THE IMPLEMENTATION OF VIDEO BLOG (VLOG) AS A TEACHING MEDIA IN SPEAKING SKILL

Dani Fitria Brilianti[1], Hana Yulinda Fithriyani[2]

[1]*Politeknik Harapan Bersama, Tegal, Indonesia*
E-mail: hello.fiabrilianti@gmail.com

[2]*Politeknik Harapan Bersama, Tegal, Indonesia*
E-mail: hanayufie22@gmail.com

Abstract. The use of appropriate media in the learning and teaching process especially in teaching speaking is quite important for the lecturers to have students' the best result. The video blog (Vlog) is one of the media that commonly used by lecturers in teaching speaking English to gain students' motivation in speaking. The main aim of this study is to investigate the lecturer's strategy in implementing video blog as a media in teaching speaking. Besides, it is also to identify the difficulties of vlog implementation in teaching speaking. To achieve the objectives, the descriptive qualitative approach in the form of a case study was chosen as the method of the research. Observation and interview were collected as the data to the class 2A, a second-semester student of Computer Engineering Students of Politeknik Harapan Bersama, Tegal, Indonesia. The data from classroom observation were obtained from activity portrait, video recording, students and lecturers' notes, and interview during observation. The data analysis presented by using descriptive explanation, and the data result from lecturers' interview were summarized by using the table and described based on the phenomenon that found during the observation. The finding of data showed that the lecturer applied task-based learning to implement vlog in speaking skill. The lecturers did not only show the vlog to the students in teaching speaking as the media but also asked them to make it by their selves and uploaded it to the YouTube Channel as the new references of English vlog. Lecturers began the learning and teaching process with pre tasks: introduction, review to the previous material; then continued to the main tasks: showing the model/media, giving task, and discussion; and closed by the post-task: evaluation and feedback. Moreover, the difficulties faced by the lecturers in implementing vlog in teaching speaking were a distinct range of students' English scores especially in speaking, the improper gadget that owns by the students' to make the video blog, and lack of students' creativity in building the video blog content to make it interesting to be watched. In line with the previous studies, which stated that video blog is interesting and it can improve students' speaking skill effectively.

Keywords**:** Video Blog (Vlog); Speaking Skill; Teaching Media

I. INTRODUCTION

Digital technology development is increasing rapidly to face 4.0 industrial technology. Technology is being a mate that always help people to do their daily needs. Almost all people around the world live together with any kind of electronic devices to support their work, study, health, communication, or even business. In the academic scope, technology provides many electronic books (e-books), online sources, journals, articles and many learning applications that can be downloaded to the learners' smartphone. In the digital era, the learning and teaching process can be done anytime and anywhere (Brilianti, 2020: 234)

As a futuristic lecturer figure, a lecturer should be able to follow and apply the existing technology to the learning and teaching process so it can modify learning media to be more effective, efficient, and creative. It shows the lecturer's professional development in exploring any particular skills and integrating them into his teaching process. Technology, information, and communication can be regarded as an alternative medium in the learning and teaching process. It can build students' independent learning, encourage students' motivation in learning, also it can improve the holistic result

of the learning process. However, learning media will be nothing if the lecturer cannot apply a proper strategy to implement it into the teaching and learning process. The lecturer must have sufficient knowledge and understanding of the function beyond each of the media that are integrated into the technology (Brilianti, 2017: 40). So, the message of the learning and teaching process can be conveyed to the students effectively. Besides media, learning activity is also being an important component to gain successfully result in learning. The lecturer has to master identifying the students' need to provide an effective learning activity to support the learning media that are used in the teaching process (Anderson, 2003: 83).

In the current situation, some media can be applied in the teaching and learning process. However, it is not supported by the proper tool, the lecturer's sufficient knowledge about the media that will be implemented, and wrong strategies (Safitri and Khoiriyah, 2017: 1-2). So, this research will investigate the strategy that is used by the lecturer when he implemented the media in the learning and teaching process and find out how the lecturer implement video blog (vlog) as the alternative media in teaching speaking. Besides, some difficulties faced by the lecturer should be identified so it can be improved on the further learning process. (Darwis, 2016: 96). According to the objectives explained before, it is necessary to make an effort to change the existing situation into the positive one. So, by implementing that way, students can do better in understanding the material given.

