve the quality of education, one of them is utilizing technology in the teaching and learning process that is oriented to the needs of students and facilitates the need for cognitive, effective and psychomotor development. Technology is a system that can facilitate educators and students to learn more widely, more and also diverse. Through the facilities provided by the system, students can learn independently, anytime and anywhere without being asked by space and time. The material contained in the soft and hard book will be clearer if given additional explanations in the form of VLOG.

1.3 Goal Of Development

The purpose of developing learning media as a supporting media in Teaching reading is to facilitate students in comprehending reading. The first is because of the limitation of time based on the curriculum 2017 that requires a teacher to be creative and innovate more creative and innovative in providing subject matter. By using Vlog as a mediated media, the students can get information not only the reading comprehension but also the language focus such as grammar and speaking before even carrying out a conversation we can create in written form. Second, now students are required to think critically so that this media can help students think critically and more open mind to the development and change of the world today and utilizing the development of technology to advance the world of education in the educational environment around us.

1.4 Product Specification

Vlog is the notion of Vlog is a video that has a certain theme that is packaged in the concept of journalistic documentation and published on a website. Usually video Vlogs are about interests, opinions and thoughts, almost similar to television shows, although in the manufacturing process it is not as complicated as making television shows. The term Vlog itself is an example of a video blog. Actually the term Vlog itself has existed around the year 2000 and in Indonesia itself the term video Vlog is a trend in 2014, the term Vlog originated from a blogger named Adam Kontras and followed by Adrian Miles who added a video to his blog post, and then called it Vlog (video blog).

How to create Vlog is First Determine the angle of shooting or determine the duration of video capture per slide. And don't forget to pay attention to the audio quality and lighting in the process of taking this video. then we talk in front of the camera by delivering material that will be the subject of discussion in the reading so that students will easily understand the reading, third rare add the reading text and grammar focus on what is contained in the reading and provide follow-up instructions after Vlog all the processes are edited do not forget we use audio that does not contain copyright so things don't happen that we don't want, such as those related to video content on the channel that you have. The thing that needs to be considered in the editing process is the flow of video reviews that you can customize with the storyboard, besides that the results of the video rendering also need to be considered. The last step is to publish the Video Process How to make a vlog published by publishing videos to Youtube.

1.5 Benefit Of Development

Technology beyond our environment especially in Education level grow rapidly. Various efforts have been made by the Government to improve the quality of education. We as a teacher are also required to be able to keep up with existing developments and to respond positively to the development of technology. We realize that we were not born of the millennial generation but teacher is the actor in the class so we must be accompany, guide our students with our sensitivity to their needs. Thus there are many benefits that we will get from making media as a supplement to teach our students;

The benefits of Vlogs for teachers and students are very numerous including:

- Vlogs can be useful as a medium for learning teachers and students. By Vlogging, the teachers and students can learn about the media. The teacher and students can also use the Vlog to find the right reference media for learning.
- Vlogs can be lead the students undertand about what they want to learn, what they read, the language function on the reading text, the dialog that the teacher use while she/he explain about the task or lesson and the last, the students also can create vlog to express their self on English lesson.
- Easy to access. Vlogs are within the scope of the internet network that allows wider connections, events that can be accessed by the world, provided that there is an internet network. Thus the Vlog becomes very accessible by teachers and students without being bound by place and time. Anywhere and anytime.

1.6 Assumption

Technology is a media or learning tool that has benefits for teachers and students because it is quite effective and efficient in an effort to achieve the expected competencies. Media in the form of Vlogs that can be accessed via the internet by using a cellphone or laptop is very helpful for the learning process. Technology-based learning will be very effective if the teacher applies a student-centered learning model. Overall, integrating technology in real learning must enable the learning process to occur: 1. Active, students can be actively involved in interesting and fun learning processes. 2. Constructive, students can incorporate new ideas into the knowledge they have before. 3. Collaboratively, students in groups can work together, share ideas, suggestions or experiences, give advice, and give input to groups. 4. enthusiastic, students enthusiastically achieve the desired goals. 5. The dialogical, social and dialogical processes occur,

because students will benefit from the communication process both inside and outside the school. 6. The process of contextual learning, reality (real world) through problem-based learning or case-based. 7. Reflective, students can understand what they have discussed and reflect on what they have learned as part of the learning process itself. 8. Multisensor, learning can be delivered for various learning modalities (multisensor), both audio, visual and kinesthetic. 9. High-level thinking skills training, high-level thinking skills training, such as problem solving, decision making, and also directly improving "ICT & media literacy, (Deni Kuswara Halimah: 2008).

