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VLOGGING TO IMPROVE STUDENTS SPEAKING SKILL

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Abstract

This paper aims to analyze the video blog (vlog) as the speaking assignment to improve students' speaking skill and to investigate the improvement. This research was applied to the seventh-grade students. This study applied qualitative study with descriptive analysis approach. This research was conducted at Universitas Teknologi Mataram. The subjects of this study were the first year of Manajement Department students of Universitas Teknologi Mataram 2023/2024 academic year and 25 students were chosen as the samples. The data came from the students' assignment in speaking class in form of Youtube vlog. The result shows the average score of the students' speaking test in the pre-test is 57.20 from 25 students while the maximum score is 80. Moreover, the average score of students' speaking test in post-test from 25 students is 83.75 while the maximum score is 100. It is can be seen on the results of N-gain analysis that the Gain criteria have significant progress in students' speaking assignment of 0.57 which is categorized as 'Moderate'. Therefore, it can be concluded that there is an increasing of students' speaking achievement. Furtheremore, vlogging on YouTube platform facilitated students to speak confidently.

Keywords: English; Speaking assignment; Vlog; YouTube.

INTRODUCTION

Speaking is a primary skill beside writing, listening, and reading. Speaking is said to be a difficult skill for language learners. The learners will speak fluently and accurately if they are able to produce comprehensible input through speaking. Speaking can be defined as a skill to convey any messages by using the appropriate language features through oral language straight away. By mastering the speaking skill, students can speak English fluently and communicate well with the interlocutors. It helps the EFL learners enhance their careers in their respective fields (Amira & Amri, 2022). Lecturers give speaking assignment to improve student's skills in learning English and to trigger student's creative thinking. Sometimes, lecturers simply ask the students to perform their speaking skill in front of the classroom by telling stories related to any particular topics (Rahayu & Putri, 2019). One of the most difficult skills language learners face in language learning is speaking skill. It is believed that speaking is the most important of the four language skills (Hijriati, 2019).

Speaking is a crucial part of second language learning and teaching (Hijriati, 2022). Speaking is how to comunicate the language itself. By the speaking everyone can understand each other, we can express our ideas, express our thaught and whaatever exists in our minds. But in the teaching and learning process, most of students have problem in speaking skill (Putrawansyah et al., 2020). There are many kinds of speaking activities that lecturers can use in teaching speaking. It gives the students a chance to improve their speaking, such as role plays, debates, or group discussion with their classmates. Another kind of activities may become a presentation or speech as more challenging activities in the class (Amira & Amri, 2022).

Syafiq also mentioned some of the problems in the teaching and learning process in the language class are: (1) Some students are afraid to make mistakes in front of their classmates; (2) A number of students kept asking their friends about English vocabulary to make verses; (3) Students face difficulties to express their opinion orally: (4) Students need a long time to compose and recite a verse; and (5) Some students are not sure what they are talking about. The bragging findings concluded that other problems in English language proficiency were grammar, fluency, and pronunciation (Syafiq et al., 2021). Moreover, getting learners to speak in front of the people may be the most difficult task and a challenge for the teacher to have creative idea creating the media which can make students pay attention to the materials (Valimbo & Hartati, 2018).

Teaching English as a foreign language becomes both English practice and language exposure for students. Lecturers may develop various ways to maximize their teaching method and exercise to students in learning English, for example by giving individual assignment to enhance speaking, listening, writing, and reading skill. Video which record student's speaking activity as one of the examples of individual speaking assignment (Rahayu & Putri, 2019).

Following the objectives and conditions mentioned above, it is essential for the lecturers to make every effort to turn some of these situations into positive states. Therefore, from the needs of teaching, YouTube can be used as a strategy in teaching speaking. YouTube contributes a lot to the teaching and learning process as it provides a lot of video content which can be utilized for classroom use. YouTube as a medium is used by teachers to solve this problem in the first step. YouTube as a video partnership web page where users can upload, share and view videos (Riswandi, 2016)

One of the famous websites in internet is youtube (Wulandari & Purwani, 2021). YouTube allows multiple playing and pausing, so the students can repeat their practices and drill themselves as much as they want. Although not mentioned in the previous studies, recently, YouTube also provides buttons for adjusting the speed of the videos. It allows students to slow down the speech so slower students can listen better (Purwanti et al., 2022).

Nowadays, the fact shows that this revolution era 4.0 has brought change to every area of life not only in social politics but also in educational area (Marzuki & Nurpahmi, 2020). The English language has a significant role in every country. Meanwhile, the technology of the Industrial Revolution 4.0 plays a significant role in almost every aspect of human life including education (Fadillah & Herlina, 2024).

