

Vlogging in Digital Lesson: How it Affect EFL Students' Speaking Skill

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ABSTRACT

This research was conducted to obtain the Perception of the use of VLOG in learning process in English Education Study Program at Universitas Muhammadiyah Parepare. This research also conducted to obtain the effects caused by VLOG as a new platform to practice speaking based on their perception. This study uses Qualitative Descriptive by design conducted with students. The population of this study is English Department of Universitas Muhammadiyah Parepare. The participant of this study consist of eight participants. In addition, the researcher conducted interview with 2 Vlogger as a proven of the effect of VLOG based on their personal experiences. The result of this study showed that VLOG is needed in language learning as a media for students to practice speaking in an interesting way. Students assumed that VLOG can help them especially in pronouncing word and decrease their anxiety. Nonetheless, it was undeniable that there are several stdents who are not suitable to use VLOG to practice speaking. Furthermore, VLOG has several advantages and disadvantages if applied in learning process.

Keyword: VLOG, Students' Perception

INTRODUCTION

Since vlogging is mostly oral, speaking is the major component being emphasized. English Foreign Language (EFL) students mastered in speaking can be categorized as one of proven students mastered in English. Meanwhile, speaking helps learners develop their vocabulary and grammar skill and then better their writing skill. Students can

express their emotions, ideas; say stories; request; talk, discuss and show the various functions of language.

In University, English Foreign Language (EFL) students in practicing speaking recently make a videotape of themselves with some topic to talk about. Unfortunately, it is become a crucial thing because there is no significant feedback between students and teacher. Students mostly made videotape without interesting features that can indicate students lazy to watch rather than use it as a tool to evaluate their speaking skills. Moreover, teachers mostly focusing on how students brave to speak rather than allow students to find a various way to practice speaking which can improve their skill. Been Anil's (2016) study found VLOG helps students to self-monitor their performance before they post their VLOG to their teacher and they can listen and do sufficient modification to their level of understanding. The teacher can focus or allot more time on the students' prospective vulnerable area of learning, also teacher can offer advance to students that can be viewed whenever students want to listen to and do necessary changes in the passage also will of practice.

In this challenging techno-era, video blogging is somewhat promising. Teacher as well as students are delighted to teach and learn using the basic concept of technology. Teacher could prepare their material in terms of video, upload them in the internet, and have their students to subscribe it with very protected password so that only selected students are allowed to subscribe. The primary condition is only one, the teacher should be very familiar to internet and VLOG. Teacher could also make students access their VLOG for classroom substitution, assignment, and many more.

LITERATURE REVIEW

Definition of Perception

Perception is the process of how people interpreted something based on their own experience as the result of stimuli in producing information. Perception as a process of thinking or feeling something, it is related to experience on how people do activities or to certain object around. Thus, the object considered by senses or body into some reflections. The information that have processed by people may be eliminated or accepted by sensory receptors (Safitri, Khoriyah 2018)

Speaking Performance

Speaking Performances become a priority to master speaking skill for English Foreign Language (EFL) learners. Learners often evaluate their success in language learning on how much they feel they have improved in their speaking ability. Moreover, speaking is the important skill because it is one of the abilities that is needed to perform a conversation. Learners should have enough English speaking ability in order to communicate easily and effectively with other people. Thus, teacher emerges many varieties of approaches to learn speaking, ranging from direct approach focusing on specific features of oral interaction to indirect approaches that create conditions for oral interaction. Richard (2009) use three-part expanded functions of speaking to design the suitable material for the students. There are Talk as interaction, talk as transaction, and talk as performance.

Vlogging Stages

Sun, Yu-Chih (2009) in his research claims that, there are and stages in vlogging activity and every stages has their own purpose and certain list of activity.

1) **Conceptualizing**

In this stage, conceptualizing in which part of making plan of vlog. Unfortunately, most of students are difficult to decide the topic. Watkins, Jon, 2017 stated that, it will be effective if the teacher prepared some topic or question as an option for students before making the vlog. For instance:

- a) A general self-introduction.
- b) A how-to demonstration of something the student is good at or meal he or she is skilled at preparing .
- c) An interview of an L1 friend or family member.
- d) An introduction of a pet.
- e) A trip to a favorite neighborhood place (is student is using smartphone or laptop).
- f) Anything related to content being discussed in class, or a reaction to assigned reading.

2) Brainstorming

In Brainstorming stage, student began to create the concept of vlog: what they want to say in the vlog, After that, they make a script then translate it from L1 (Host Language) to L2 (Target Language).