1.7 Scope And Delimitation

The delimitation of the problem in this study is about how the teacher can deliver the material well and in a limited time but all the domains of language can be fulfilled through the reading they learn by being helped with Vlog media as a supplement to facilitate students' understanding in reading. The book used by students is an English book curriculum 2017 revision for grade XI in forth semester.

1.8 Definition Of Term

The content of Developing Vlog (Video Blog) used for supplement to teach reading comprehension. This the way how to lead our students have critical thinking and can create the students innovation in their learning process.

Vlog is an abbreviation of video blog or video log, is a form of blog which media is video with additional text, images and various other data. How to enter the contents in a vlog can be recorded one time or by taking a piece and become one in the form of videos that will be shared on YouTube.

Mediated supplementary materials is When you as a reader have different perceptions with the writer and there is no appropriate understanding then mediated, using Vlog is a way to help the reader understand the purpose of the reading text made by an author.

Teaching is an act that requires considerable moral responsibility. The success of education in students is very dependent on the accountability of teachers in carrying out their duties. Zamroni (2000: 74) says "the teacher is the creator of the teaching and learning process".

Reading is a skill that will empower all who learn. They will be able to benefit from storing knowledge in printed material and, ultimately, contribute to that knowledge. Good teaching allows students to learn to read and read to learn.

METHOD

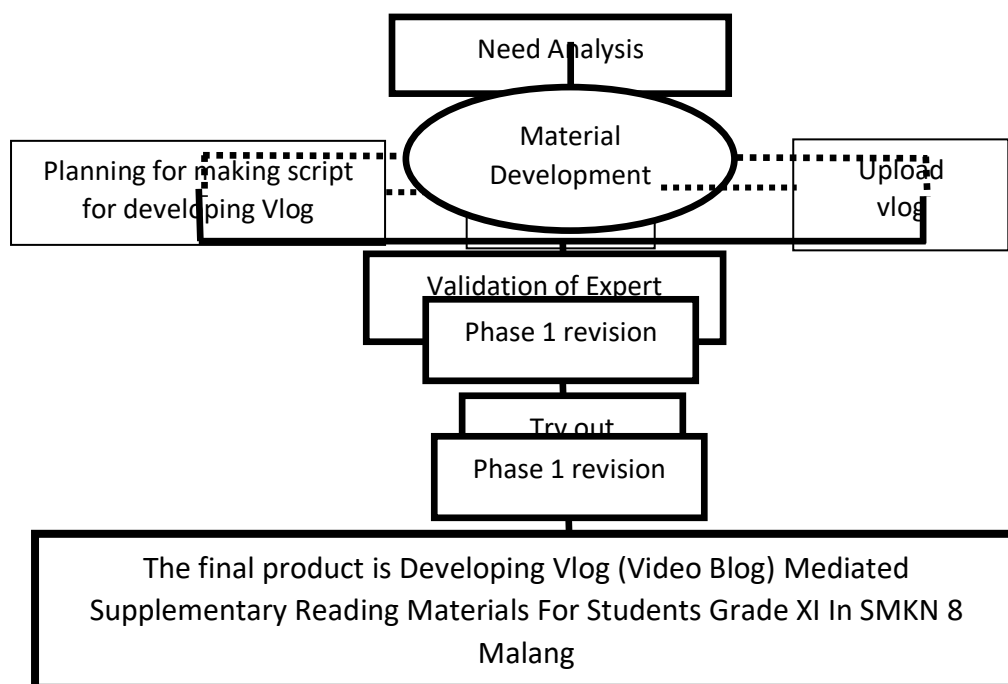
This chapter covers the Research Design and Development Model, it means The creation of new body of knowledge about existing products or processes, or the creation of an entirely new product . This is systematic creative work, and the resulting new knowledge is then used to formulate new products as well as to alter and improve existing ones. Procedure of Development, Research Data, Research Instrument, and Technique of Data Analysis.