Students in this era are digital natives who are familiar to use internet for their daily use. Teachers may give a more challenging speaking assignment for students as digital natives. Young people tend to prefer doing more challenging activity since they have high curiosity. It is natural that young age is the time to explore something new. More challenging assignment in the form of speaking video that should be uploaded in YouTube channel may become an alternative to trigger student's creativity and to practice their English (Rahayu & Putri, 2019). Many students prefer to find information and knowledge from YouTube before using a book. YouTube provides several services as well as transfers,

downloads, and sharing videos. YouTube allows exchanging views and proposals concerning the video, allocating channels for transfer lectures and conferences, and media for courses that show a series of videos to elucidate the talents and academic experiences (Fadillah & Herlina, 2024).

Uploading student's speaking assignment gives a lot of benefit both for teachers and for students. Teachers may have some particular benefits to ask the students uploading their video to YouTube channels. Teachers will have better documentation of students' speaking assignment if they require their students to upload the assignment via YouTube channel. By having direct presentation teachers will have no rigid documentation since the speaking activity is directly performed by the students in the class rooms. If the students upload their speaking assignment in YouTube channel, teachers only need to ask the url of each video then able to check the videos anytime they need them. Teachers will never be afraid of losing any files since the videos have been automatically saved in the internet (Rahayu & Putri, 2019).

In language learning, YouTube provides many videos on how to learn a foreign language especially English (Fadhillah & Rusmiati, 2022). Additionally, this media will bring the atmosphere of the class to be more active and interesting (Mohammad Ulin Nuha & Saputri, 2021).

Since YouTube and other online videos are most immediately observed through sight and sound, creative teachers can easily find new ways to use them in listening and speaking or English conversation classes. Some list of possible activities for EFL teachers, namely (1) Conversation analysis; (2) Movie trailer voiceovers; (3) Famous movie scene reenactments; and (4) Vlogging (Watkins & Wilkins, 2011). This has been demonstrated in various studies of each English skill (Ikhlasa & Suryadi, 2022).

Vlogging is short for "video blog," and blog is short for "web log." In essence, a vlog is an online diary in video form. A number of notable vlogs have emerged on YouTube, and students can be directed to them for extensive listening practice or for any other listening lesson in which authentic English realia is needed. Assessment could be performed in accordance to overall student pronunciation, level of vocabulary, use of grammar, and general communicativeness (Watkins & Wilkins, 2011). Creating video-blogging is concerning of yourself, news around and event (Agus Qowiyuddin, 2019). Vlog is supported by several social media platforms such as Facebook, YouTube, and Instagram.

The growing interest in vlogging has aroused the interest of ESL/EFL teachers, who see vlogging as a simple and inexpensive way of giving students the opportunities to share their own videos on the internet as part of ESL learning (Manan & Azizan, 2022). Vlog comes with the goal of giving a tool to help students learn English easily, particularly in terms of speaking ability. Vlog is able to assist them in improving their speaking skill in English (Saidalvi et al., 2021).

Vlog is an application that is suitable for use in the learning and teaching process, especially in speaking skills. Vlog is a kind of blogging using videos of themes that are set in recorded journalistic documentation using various devices such as cell phone cameras or digital cameras equipped with a microphone supported by a tripod (Ersan et al., 2022). Vlog was considered as an effective media in teaching speaking subject, because it could be used independently. Thus, it trained the students to learn invidually. Vlog also trained the students to be creative to compose interested story (Arsyad et al., 2021). This method is one of the many ways to enrich the quality of teaching and learning (J.H & Nurlaily, 2023).

Based on previous studies above, the researcher considered that this strategy is strongly precise for students of Management Department in first semester and is able to solve their problem in speaking skill. The researcher decided to choose "Using Video-Vlogging to Improve Students' Speaking Skill".

METHODS

The study applied qualitative study with descriptive analysis approach. Qualitative study was employed in the study since the study focused on the depth of analysis rather than the quantity of the data obtained. This research was conducted at Universitas Teknologi Mataram. The subjects of this study were the first year of Manajement Department students of Universitas Teknologi Mataram 2023/2024 academic year and 25 students were chosen as the samples. The researcher took the sample by using purposive sampling. The data came from the students' assignment in speaking class in form of Youtube vlog.

