



VIDEO BLOGGING: A PEDAGOGICAL MEDIA TO IMPROVE SPEAKING SKILL

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Abstract

Technology is considered as a learning assistant that can be used to improve speaking skills. In this paper, the researcher tried to enhance students' speaking skills using English video blogging. The purposes of this research were to know how students' perception of the use of English video blogging in speaking skills and to what extent video blogging improves students' speaking skills. This study was done in one High school at Tangerang-Banten with 25 students in Grade XI. This study is a qualitative design with descriptive analysis in interpreting data, in data collection, the researcher used an observation (participatory observation) and depth interview with the participants. The result shows that students' perceptions of the use of English video blogging to improve speaking skills are good and successful, and it can be seen about 80 % of the participant are having a good improvement in speaking ability. And the rest of them still feel lack confidence and fluency in speaking. Finally, the use of video blogging in classroom activities gives a good impact on students' speaking skills.

Keywords: Videoblogging, Pedagogical media, Speaking skill

INTRODUCTION

Technology has become an important part of the world, people use technology such as mobile phones to exchange news, send a message, and make videos, even during the current pandemic, learning is shifted to an online system where technology plays an important role in education. Now technology has entered the reality of education and the use of technology takes an important role in the teaching and learning process (Anggraeni and Wulanjani, 2017).

Today, technology provided many resources for learning and it is utilized to assist teacher in conducting activity in the classroom. In line with issues, language learning has some extent to transmute into a more flexible and cost-effective format without being limited to a physical space or time (Chan 2013). There are many platforms that can assist teaching to conduct the classroom activity, such as, the use of *Youtube*, *Telegram*, *Whatsapp*, etc. Indeed, recent mobile technologies (e.g., smartphones, tablets) and widespread availability of L2 materials on the Internet can greatly benefit L2 learners. From this perspective, one

particular method that can both embrace mobile technology, and combine flexible and extensive learning is the implementation of Video Blogging, YouTube, WhatsApp, and Video Podcast (Vodcast) (lestari, 2019).

There are many platforms that can be utilized by teacher to assist teaching process in the classroom, either in online or offline session, these platforms are used not only to help student understand the material easily but it is used to help teacher in assessing the language that the students have learnt. one of the platforms that is used in teaching English is vodcast (video podcast) which is used to assess students' language skill in learning, WhatsApp is also used by teacher to assess student's writing, it can be seen that the students actively involve to write in the platform using the target language.

The use of technology in a school is no longer an option but is a core requirement of today's schools. Teachers are expected to be technologically literate just as quality schools are expected to make effective use of the resources technology makes available.

Learners may be more active in their learning through technology, and it has the potential to change from passive to active learners (Agus, 2019). With technology, the people can also send a message, create videos and share them with many people,

The data from the English Proficiency Index in 2017 shows the Ranks for Indonesia English Proficiency Index is still in 39th position in the Asia region. The data shows the English skill in Indonesia is occupied the lowest rank which means it needs to be improved (Anggareni & Wulanjani, 2017).

In Indonesia, people learn English as their foreign language (EFL) and still find some problems related to speaking skills that influence their English proficiency. For instance, less motivation of students in learning, students' confidence, and less media in teaching English, it is also delivered by Rakhman (2017) that EFL students lack the motivation and the drive to improve their speaking to the fear of making mistakes and they still have problems delivering their ideas about certain topics.

To raise student's motivation in learning and create confidence of learners, the teaching process must be interesting and joyful, it can be seen from the way how the teacher delivers the material to students and how students respond the topic in the classroom. In addition, the appropriateness of using pedagogical media will impact to students' interest in learning, one of the media that can be used in teaching is technology, such as the use of YouTube, Podcast, Video blogging, Wakelet, etc.

A vlogging is a video blog post. This term can also be related to creating a video and posting it on any web video blog (Kahler, etc 2016). Video blogging has become very popular at various ages, especially among teenagers. By using video blogging, the students are expected to improve their speaking skills.

Anil (2016) cited in Lestari (2019) proposes three benefits of using vlogs for learning English.