3.1 Research Design

Borg & Gail (in Emriz, 2013;271) states that it is possible to limit research on a small scale, including limiting research step. The implimitation of development measures is tailored to the needs of the researcher. By given the limited time and funds that the researcher have, the steps are simplified into four steps of development. The development steps taken by the researchers are; 1) Need Analysis : *Objective*, to know what conducted to find out the learning resources needs as supporting material in learning English language reading in Vocational High Schools. *Design*, a, Distributing the questionnaire to the students, b. Distributing the questionnaire to the teacher, c. Create Product, d. Use the media for supplement reading material. *Instrument*, Questionnaire and interview. *Data Collection*, the data was taken from 2 teachers and 62 students of SMKN 8 Malang. Field studies are carried out by means of analysis book that apply in the schools, analysis of the stages of student development and analysis of the availability of learning resources in the field, b) literature studies on theories relating to learning resource supporting Vlog forms for reading learning in English in vocational high schools. *Data Analysis*, Observing the reading material for vocational students grade XI and also the transfer of knowledge to the students. 2) Material Development: *Objective*, to produce the supplementary reading material, *design*, by collecting material that studies the reading in the curriculum 2013 related the students text book. Then the researcher determines additional vlog as a mediated supplement that can support existing learning material a. Planning for making script for developing Vlog, b. create vlog, c. upload vlog in the media to be directed to both youtube and Instagram. Data Collection; the result of need analysis the supplementary reading material for vocational students grade XI. 3) Validation of Expert; *Objective*, to have validation and command to develop the product, *Design*, the expert given a rubic and the channel of youtube, *Instrument*, Rubic, Data collection; data was taken by interview the students and the teacher.4) Phase 1 Revision .5) Try Out : *Objective* ;

observing the uses of vlog as a supplementary of reading material ,Design; classroom activity with the students, instrument; questionnaire given to 36 students, Data collection; data was taken by asked the questionnaire.6)Phase 2 Revision. 7) Final Product; produce the final project after revisions from experts and tryout.

The procedure for Developing Vlog (Video Blog) Mediated Supplementary Reading Materials For Students Grade XI In SMKN 8 Malang can be seen in the following chart;



3.2 Procedure of Development

According to Sujadi (2003: 164) Research and Development or Research and Development (R&D) is a process or steps to develop a new product, or improve existing products, which can be accounted for. These products are not always in the form of objects or hardware (hardware), such as books, modules, learning aids in class or in the laboratory, but can also be software (software), such as computer programs for data processing, learning in class, library or laboratory, or educational models.

To be able to produce certain products used research that is needs analysis and to test the effectiveness of the product so that it can be useful and used to convey subject matter, especially in conveying learning to read English text.

This study adapted Borg and Gall steps in designing educational product by omitting dissemination of the product. In addition, this study also simplify the product development, try out, and product revision process. The following steps describe steps in the current study: 1) need analysis, 2) material development, 3) expert validation, 4) revision, 5) try out., 6) revision, 7) final product.

3.2. 1 Need Analysis

The objective of the need analysis is to know what we want and need and also what are the difficulties of the student. This study was conducted in SMKN 8 Malang, there are 36 students with the majored Technic computer and networking and English teacher who concern in technology involved as the subjects of this study.