The researchers collected the data to improve the credibility and reliability of the results. The video was made up of 25 students. This speaking rubric consists of five indicators, namely pronunciation, fluency, grammar, vocabulary, and comprehension. The technique of data analysis used One Group Pretest-Posttest Design. The design of the effectiveness test uses One Group Pretest-Posttest Design. Then tested using the T-Test (Paired

Samples T-Test) which is used to test the average difference of more than two samples, the same data variation, but the sample is not related to one another, and it is calculated with normalized N-gain (Kurniawan & Hidayah, 2020; Sesmiyanti et al., 2019). The Normality gain score is a technical analysis to determine the level of increase in learning outcomes. The Hake's formula (Hake, 2002) can be seen below:

$$\text{Normalized Gain} = \frac{Score\ (Posttest) - Score\ (Pretest)}{Score\ (ideal) - Score\ (Pretest)}$$

Gain criteria:
g > 0,7 : High
0,3 < g < 0,7 : Moderate
g < 0,3 : Low

(Hake, 2002)

RESULTS

Result 1

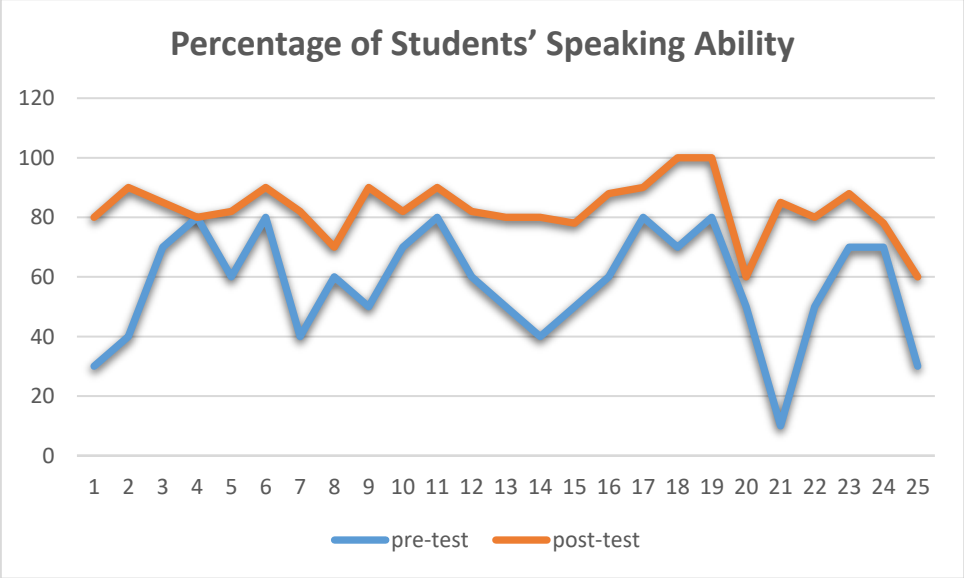


Figure 1: Students pre-test and post-test score

Result 2

Table 1. Summary of Pre-test and Post-test

Kind of the test	Amount of the student	Average
Pre-test	25	57.20
Post-test	25	83.75

Table 2. Result of N-Gain Criteria

Score range	Students	Percentage (%)	Criteria
g>0.7	8	0.32	High
0.3<g>0.7	13	0.52	Moderate
G<0.3	4	0.16	Low

Table 3. Result of N-Gain Analysis

No.	Student	English Speaking		N-GAIN	Gain Criteria
		pre-test	post-test		
1	Student 1	30	80	0.714285714	HIGH
2	Student 2	40	90	0.833333333	HIGH
3	Student 3	70	85	0.5	MODERATE
4	Student 4	80	80	0	LOW
5	Student 5	60	82	0.55	MODERATE
6	Student 6	80	90	0.5	MODERATE
7	Student 7	40	82	0.7	HIGH
8	Student 8	60	70	0.25	LOW
9	Student 9	50	90	0.8	HIGH
10	Student 10	70	82	0.4	MODERATE
11	Student 11	80	90	0.5	MODERATE
12	Student 12	60	82	0.55	MODERATE
13	Student 13	50	80	0.6	MODERATE
14	Student 14	40	80	0.666666667	MODERATE
15	Student 15	50	78	0.56	MODERATE

16	Student 16	60	88	0.7	HIGH
17	Student 17	80	90	0.5	MODERATE
18	Student 18	70	100	1	HIGH
19	Student 19	80	100	1	HIGH
20	Student 20	50	60	0.2	LOW
21	Student 21	10	85	0.833333333	HIGH
22	Student 22	50	80	0.6	MODERATE
23	Student 23	70	88	0.6	MODERATE
24	Student 24	70	78	0.266666667	LOW
25	Student 25	30	60	0.428571429	MODERATE
AVERAGE		**57.20**	**83.75**	**0.570114286**	**MODERATE**