The video blog is a general modification of blogging activity that changes the written context of language to the spoken (oral) that is taken by the camera and publish into a video (Mogallapu, 2011: 6). Most of the video blog (vlog) is uploaded on the YouTube Channel to share any information that relates to the content they made. As the teaching media, the vlog is used as the role of the model is gaining students' idea in speaking, motivating students for being active, and influencing students' pronunciation. By using vlog, students are also guided to being an independent learner to learn the content of language, pronunciation, grammar, and structure of the sentence.

There are previous studies that have been conducted by researchers that focused on the use of video blog (vlog) in teaching English. Sari (2017: 78) discussed the use of vlog as the media in improving students' motivation and speaking English in Intermediate 1 level of LB-LIA Jambi. She stated that almost all of the students were a lack of speaking skill, they were hard speaking in English because of low motivation and self-confidence. In her case, she said that the language instructors had to improve and implement technology in the learning and teaching process. After treated by the video blog, students' motivation and self-confidence improved. In term of finding the data, she used classroom observation, questionnaire, and interview. The study also suggested the language instructors modify their strategies in providing the material to the students. By the instructors' modification in teaching, the result showed that students were more motivated and confidence in speaking English.

Other findings were presented by Riswandi (2016: 298). He investigated the use of YouTube-based videos in improving students' speaking skill. This study focused on describing to what extent YouTube video improve the students' speaking and explaining the implementation of vlog in the teaching and learning process. The study was executed by classroom action research. Besides, the data were showed that there was a significant improvement in students' speaking ability. As a result of the research, some activities that happened during the treatment process improved the students' speaking skill.

Moreover, Rakhmanina and Kusumaningrum (2017: 27) discussed the effectiveness of vlog in teaching speaking that was reviewed from the students' learning perspective. This study aimed to find the difference between vlog strategy and expository strategy in teaching speaking, the difference between high and low students' motivation, and the last, the correlation between teaching strategy and motivation in the teaching process. They executed the study by using the experimental method that was applied in the second semester of Law Faculty's Students of University Prof. Dr. Hazairin, SH, Bengkulu that consisted of 25 students by applying the random sampling method. The result of this study was that vlogging learning method was more effective than the expository strategy, students with high motivation had a higher speaking ability, and there was a correlation between teaching strategy and students' motivation. This research also recommended applying vlog in teaching speaking, motivating students was the best way to improve students' achievement.

As the previous researches explained, a video blog is one of the media that is effectively used as the alternative media in teaching speaking. However, it can still be investigated how the vlog can be implemented in teaching speaking. It is useful to maximize the function and usability of vlog maximally in teaching speaking. Furthermore, this research focus on the investigation of how-to video blog (vlog) implemented on the teaching and learning process as the alternative media to improve students' speaking skill. Besides, this study also identified some difficulties faced by the lecturer in implementing vlog in teaching speaking, so it hoped that after investigation and problem solve solution-processed, it can improve the further learning process.

II. METHODOLOGY

The study used a descriptive qualitative design to obtain and analyze data. A qualitative design is a portrait of phenomena and the data explained descriptively based on the current situation happen (Cohen et al., 2007). One of the qualitative designs chosen as the method of the study is a case study which was conducted in Politeknik Harapan Bersama, Tegal, Indonesia. Two English lecturers were selected as the subjects of the study. The reasons were that they teach English in a class of Computer Engineering program and are an enthusiast in using vlog as the teaching media in their class, especially to teach speaking. Besides, the students in the class were also asked in term of their

perspective toward the use of vlog as the media in teaching speaking English.

To collect data, the researchers carried out observation and interview. The observation was done in two meetings and it was taken to see how the subjects of the study apply vlog to teach speaking and their perspective after using it as the media. Moreover, the observation was done in the classroom where the lecturers delivered the teaching and learning process to observe the condition of the class and students' response when the lecturers used vlog as the teaching media. In the classroom, the lecturers did not only use vlog as the media but also asked their students to make and create their vlog to improve students' English speaking skill. Before the students had been asked to record their vlog, the lecturers gave them an introduction on how to make a vlog in the form of description because the material focused on descriptive text. Besides, the lecturers showed some examples of vlog which can be referenced for the students. The lecturers also encouraged students to be more creative and confidence to do their task that was making a vlog. The data were acquired from researchers' field notes during the teaching and learning process in which focused on how to vlog was used as teaching media and how students responded to it. Then, the researchers analyzed the data to find out the results of the observation.