Main issues which were tried to investigate in the process of need analysis were about 1) students have difficulty in reading comprehension, Learning difficulties is a condition where competence or the achievements are not in accordance with the standard criteria that have been achieved set (<http://www.sarjanaku.com/2011/08/pengertian-kesulitanbelajar.html>) 2) Learning time is relatively short and a lot of material must be completed, Reading enables a person to be more critical. He can at any time stop and reflect upon what has been or is being read. This encourages more rigorous thinking about a given subject (Bond and Thinker). 3) students are more interested in learning by using visuals so that a vlog is created to guide them so that they can be interested in what they want to read, there are many ways to master English easily through the media. If only we wanted to use it, the results would be amazing. Just know, our generation is far more fortunate with the internet as a learning tool.

(<https://www.kompasiana.com/yantomed/5516fad3a333110970ba8f2d/belajar-bahasa-inggris-melalui-media>). There were questionnaire, interview guide, and observation on written document.

3.2.2 Material Development

Tomlinson (2012) stated that materials is anything which is used to help language learners to learn. Materials can be in the form, for example, of a text book, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned.

The following steps taken in the process of developing the material are as follows:a) Planning for making scripts for developing vlog, choose reading material (reading 1 enchanted fish with a folklores or tales are traditional stories that are passed on from one generation to another, reading 2, bullying with Genre connection is opinion column is a piece of

writing that is mainly based on the opinion or viewpoint of the writer, reading 3 with genre connection is Speech or public speaking is defined as a formal discourse that is delivered to an audience to communicate and/or express ideas, opinions in a persuasive manner , reading 4 genre connection is A play is a form of literature, which is written by a playwright (the dialogues) in grade XI and each reading for one meeting, because the material contained in the student book has nothing to do with the department that the student is studying so that students feel very difficult in understanding. and their shortened learning time: one semester must be industrial work practice, the next semester the teaching learning process and with only one semester they must complete 1 book then make a vlog as an additional supplement so that reading lessons can be understood by students in a relatively short time, b) Create Vlog, vlog making is done by first making a script to read it according to what is surrounded by it, then preparing equipment in the form of a DLRS camera, tripod, speakers that can be attached to the camera so that the sound is clear after recording a video and then edited using the filmora application after editing and combining and editing rendered and the video is ready to be uploaded.c) After obtaining information from the needs analysis of this study, researchers began to make supplementary for reading material in the following ways;1) collecting material of reading text on the English Text book for Grade XI in the curriculum 2013 revision, 2)Then the researcher determines additional vlog as a mediated supplement that can support existing learning material such as Planning for making script for developing Vlog, b. create vlog, c. upload vlog in the media to be directed to both youtube and Instagram.

The reading texts that will be made into a vlog and can be used as a supplement to mediated from reading material taken from English books for class XI revise edition. These reading texts are in this book called enrichment, in this section contains 8 reading texts that must be completed in one semester which must cover two semesters because on SMKN 8 Malang, the students in the half of the year of the XI grade must join on the job training.

3.2.3 Validation of Expert

There are two experts involved in validation of development Vlog as a mediated supplement for reading material. They provide input for vlogs, material included in vlogs as well the class that the researcher choose. As the goal of the validation expert is to inform and assist researchers in validating the choice of reading material, the class of the researcher and how well the vlog function helps students easily understand the reading

text that the students will read and also get exercise that related with the texts.

The first expert is an English lecturer in post graduate program at University of Islam Malang (UNISMA). She received her master's and doctoral degrees in English education from state University of Malang, respectively. She is currently the Head of English Education study program of the Islamic University of Malang. She provides several training for secondary and postsecondary institutions in Indonesia on various topics, including English language and literature's. Teaching and its Context within Islamic.

The other was an English teacher in SMKN 8 Malang. He has been teaching English more than ten years. He also jointed in some program related with Technology. He provides input programs used in film editing that are useful in creating vlogs for beginners and an easy way to upload them on our channel.

3.2.4 Phase 1 Revision

Revision based on input from the first expert is to change the vlog more relaxed and did not bow too much so that it looks more natural, based on input from the second expert is the vlog that has been uploaded by the researcher does not use subtitles and in this revision process is expected to have added subtitles. The students after watching Vlog they also asked for additional cc/ subtitle.