DISCUSSION

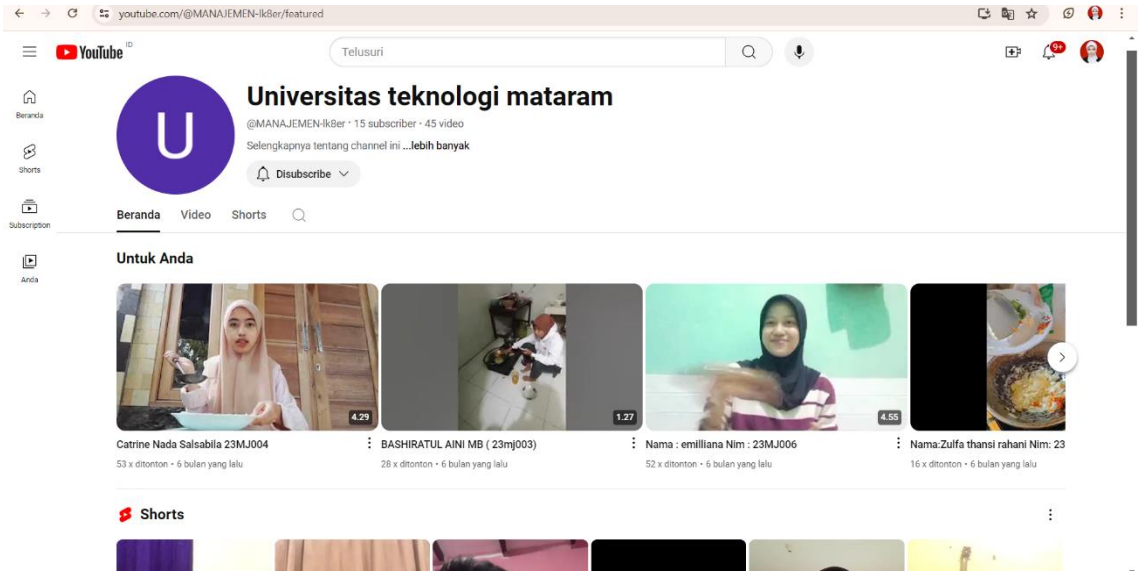
From the data analyzed above, the average score of the students' speaking test in the pre-test is 57.20 from 25 students while the maximum score is 80. Moreover, the average score of students' speaking test in post-test from 25 students is 83.75 while the maximum score is 100. It is can be seen on the results of N-gain analysis that the Gain criteria have significant progress in students' speaking assignment of 0.57 which is categorized as 'Moderate'. Therefore, it can be concluded that there is an increasing of students' speaking achievement.

The table shows that the students' scores are varied. The higher score is on the aspect of comprehension. In view of the results, the students were able to understand the content of speaking without any difficulties. Then the second aspect refers to the students' vocabulary mastery. Some of them using vocabulary and expressions or idioms like a native speaker. But some are lack in vocabulary. They often said the literal meaning of the words without seeing the context. On the other hand, the students' pronunciation reflects to the ability in producing the words correctly.

From the analysis, the student still got the problem in pronouncing the words correctly. Their pronunciation is easy to understand although having a certain local accent. From the lecturer perspective, it seems that the student fluency is not as fluent as English native speakers, and mostly was disturbed with the problems of their mother tongue language.

The student also felt difficult to make sentences with good proper grammar and the word order that may be difficult to understand. The students mostly used informal vocabulary and should expand the idea because of limited vocabulary that we find quite difficult to understand the performances. However, there are only two students from 25 students that used vocabulary and expression almost like native speaker.

The ability of students in speaking skill at the first year of Manajement Department students of Universitas Teknologi Mataram 2023/2024 academic year based on N Gain lies in the category of MODERATE. It can be seen that the average score of N Gain is 0.57 which is categorized as Moderate. In other words, it can be said that the students were able to speak English well.



Picture 1. Students of Manajement Department UTM uploaded their Speaking assignments as seen on Youtube

The students' ability in aspect of comprehension was good enough in which their Youtube vlogging reflects the viewers were able to understand the content and speaking performances. From the students' English Speaking assignment on their class Youtube chanel via website www.youtube.com/@MANAJEMEN-lk8er, , it can be found that their English was overall improved. The student achievement in learning English speaking was increasing.

CONCLUSION

Based on the result and discussion above, it is can be seen on the results of N-gain calculations have gotten from the increase in the cognitive learning test of 0.57 which is categorized as 'Moderate'. The students' speaking ability on YouTube can be said succeed in having speaking performance.

Furtheremore, vlogging on YouTube platform facilitated students to speak confidently. It can be concluded that by using a YouTube video project in speaking class can be used as the alternative way in learning speaking inside or outside the class. The lecturer must consider some aspects to make this platform gives a great contribution to the students' speaking ability such as the aspect of grammar and fluency. The T-test result also shows that there is significant different between the pretest and the posstest's score of students' speaking ability.

Furthermore, the result also shows that students' ethical values are changed after the implementation of this assignments. Based on the students, it could be concluded that there was a good improvement from the pre-test to the post-test. The use of vlog for the students, they get more chance to speak up and they can build their idea and creativity to create a proper content in uploading their speaking assignment on Youtube channel.

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