1. The teacher has many chances to encourage students to speak in the classroom. This implementation helps the learners to communicate more to improve their fluency, vocabulary, and grammatical aspects, and reduce anxiety. They can practice outside the classroom, whether it is at their home, park, restaurants, etc.
2. Vlog can help the students to do a self-assessment of their performance before they post their vlog to their teacher and they can know and do appropriate improvements to their level of understanding.

3. Vlog is giving feedback on the student's performance. The teacher can focus on the student's perspective of learning. The teacher can offer advances to students that can be viewed whenever students want to listen and do necessary changes in the practice.

Video blogging is one pedagogical media that can be used to assist teacher in directing the classroom activities, especially to provide students more time to practice their speaking ability. Speaking is the process of delivering message or speech to give information, and it is the process to construct meaning that includes producing, processing, and receiving information. It becomes a productive skill as well as a complicated skill to be learned which involves many aspects including pronunciation.

To make successful in enhancing students' speaking skills, students need support from the curriculum in their school, as it becomes an important skill which includes in the curriculum of language teaching. This skill may affect students' achievements through their assessments. The curriculum should encompass learners' involvement in the lesson and practical setting to the authentic situation whereas the international and local cultures involve in it. Besides, other experts argued that the curriculum must be suitable for classroom activities to enhance speaking outcomes.

There are a lot of types of media that can be used to teach speaking. According to Kahler, Jacobs, Raftery, and Ditnes (2017) that students are accustomed to watching videos for their classes and coursework in colleges and universities; 68% of students report that they watch videos in their classes. However, the suitable media used in this research is the development of the video. Harmer (2001) states that video could be supplied as simulations, not only because it could give feedback when students could be watched and evaluate performances, but also because the presence of the video helped to make students feel more realistic.

Due to the context of English as a foreign language (EFL), using blogs has emerged as a language learning tool. Furthermore, Aydin (2014) argues that research shows that the use of blogs plays an important role in developing interactions among students and between teachers and students in the target language. Blogs invite participation and have the potential to democratize a classroom since the learners are given the chance of equal participation (Mutmainna, 2016). Blogs are also beneficial. It is claimed that blogs work best when learners get into the habit of using them, Blogging provides opportunities for developing students' speaking skill (Mutmainna, 2016). Additionally, blogging helps improving speaking ability in learners.

There are numbers of studies related to the influence of blogging to students' speaking ability. Those studies argue that blogs are effective tools for developing students' speaking skills (Wikipedia, 2008). Videoblogging is the new trend in blogging. As defined by Wikipedia (2008), videoblogging, shortened as vlogging in this article, is a form of blogging for which the medium is video. A videoblog, or vlog, is defined as a blog that uses video as its main source instead of texts. Current videoblogs are essentially text blogs with externally linked videos for each entry (Kahler, Jacobs 2005). Videoblogging offers a richer Web experience than typical text blogging because it combines movies, sound, still images, and text, increasing the information—and potentially emotions—shared with users. Most people who have vlogs usually describe various topics, as examples: hobbies, tips, brief speech, and so forth.

Designing the material for students, the teacher must prepare teaching innovation and attractive media to interact to students' need. Video blogging is one of the media's latest

technologies that opened new ways of communication through public-created media (Baran, 2007). Short segments of video blogs are more effective in the teaching-learning process because the teacher can choose any part of a certain language that will be learned and practiced by the students. If the blog is writing some information sharing on a web page, but a vlog is a creative video that everyone can create then edit as creative as possible (add images, text, sounds) then upload or share on the social media platform as like YouTube, Facebook and others (Fiddan & Debbag, 2018). YouTube, which is one of these platforms is a video sharing website in which the people who form videos are included as users, which allows them to socialize through interacting with other users, allowing voting and comments, and it is allowing the followers to be more included in the lives of the users (Stever & Lawson, 2013). YouTube is the website that hosts the highest number of video blogs (35%) in comparison with the other video sharing sites (Mogallapu, 2011)

Based on the description above, the video blogging encourages students' language skill and utilize teachers to give interesting strategy in teaching and avoid a boring chance in the classroom activity. In line with those, the researcher intends to find out the answer to the following question that relate to video blogging: 1). What is the student's perspective on using video blogging to improve speaking skills? 2). To what extent does video blogging improve speaking skills?