3.2.5 Try Out of Product

Try out is intended to obtain information about the use of vlogs as mediated complementary reading material, attractiveness, and level of difficulty in understanding English reading from the perspective of students.

Class XI Vocational High School 8 Malang was chosen as the research subject because their understanding in understanding text reading had difficulty seeing from their grades before and after using vlogs before reading the reading they would learn. product try out process.

During the try out process, the observed phenomenon is related to the presentation of the product presentation. The expert observes and records students' reactions to teaching, their activeness, their score as a result of the competence they produce.

3.2.6 Phase 2 Revision.

The results of the data from the trial process are the basis for further revisions. for students from learning to read without being given the basic

knowledge in vlogs and by using vlogs the results are very different and the use of Vlogs for teaching and learning. from the input from students and experts, it is made a correction to be able to produce a final product that is suitable for use in the teaching and learning process.

3.2.7 Final Product

The final result is finally achieved after making a process at the first product test stage then revised the first stage and then tried again and revised the second stage and the results are all also due to input from experts who provide additional information which is very helpful in the completion of the vlog as mediated supplement reading learning material English for the students.

3.3 Data types

During the second revision the researchers looked at the results of the first product revision and were tested to have a better impact on students. The results of the data from the trial process are the basis for further revisions.

for students who previously read text without the basis of the material arrived at the vlog and after being given additional material using vlogs. With the use of Vlog for teaching and learning. from student or expert input made corrections to be able to produce a final product that is suitable for use in the teaching reading process

3.4 Research Instrument

The instrument is divided into three parts; the first interview was conducted for students and teachers; for students the contents about how they understand the reading of English, their difficulty in understanding English and whether there is need for additional material that can help them understand the reading they will read so that they can understand reading easily.

Interviews for teachers are conducted by researchers and get information about how the condition of students in receiving English lessons, especially learning to read, what are the attitudes of students if they do not understand the material they are learning and need additional material that is informative so that they can understand what they are read on.

The second instrument from the questionnaire distributed to students about what underlies student difficulties, what students, teachers and schools need, and what can help students so that their problems in understanding reading can be resolved.

The third instrument is the collection of data made from observations in the classroom when they use a vlog that is made as a mediated supplementary reading material and the atmosphere of learning in the

classroom whether students are more excited if there is additional media to help their understanding in reading. And the most important thing that this vlog can be useful for students is a questionnaire that is distributed to experts about the material, the appearance of the vlog, the objectives and exercises in it, as well as student responses that can be seen in the appendix

3.5 Technique of Data Analysis

This data is based on interviews, questionnaires, observations and documentation then analyzed quantitatively and qualitatively to explain what is needed by students and teachers so that the teacher's goal of conveying subject matter assisted by additional material can be useful for students. The following table explains the procedures and process of analyzing data in the stages of analysis needs, expert validation, and try out.

Table 3.1 summary of data collection and analysis

Stage	Objective	Instruments	Data source	Procedure of data collection and analysis
Need analysis	Student difficulty in reading comprehension	Interview	English teacher of SMKN 8 Malang	Give the interview to the teacher around the reading materials Give some suggestion to the researcher Analyze it quantitatively and qualitatively
	Students opinion	Interview and questionnaire	Students grade XI of SMKN 8 Malang	Give five question to the students Tabulate the result Analyze it quantitatively and qualitatively (see appendix 13)
	Student need vlog mediated supplementary reading material	questionnaire	Students grade XI of SMKN 8 Malang	Give the questionnaire to the students around Vlog mediated supplementary the reading materials. Guide the students to

				fill it Tabulate the result. Analyze it quantively and qualitatively(see appendix 10)
Expert validation	Draft evaluation Vlog	Validation rubic	Expert in English media as a material development	Choose and ask two experts to validate the product Make an appointment with them to validation the process Give material draft to the expert Give the validation rubic to the expert. Discuss and ask suggestion from the expert. Revise the product. Consult the revise and to get approval
Try out	Vlog as a supplementary reading material	Observation	Reseacher note	Select the class Conduct the try out Observer the students before and after using the supplement. Take a note on any changing situation in the class After the students using the product how is the reaction. After revise do try out again with second revision of the vlog to get the last product and

				upload it.
		questionnaire		Give the questionnaire to the students around Vlog mediated supplementary the reading materials. Guide the students to fill it Tabulate the result. Analyze it quantively and qualitatively(see appendix 11)