Another data collection technique that was used in the study is the interview. It was performed to gain deeper information from the subjects toward the implementation of a vlog as media to teach speaking in the classroom. The researchers interviewed the lecturers to know their perspective in implementing vlog as a media in teaching speaking. The lecturers were asked about their thought on using vlog as media for teaching speaking and whether there was difficulty in applying it based on their experiences, as well as the difficulty faced by the students in speaking English. The interview was conducted in two sessions, before and after the teaching and learning process. Furthermore, the researchers did a one-on-one interview and used open-ended questions as an interview guideline to collect the data.

In conclusion, the data gathered from observation and interview were then analyzed by the researchers descriptively. The first step was data reduction. It was performed to categorize and interpret the data whether they are important concerning the objectives of the study. Secondly, the researchers arranged and organized the data. The researchers classified the results of observation and transcribed the results of the interview. From those data analyzed, conclusions were deduced by the researchers related to the aim of the study that is to find out the lecturer's strategy in implementing video blog as a media in teaching speaking and to analyze the difficulties faced by the lecturers in using vlog in teaching speaking. Besides, to assure the validity of the data, triangulation was carried out. The process of data analysis can be seen in Fig. 1 (Bodgan and Biklen, 1992: 216).
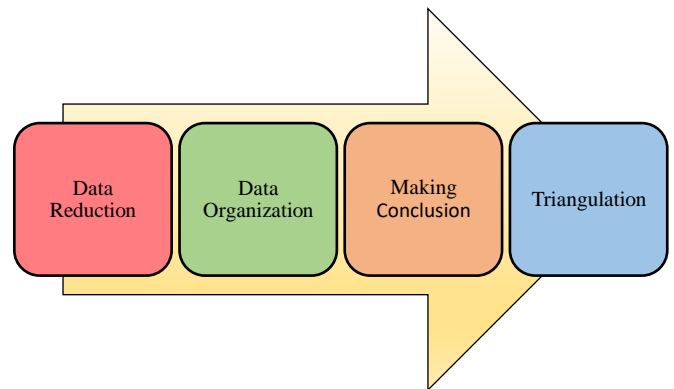

Fig. 1 The Data Analysis Process

III. RESULTS AND DISCUSSION

A. Results

The observation checklist and interview guideline used to observe the team teaching consist of two lecturers that implemented vlog in teaching speaking for descriptive text material. The first lecturer focused on the vlog material, giving motivation in speaking English, and giving the speaking strategy, especially in public speaking. Besides, another lecturer explained the descriptive text, vocabulary items, and the structure of the sentence. By the end of this collecting data, this data would answer the objectives i.e. the lecturers' strategy in implementing vlog for teaching speaking and investigating the lecturers' difficulties during applying vlog in teaching speaking. The result of the data explained as follow:

1) Classroom Observation

a. Meeting 1

The class held on two meetings that discussed descriptive text material by using a video blog as the media. For each meeting held for about 2x50 minutes or 2 *sks* in every week. 32 students belonged to this class. The observation started at 08.00 A.M. with the introduction and reviewed the previous material as the first agenda. The first lecturer opened the class by greeting and praying, after that, she called the attendance list for attendance checking. There was no student absent, then she continued to review the previous material as the warming up. She asked the students to retell the last material given. It was hard for her to motivate the students to answer her question and explain the last material discussed. After a moment, a student rose her hand and explained the previous material briefly. She explained clearly and fluently the previous material that has been discussed. Then, the lecturer gave positive feedback to her student, motivated others for speaking up, and felt no worry about speaking. After done the first agenda as the pre-task, the lecturer moved on to the main task as the second agenda. The lecturer gave a specific illustration of the material that would be discussed in this meeting. She played some videos from her laptop on the LCD TV and showed them to her students. The students had to pay their attention to the video played, there was a native speaker that described his