3) Articulation

In this Articulation stage, students do rehearsal before starting to record video. Therefore, students will involve their creativity so that they may do editing before uploading the video by insert some picture, audio, text which can make the video become more interesting.

4) Monitoring

Both monitoring and articulation are seemly done together. Before uploading the video, students need to check the content of the video. When its finished; uploading is done, students monitor the video again to check it

5) Evaluating

In this last stage, the students do activity as self-correction toward the video. Therefore, they may ask other students' opinion regarding their performance, in case there is a mistakes in terms of meaning or form, they can redo a vlogging.

Based on statement above, the researcher conclude that, video blog is a new learning application that bring a new atmosphere in learning process. Through Vlog, student can explore their creativity while making the video. Since most of students are mobile user, the using of Vlog in learning process will be easy to control by the teacher. Moreover, video blog can be used to encourage students in obtaining the goal of learning.

Definition of EFL

In recent years, English was considered as a second language. Nevertheless, it is become a crucial issue that in the rest of the world, English is consider as a Foreign Language. English, as a word language, is taught among others in schools. However, Nowadays, English play an important role in people's daily life since the output of EFL can be considered as the most important skill for business and government officers.

J. Rubin (1975) and Rahman, A.W (2017) mention in their research several strategies and characteristics of good language learners. Those are :

- 1) Good language learners can find their own to study. They always try and experiment a new thing in different way in order to gather and stores information in an efficient manner.
- 2) Good language learners can learn from communicating with other. They will try to do many things to get their massages across. They will use gestures when they try to express their meaning.
- 3) Good language learners is often not inhibited. They are willing to appear foolish if reasonable communication results.
- 4) Good language learners make their own opportunities for practicing the language inside and outside the classroom.
- 5) Good language learners use mnemonics and other memory strategies to recall what they are learning.
- 6) Good language learners make errors work for them and not against them.
- 7) Good language learners use linguistics knowledge, including knowledge of their first language, in learning second language.
- 8) Good language learners use contextual clues to aid their comprehension of the language. They maximize use of all potential context around the language attended to for enhancing comprehension.
- 9) Good language learners learn to make intelligent guesses.
- 10) Good language learners learn chunks of language as wholes and formalized routines to help them perform beyond their competence. For example, they may learn idioms, proverbs, or other phrases knowing what the whole phrase means without necessarily understanding each individual part.
- 11) Good language learners learn certain tricks that keep conversation going.
- 12) Good language learners learn certain production techniques that also fill the gaps in their own competence.
- 13) Good language learners learn different styles of speech or writing to learn to vary their language according to the formality of the situation.

METHOD

This research will apply qualitative research. The method that will applied in this research is case study method. According to Yin (2003) a Case Study design should be

considered when (a) the focus of study is to answer “why” and “how” questions; (b) you cannot manipulate the behavior of those involved in the study; (c) you want to cover contextual condition because you believe they are relevant to the phenomenon context; or (d) the boundaries are not clear between the phenomenon context. That is why the research will focus to explore “why” Vlogging in digital lesson can be considered as a new platform to practice speaking and “how” Vlog affect EFL students speaking ability. The participants in this research are consist of Eight EFL students of Universitas Muhammadiyah Parepare. The participant will be choose by several reason for example, their frequency of internet use, how long they engaged in Vlog before and ECT . After that, the selected samples will be interviewing in order to get deep information about students perspective toward VLOG.

FINDINGS

1. EFL Students’ perception toward VLOG as a new platform to practice Speaking

VLOG can help them in the learning process. However, participants have different answers about their perception toward VLOG. There are two participants who assumed that with the development of technology, make VLOG become a trend and integrating it in learning process can increase their learning interest. There are also participants who argued that, VLOG will be very good if it is used in learning because most students are android users. Moreover, it will be better if there still learning process in the class to keep the teacher and students in touch. Then, other participants argued that VLOG can make learning process more relaxed and fun because it can be adapted to the student's own style

2. Effect of VLOG towards EFL Students’s Speaking skill

There are some students who still feel afraid to speak in front of the class so they think that VLOG really helps them practice speaking without any fear of correction. In addition, a better pronunciation occurs because in the process of making VLOG, they might doing re-take when an error occurs. Furthermore, they feel relaxed and enjoy because they learn speaking by involve their own style.