METHOD

The study used a qualitative design with descriptive analysis which analyze the use of video blogging in teaching English. The researcher took data from the students of grade XI in one high school in Tangerang- Banten, the researcher selected the respondents of grade XI because of the appropriateness of the material that they have in English subject, and the participant were familiar with the use of technology in game, but they never do video blogging in English. The participants are 25 students from grade XI and they are divided into 5 groups of participant (P1, P2, P3, P4, P5) who enable to give data, to get data, the researcher used classroom observation and interview with student and teachers. In classroom observation, the researcher transcribed the classroom activities where the students join the classroom with video blogging and does interview focus to ask students about their perspectives on getting the material through video blogging.

Video blogging is taken from media sources such as *YouTube*, and any podcast which relates to the topic. In the process of data, the teacher played the video blogging or podcast that was taken from websites or YouTube and the students watch the video / podcast then the teacher pleases students to practice and make their video blogging with a variety of topics that they acquired.

At the last activity, the researcher asked students to make video-blogging that consists of video transcription, podcast, or self-video maker. The students are required to make a short video-blogging which trains them to practice the language and speak using English among all speakers and listeners. To support students' confidence, the researcher rewards the best participant or students with their great confidence in speaking.

After doing an observation, the researcher did in-depth interview which consists of 10 questions that involve speaking and video blogging. The questions relate to how they enjoy the classroom activities through the media and to what extent the video blogging improves students' ability especially in speaking (see table 1). Furthermore, the researcher

used bilingualism during the interview to get more information from the participants easily and deeply.

RESULTS AND DISCUSSIONS

The findings of this research are explained in two discussions. They are 1) Perception of the use of video blogging to improve speaking skills, and 2) Strategy on using video blogging to improve speaking skills. The explanation of each discussion is below.

a. Student's Perception of the use of video blogging

Video blogging is one pedagogical medium used by the researcher in teaching English at one of high school in Tangerang- Banten, in this case, the researcher was a participatory researcher who did research in the classroom held by the researcher. After doing classroom observation, the researcher found that the students' perspectives on using video blogging varied. This is because the type of learning is different and the impact that students get may be different in improving speaking skills.

video blogging can help students to improve speaking skills because watching video blogging can add new vocabulary and help in improving pronunciation and fluency. From the perspective of the respondents, they use video blogging because they are easy to get video blogging by opening and searching for their favourite vlogger and they are so interesting to use it. While they watched the video, they train themselves to follow how the speaker talked and try to understand what the speaker talked about. And it raised the learner's confidence in talking and add their grammatical sciences to language.

According to Respondents, the use of video blogging can improve pronunciation by following what the vlogger said. As identified in the interview

Excerpt 1:

The participants' argument on using video blogging in learning.

P1.

we can improve our pronunciation by watching video blogging and we like to see the accent and follow what the vlogger said.

It is also similar to other respondents who feel glad and interesting to use video blogging as a media of learning because it doesn't make them bored and also, they prefer to watch and hear than read textbooks. As identified in the interview.

P2

We are interesting to use video blogging because it does not make bored and we like to watch and hear video blogging for our tool in learning. Really we do not like to read textbook because it's so bored for me and my friends.

The perception of using video blogging for the participants is quite similar and it is helpful for learning, according to P3 and P4 the use of video blogging in learning can improve

their pronunciation quickly and add their vocabulary, and then they know different accents in each country.

P3 & P4
 We think video blogging makes us have a lot of new vocabulary and also can improve our pronunciation better than before, also we know the different accents in each country and it gives insight for us to choose the accent of our language.

And using video blogging can increase my self-confidence said P5 in an interview.

P5
 Since watching video blogging, we think that we have more confidence to speak up and learn English.

The use of video blogging in learning encourages students' motivation and raise their confidence in speaking. The students are eager in doing practice after watching the video and they have great confidence in making video blogging as the teacher provided them in classroom.

In doing video blogging, the participant shows the improvement in learning, and the following table show the aspects and perspectives of the participant in making video blogging in their learning.

Table 1: The students' perspectives on video blogging

Aspect	P1			P2			P3			P4			P5		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	4
Fluently		√			√		√					√			√
Understanding			√		√			√				√			√
Grammatical		√			√			√				√		√	
Confidence			√			√			√			√			√

From the table above, the researcher found that the participant is very confident in getting the video blogging that is used as media in teaching, but some of the participants still have difficulty understanding the content and they have only a little experience in grammar.