environment near a library. The duration of the video was only 2-3 minutes. After playing the video, she asked the students to name the activity of the video shown. Almost students knew the activity, that was video blogging or people commonly named it *vlogging*. Then, she asked the students about the aim of *vlogging* and the benefit of *vlogging* if it applied in learning speaking skill. The lecturer gave them 15 minutes to think in pairs to discuss. After that, she asked the volunteer to present their idea in front of the class. Surprisingly, no student wanted to come forward to the classroom. All of them felt shame and fear to come forward to the classroom. The lecturer needed 5 minutes to make sure and motivated her students to present their idea in front of the classroom. Besides, a group wanted to come forward to the classroom and explained what in their mind. However, their eyes looked that they felt intimidated and nervous. They did not look at the audiences and only focused on the square of floors. In this situation, the lecturer motivated them to be more confident and be brave in speaking. After the first group finished their duty, the lecturer asked the audiences to give their best applause to the first group as appreciation. The lecturer then asked the second group to present their idea in front of the classroom, the second group was better than before. They could show their performance confidently and big applauses were given to them.

In the middle of the activity, she did a manoeuvre to ask the students to make their own simple unrecorded video blog. As the response, most of the students looked panic and they were cheering "nooooooo". It did make the lecturer discontinued her instruction to make students' own unrecorded video blog. She divided the class into some groups and chose the leader based on the previous achievement scores. The top 5 students were being the leader to handle and lead their group members to make a simple vlog. She gave 15 minutes to discuss and she only gave two groups that could perform their unrecorded vlog with additional challenging score category. Students interpreted the lecturers' instruction as the motivation challenge to improve their score. Two groups presented their performance fluently; the lecturer was no more waiting too long for the students' response.

As the last activity, the lecturer gave feedback to the students and gave a chance to the students if there was a question. Before closing, she gave a task to the students to find out about the descriptive text. She asked them to find out the language of the features and generic structure of the descriptive text and the example of descriptive text that can be implemented by using a video blog. She also asked the students to bring their own best smartphone or digital camera to make their recorder video blog.

b. Meeting 2

On the second meeting, the teaching process started with an introduction that was presented by the first lecturer and reviewing the previous material. She also reminded me that the last task that the students' had to do, after that she introduced the second lecturer and welcomed the second

lecturer to deliver the material to the students. The second lecturer focused on descriptive text material.

In the beginning, he greeted all of the students and reviewed the last material as the pre-task activity. Then he moved to the main task activity by asking them about the definition of descriptive text. A student explained descriptively briefly, he also gave a simple example of descriptive text. After performing, the lecturer asked all of the audience to give applause to him. Then, he showed a video blog that connected to LCD TV. All of the students paid their attention to the video while wrote some notes about the video. He gave three different video blogs that related to descriptive text. Next, he asked the students to retell the content of the video. Three students tried to explain and retell the video. He gave the best feedback to the students who felt confident in delivering their idea, he also said that almost of the students were better in performance, self-confidence, and they successfully decreased their anxiety in speaking performance.

Then, the lecturer divided the class into 10 groups with 10 ten top students as the leader of the group. The lecturer asked them to make their own personal recorded video blog. Each of the members of the group should do the recording take turns. They had to make descriptive text about the campus environment. He also gave students chances to do the performing task outside of the classroom and uploaded their video vlog to the YouTube Channel. Almost all of the students welcomed this challenging activity.

2) Interview

a. Check List Interview

The result of the interview stated in Table I.

TABLE I

LECTURERS' INTERVIEW CHECK LIST RESULT

No.	Questions	L1	L2
1.	Do you feel enjoy teaching your students?	Y	Y
2.	Do you explain the aims of the study to your students?	Y	Y
3.	Do you always provide a media/strategy/method in teaching?	Y	N
4.	Do you feel that most of the students enjoy the learning process?	Y	Y
5.	Are you an expert in using technology in teaching?	N	Y
6.	Is there any improvement after using media in teaching?	Y	Y
7.	Do you always prepare for teaching?	Y	Y
8.	Do you always make a pre and post-test after the teaching process?	Y	Y
9.	Do you always give the task to the students to make some practices?	Y	Y
10.	Do you feel any difficulties in teaching?	Y	Y