3. Advantages and disadvantages the using of VLOG based on EFL students’ perception.

Through VLOG the pronunciation will improve due to the Retake system while making the VLOG. The use of VLOG will increase individual confidence. There are several advantages in VLOG, such as confidence will increase because it is done in accordance with individual styles, and good pronunciation due to the Retake system. There also several disadvantages such as, Vlogging will require a long time in editing process, there will be a feeling of insecurity when we have to make an English VLOG in a non-English language area. Nonetheless, it would be better if practice speaking conducted by face to face in the class during the learning process in order to get more significant result.

DISCUSSION

1. EFL Students' perception toward VLOG as a new platform to practice speaking.

Since the most of students are mobile user, integrating VLOG as technology in classroom has the potential to become a new platform for the students to practice their speaking .Moreover, VLOG can create students' learning interest and enhanced students learning. The researcher find the similarities with the research of Maulidah, I (2017) based on the data from the sample of her research stated that by VLOG can boost students encouragement because it provide fun and enjoyable learning process. In addition, they will be able to interact in authentic environment to get a lot of exposure in speaking. Therefore, students get a chance to build up their autonomous learning. The differences in this research is this research focused to help Students to find out a new platform to practice their speaking skill in various way by using VLOG while other research focus to use VLOG to Improve students' Speaking Ability. Furthermore, using VLOG can makes students' involved their own styles in learning process. It is also in line with the research of J. Rubin (1975) and Rahman, A.W (2017) who stated that good language learner can find their own to study, they always try and experiment a new thing in different way in order to gather and store information in an efficient manner. Also, good language learner learn different styles of speech or writing to learn and to vary their language according to the formality of the situation.

2. The effect of VLOG towards EFL Students' Speaking skill based on students' perception

The effects of VLOG that mostly appear towards EFL students' speaking skill is VLOG helped students in learn process especially pronouncing words. There are three of the participants argued that, a better pronoun occurs because in the process of making VLOG, they might doing re-take when an error occurs. Two of the participants argued that VLOG helped them to reduced their anxiety, because they will not get mocking by other students while making mistake in speaking and makes them more confident to speak their opinion in front of the camera. The other two students argued that making VLOG can make students more creative, they can adjust their language style, editing, body language, according to what they want to display on their VLOG. As the result of the research, we can argued that VLOG can be considered by teachers to be used in speaking learning process. Have a good pronunciation, reduced self-confidence, also added with creativity is a very supportive things to have a good speaking skills. It is in line with Richard (2009) who claimed that Good speaking skill consist of producing sounds, stress patterns, rhythmic , using grammar accurately, selecting vocabulary which understandable for the audience, and using gestures of body language. This result also in line with Sun, Yu-Chih (2009) about Vlogging stages, where the students can practice before starting the video, students will involve their creativity by insert some picture , audio, text which can make the video become interesting. Moreover, based on the Vlogger experience both of them stated that by conducted with VLOG can increase the self-confidence of the individual or the students.

3. The advantages and disadvantages of the using of VLOG based on EFL students' perception.

In this study, the researcher found the advantages that appear when the researcher conducted the interview is dominate rather than the disadvantages. Most of the participants assumed that one of the advantages is VLOG can help them in speaking learning process, especially in pronouncing words. In this case, re-take system take rules to help students in practice speaking. It is in line with the Vlogger perception who said that Re-take system that happened couple of time will directly help students who use VLOG to practice speaking and will have a better pronunciation because of that. The other advantages is participants assumed that VLOG can increase their self-confidence. It is also in line with the Vlogger experience who have a good confidence because their VLOG involve their own style. Other hand, the result of interview about the disadvantages showed some different answer from the participants. The participants

assumed that every students has their own learning style, so that we have to consider other students who are not suitable to use VLOG for practicing their speaking skill. Moreover, the participants argued that there is a possibilities they get mocking by other people when they a speaking English in non-English area. Then, the editing process will take a long time. All of the data above are in line with the Vlogger statements that said VLOG will require a long time in the editing process, there will be a feeling of insecurity when they have to make an English VLOG in a non-English area.

CONCLUSION

While other studies of English Foreign Language learner focused on whether or not VLOG can improve students speaking skill, this study focus on the possibilities of VLOG become a new platform to practice speaking based on the point of view of Students.

According to the Students, VLOG is needed in language learning as a media for students to practice Speaking in an interesting way. On the other hand, Re-take system in VLOG helped students to practice the pronunciation. Moreover, there are several advantages and disadvantages when conducted with VLOG.

The experiences of the students provide a great result about VLOG as a new platform for practice speaking. They offer insight on what may contribute to their departments. In other word, students can offer valuable information about VLOG as a new platform for practice speaking.

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