DISCUSSION

All the results in this chapter are sorted and then presented according to the steps of research and development carried out proposed by Borg and Gall (1983). This chapter presents data collected through the procedures and processes outlined in the previous chapter. It consists of research findings and is followed by discussion of findings.

4.1 Results

This section describes the result gained from instrument used in the study. Noticing the procedure of development (see figure 3.1), the data findings are presented in some steps as follows: 1) need analysis, 2) material development, 3) expert validation, 4) phase 1 revision, 5) try out. 6) phase 2 revision, 7) final product.

4.1.1 Students' Difficulty in Reading Comprehension

Questionnaires were given to student to address their problems in reading comprehension. There were 36 students who were involved and gave their respond to the questionnaires. The questionnaire required students to respond how often they face difficulty in reading comprehension The following table (see table 4.1) describes detail responds from students to each statements about reading skill.

Table 4.1 The Students' Difficulty in Reading material to comprehend

No	The reading material to comprehend	%		
		Very Often	Sometimes	Never
1.	The themes presented are in accordance with the themes studied in English language learning.	72	19	8
2.	The language used is easy to understand	3	42	56
3.	The contents of the material are in accordance with current world issues	44	47	8
4.	The contents of the material provide extensive knowledge about social issues and the state of nature	58	36	6
5.	The contents of the material are easy to understand	28	6	67

6.	The contents of the material can be quickly learned	6	25	69
7.	Content material is fun to learn	25	42	33
8.	The contents of the material are arranged well	19	44	36
9.	New vocabulary is easy to understand its meaning and use	22	19	58
10.	The exercises presented are easy to do	36	44	19
11.	The tasks given are easy to do	36	19	44
12.	The assignments are given according to the material being studied	28	42	31

This data can be known that the English subject is very difficult for students according point 2 it's the respond of 50%students, the content of material is difficult based on point 5 and the respond 65%,and point 9 show about the vocabulary is difficult and the respond 57% to understand both the themes and vocabulary contained in the readings they learn. The contents of the material are in accordance with not always about current world issues and also the exercise sometimes the student can do this and the other way round.

4.1.2 Students' Needs on English Reading Material

The development procedure started with the interview process with the 10 students of XI grade of SMKN 8. They are taken as good level 5 students and 5 poor students, questions include; Student opinion about learning English, which one is better learning English good reading, writing or speaking, next when they study English beside in the school such as outside school hours or at home, reading English is fun or not and the last question regarding using vlog makes the students easy comprehending the reading material., as user of developed supplement reading material product, were asked to respond given questionnaire related to certain crucial points. There were 10 statements in the questionnaire. The questionnaire distribute to the students and the result we can see that students need supplement to lead them understand in reading comprehension

4.1.3 Teacher's Needs on English Reading Material

The teacher being interviewed is also an english teacher who is also very understanding about technology. He is accustomed to teaching

students by using information not only from books but also from the internet as a supporting source.

Questions in the interview include; 1) Steps that can be taken by the teacher so that students can improve their learning outcomes and he responds by giving interesting reading, group discussion, watching films, YouTube etc..2) Factors that can cause student learning outcomes to increase, he is enthusiastic about learning that must be made not boring, 3) Using Vlog can be proven effective and can improve student learning outcomes he answers correctly because it can be as a variation of learning media read, write, and translate together, 4) Regarding the material, the most effective steps you will ever take to facilitate learning to read English, the answer is by reading together, dictating, and translating.5) have students ever become exhausted, if English subjects only use the lecture method?

and according to him; students are not tired but bored, and sleepy.