b. Direct Interview

TABLE II

LECTURERS' INTERVIEW RESULT

Question	L1	L2
What are the difficulties that you feel in teaching speaking?	Emm, they have different gaps in speaking ability. You know, only around 30-35% of students are fluent in speaking English. Yeah because they never practice, have a lack of motivation, and feel shy to say something.	Some of the students feel shy to speak up, as you can see. They also have extremely different English speaking score, so yeah task-based learning is the best way to drill them in practising English.
Is there any obstacle in implementing VLOG in teaching speaking?	Hahaha, yes. The gadget itself. Some of the students here don't have a high-quality smartphone to make a vlog video so, we have to prepare everything for them as an alternative way. Also, we provide a very fast and good internet connection to upload their video to YouTube here. Moreover, making a vlog should be creative, they have to explore everything so that they can produce various content of the vlog.	Of course, the proper camera. A good vlog should be supported by a good camera/smartphone. Then, some of the students don't have good creativity in making content.
So, what do you think, how to maximize the use of vlog in teaching speaking?	I think as a lecturer, we have to make sacrifices to be more active in teaching to motivate students, we have to prepare all of the tools/preparation before teaching to them, and show more video vlogs as the models.	Being a very attractive and proactive lecturer, not only in the teaching process but also in preparing the media tools, ya because most of them don't have the proper tools in making a vlog.

B. Discussion

The implementation of video blog in teaching speaking skill was built to encourage students' motivation in speaking English, it also learnt the students to study independently. Independent learning should be improved by the lecturers so that every student can learn and develop their knowledge by themselves without any dependencies (Bilda, 2020: 169). However, it should be supported by the proper response of lecturers so the result of the learning and teaching process by using vlog will be realized satisfyingly. Strategy or method of teaching is the way to deliver the material to the students so that it can accept the indicator of the study. In this study,

lectures used task-based learning as the strategy to implement vlog in teaching speaking. Based on Richards and Rogers (2014: 233) Task-Based Language Teaching (TBTL) refers to the approach that uses a different kind of tasks as the core of the teaching method to give drills to the students. TBTL has communication as the main principle in the teaching process. This process started as the pre-task activity: introduction, review to the previous material; main task activity; and post-task activity: evaluation, closing, and feedback. By applying this strategy in teaching, every step in the teaching process is delivered by the lecturer.

TBTL is an ideal strategy that can be implemented in-group or individual task method. Each of the students can learn independently and take responsibility for doing their task. They also can make a discussion with their friends or their lecturers. By applying this method, lecturers also could monitor their students' activity and initiated their students for being creative, innovative and being a critical thinker.

Furthermore, the difficulties faced by the lecturers could be discussed based on the result of the interview done. In line with the result of the interview, the distinct of students' score in speaking skill was being the first obstacle in applying vlog in teaching speaking. At least only 30-35% of students were being active and responsive to the lecturer's questions. This data was based on the pre-test that was assessed by the lecturers to measure students' improvement before and after treatment. In this case, in the beginning, the learning and teaching process became hard to start. Students needed extra warming up and motivation to enjoy their learning process. Secondly, making a video blog needed some proper tools and it did not have by all of the students. They only have the standard camera on their smartphone. So, to solve this problem, lecturers prepared the tools and smooth internet connection to support the teaching process. The last was students' creativity in designing the vlog template, besides that they felt difficult in developing the content of the vlog. Lecturers had to bring many different types of vlog videos as the model to the students. So, by showing much difference in the vlog, the students' creativity is improved.

IV. CONCLUSIONS

Based on the study conducted, it could be stated that the implementation of vlog in teaching speaking effectively helps the lecturer in the teaching process to reach a good learning process result. Lecturers helped students to do learning by practising process, they enjoyed the process in doing step of the task given. Students could improve their pronunciation, fluency, developing the content of language, the structure of the sentence, and enriching their vocabulary items. In this case, lecturers used TBTL as the supporting strategy to implement vlog in teaching speaking. It divided into three steps of the agenda, they were pre-task, main task, and post-task. On the other hand, some difficulties that were faced by the lecturers were the distinction of students' score range in speaking skill; limitation of the devices to record/make the video that students have; and the students'

creativity in developing the content of vlog and designing the vlog.

Therefore, to follow up on the conclusion, some suggestions are presented to the lecturers, institution, and further researchers. Firstly, lecturers should assess the students' basic score by using pre-test regularly to know the students' improvement in the learning process, lecturers should understand the students' weakness and prepare a good teaching strategy to support teaching media that will be implemented, lecturers should also be more active and respect to the students' so it can improve the students' motivation in the learning process and it will give good impact in the learning process and the final result of the post-test. Secondly, the institution should provide the proper needs in supporting the teaching and learning process. Lastly, for the future researcher can conduct such study with different media and English skill as a modification.

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