The respondents have seen that video blogging is very helpful in improving student's skills in speaking, the teacher played the video and they watched the video together, after watching the video, the teacher pleased them to make the video blogging that they like most.

From the video that they have made, the respondents like to make a vlog or video blogging on their environment or the things they like to visit, the following are the theme that the students had made the video based on the video watched.

The students are required to take video and they did make the video appropriately with the theme that they take. During taking video blogging, the students keep developing their

skills in language skills effectively and it showed that the use of video blogging influence to student's confidence, fluently and grammatical understanding of students.

The following table

Table 2: The theme of video blogging that students take.

No	P1	P2	P3	P4	P5
Topic	Favourite game	School environment	Room tour	Favourite places	Podcast

b. To what extent the video blogging improves students' speaking skills?

Video blogging makes the English learning situation is very challenged and interesting, students are feeling confident to learn more about the language, especially they like to watch the video played by the teacher and train themselves to follow how the speaker talked about the material.

Based on table above, the researcher found that video blogging can improve speaking skills and raise students' confidence in speaking and it makes students immersed in speaking ability, she found that 80 % of students are eager and have more confidence in doing speaking activities in the classroom.

The use of video blogging in teaching create good atmosphere in classroom activities, and the students are fluently in using the language in communication and also in video, they are more confidence to use the language and they show less fear and shy in communication.

To implement video blogging in the speaking class, there are some aspects that must be considered appropriately, they are:

1. Teacher

Teachers or lecturers can use Videoblogging Strategy to teach speaking to improve student's speaking skill, and they should have better steps in motivating students to involve actively in the teaching learning process especially for students having low motivation who tend to be passively engaged in the English-speaking classes.

2. Students

Students must be active and involve thoroughly in the teaching learning process in order to improve their speaking skills and English achievement.

Meanwhile, the researcher also found the challenge of using video blogging, such as the accent and intonation of a speaker who speaks faster and unable to followed by the respondents, and seeing this disadvantage can be utilized by the teacher to facilitate them in understanding the context earlier then the students will know how well the topic that they will see, in addition, the solution to the disadvantages and challenges in using video blogging according to students could be solved by understanding digital literacy well to be able to filter the good and bad information, watching video blogging which can boost motivation in learning by selecting good content of video blogging, finding out lots of video blogging so it could be an alternative video blogging. watching video blogging to improve a speaking skill is effective because it is very helpful in mastering conversations in English, there are always new things that are presented or shown by each vlogger to

enrich the vocabulary and cultural treasures, helping to increase knowledge in terms of pronunciation, and improving the ability to understand English language in general. Thus, according to the students, they will continue to use video blogging to enrich their knowledge related to speaking skills.

CONCLUSION

Speaking skills is important because with speaking we can show idea, brainstorm, and deep talk with other. To improve speaking skills, video blogging is one of the media that can help to improve speaking skills. Using video blogging is effective to improve speaking skills because has many advantages compared to its disadvantages. Video blogging also can enrich students with a variety of knowledge about vocabulary, grammar, pronunciation, accent, and knowledge of culture. Thus, students can continue to practice their speaking skills by watching E-Vlog which fit their needs.

Video blogging has been successful media that can use to utilized by students to improve speaking skills and it can be used to raise confidence in society. The teacher must have the ability to design appropriate media to enhance students' motivation in learning and facilitate them in the intuition among society, therefore, video blogging can be one media that can be used by the teacher in raising students' confidence and improving students' skill in language.

The video blogging as teaching media can helps the student to improve their communication skill, disciplinary, social interaction, learning awareness, and motivation. The students with high motivation can improve speaking skill by using Videoblogging. It means that the use of Video blogging in teaching English is well and suitable used for students to improve their skill.

The finding of the article show a limit scope in how the video blogging as a technology assistance which can be used to improve students' skill in language, and this note carried out the speaking skill which can be measured by the use of video blogging. Hopefully, this finding can give another insight of the next researcher to give a broaden view and investigation on how the video blogging can enhance student's language skill in vocabulary or listening and many others.

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