4.1.4 The Result of Expert Validation

After getting a reply from the experts, this vlog can be made better and developed again both by the teacher and by students as a task to grow their skills in technology. Vlogs are made with a process that as I explained begins with preparing and selecting scripts, recording and publication, and then validated by expert validation. from those who looked down, they were asked to improve it so that it looked more natural and then asked to add subtitles or cc in the vlog display. Researchers would be more easily understood by students as supplement reading material.

4.1.5 The Result of the Try-out of the Product

The results of the trial after testing the product and getting input from experts that researchers are too bent down so that it is not good to see, the existing products will be further refined to be added to subtitles and get the final results that can be used for student learning processes. Hamalik (in Arsyad Azhar, 1997: 15) argues that the use of instructional media in the teaching and learning process will be able to generate new desires and interests, generate motivation and stimulation of learning and even bring activity to psychological effects on students.

4.1.6 The Students' Opinion on Developed vlog

After doing the first try out students can give their readers to make this vlog even better. We can see from the student respond toward this supplement 63.9% Students agree that English is a fun subject. 75%Students agree Reading is part of English that is fun to learn. 47.2% Students do not agree that Reading is one of the skills that are considered difficult. 86.1% Students agree that vocabulary in reading is difficult.66.7%

Students do not agree that they can immediately understand the contents of the reading by reading it.

50% Students agree that the way the teacher explains Reading allows you to understand the contents of the text. 44.4% Students strongly agree if you see a Vlog about Reading material that you will read. 63.9% Students agree that Vlogs are quite helpful in understanding what they read. 94% Students strongly agree that a good Vlog uses subtitles / cc. 75% Students agree that seeing a Vlog can help them understand the contents of the reading they are reading.

4.2 Discussion

This section discusses the final product and its relationship to several reading theories and the development of additional reading material and how they are used for the process of conveying reading so students can easily understand it.

First the students have difficulty understanding English reading so the teacher tries to make students who really like the development of technology and they prefer to read books through gadgets and they prefer to see from reading because the teacher is required to be able to convey the material to be discussed the way they like. ... Preece and Shneiderman (2009) claim the use of social technology makes students more active in building their own knowledge because they feel free to share their work online. The students are also required so that they can think critically with what they are facing at the moment, because the reading presented in the 2017 revised student book conveys subject matter that is incompatible with the school majors at SMKN 8 Malang so that after reading what is read, reading how we teachers can make a common thread so that their knowledge can be combined with the majors they study.

While the model used by researcher is (Grabe 2008) Top-down models such as the importance of the background knowledge of the reader. By combining students' needs for their insights before they read the text they get an overview of what they will read in the form of vlogs. With vlogs as a supplement to teach reading, it will overcome the time constraints of grade XI students.

Based on Decree of the Director General of Primary and Secondary Education of the Ministry of Education and Culture No 130 / D / KEP / KR / 2017 concerning Structure Curriculum Education Vocational Intermediate , implementation on the job training for 120 days / 24 weeks / 6 months (Law No. 20 of 2003 concerning the National Education System., PP No. 19 of 2005, most recently amended by PP No. 13 of 2015 concerning National

Education Standards, PP RI No. 17 of 2010 which was amended by PP RI No. 66 of 2010 concerning Management and Implementation of Education). Based on the legal basis and the needs of class XI students, their problems will be helped by using vlogs for example they want to repeat what the reading content is that they can play back vlogs wherever they are so that their target is to get additional material for reading will be provided by using vlog as a mediated supplementary reading material.

CONCLUSIONS

The research findings made by researchers in developing supplementary reading teaching material in this study are 1) students get mediated supplementary of reading material so that they understand what they are going to read, and will get broader insights with various questions raised in the vlog that they see, 2) students are required to be more creative and think more critically in reading and respond to existing reading material or even be able to develop it in thinking similar to what they read, 3) Because the limited hours of student and teacher exposure are equally benefited by vlogs, they can listen to them in the study or at home to study or anywhere because this additional material can be accessed online.