

USING VIDEO BLOG IN TEACHING SPEAKING

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ABSTRACT

This article aims at finding out whether or not *video blog* can improve the speaking ability of the students of English Education Department of FTK UINAM in academic year 2017/2018. The researcher applied pre-experimental method, with one group pretest and posttest design which employed speaking test to find out the students' speaking performance in terms of accuracy. The sample consisted of 20 students used purposive sampling technique taken from the population of the second semester students of Sulawesi Flight. The result of the data analysis indicated that there is significant difference of students' speaking performance before and after being trained through *video blog*. It is proved by result of statistical analysis of the level significance 0.05 with degree of freedom (df) = $N-1 = 20-1 = 19$ which indicated that t-test value of final score I speaking ability (13.309) was greater than t-table (2.093). Therefore, video blog can improve speaking performance of the students.

Key words: Video blog, Teaching, Speaking skill

INTRODUCTION

Using technology in language teaching becomes familiar to the students since the development on ICT. To fulfil the needs of the students, so it has been developed some virtual leaning, like google classroom, online learning or some android application that can be accessed using android.

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. Millennial generations spend almost their three fourth of their time interact with android. Therefore, students will feel bored when they are asked to learn using conventional media. Thea will be happy they learn using android.

Aktaruzzaman, Huq Shamim, & Clement, (2011) stated that as the process of teaching and learning became formal and systematic in the times and technologies, the need for effective methods and strategies to raise the quality of learning have been concerned with the issue of increasing the efficiency of the learning experience.

One of media that can be used as learning media is video blog. Video blog (Vlogging) has many advantages for the students. They are: (1) Vlogging can help people share ideas that might be difficult to share through text or print; (2) Vlogging can be benefic for students who are visual learners to relate and comprehend the information; (3) Using a vlog to demonstrate an idea also gives students the ability to watch and listen to the video as many times as they want; (4) Vlogging gives people the opportunity to share their ideas with a wide audience; (5) Vlogging allow the students to share ideas and demonstrate knowledge without the confidant of text; (6) Students can use vlog to make a portfolio to showcase their work over a period of time; (7) Vlogs allow students to learn information at a time and place that is convenient for them. Students may feel less of pressure when they are allowed to think about a topic and listen to a lesson as many times as needed without the pressure from a class to move on.; (8) The Use of Vlogging to Improve The Students' Speaking Skill both to upload or download videos. (Rahmawati, Harmanto, & Indriastuti, 2018)

The previous research found that using vlog can give positive effect toward students' performance. Paramita Sari (Sari & others, 2017) found that the use of Vlog in the Youtube Channel can motivate students and make students confident to speak English because they were given enough time to think of what they wanted to talk about and it was done in the place they found familiar. *Beena Anil* (Anil, 2016) found that students showed great interest and enthusiasm while using Vlog. The findings also found that that technology would motivate and encourage youngsters to learn English in a positive way. The findings also found that Vlog created an enjoyable learning atmosphere. Moreover, they felt comfortable and relaxed while using Vlog for communication. The study showed that the level of anxiety of learning the English language is reduced reasonably. The study showed that the respondents could develop their speaking skill without peer pressure. The findings of the present study revealed no significant difference among the respondents in terms of their

attitudes towards Vlog and variables like age, educational level but there was significant difference in the level of attitude before and after the use of Vlog.

Maulidah (Maulidah, 2017) found that Technology and social media are great combination for English learning process since they provide a chance to improve students' ability in English. A lot of media can be used to facilitate it and one of them is vlog. It is the mean to increase students' speaking ability. By supporting Vlog with a sophisticated vlogging stages and a proper scoring reflection as a feedback, it is expected to improve students' speaking ability in English.

Based on the case, do the author would like to investigate the implementation of Video blog in teaching speaking.

RESEARCH METHOD

The method in this research was a pre-experimental. It aimed at describing the speaking ability of the students in learning speaking using video blog. It was consisted of one group pre-test design. Treatment was given between pre-test and post-test.

T1 X T2

Where :

T1 : Pretest

X : Treatment

T2 : Posttest

(Gay, 2016 : 282)

There were two variables in this research, namely independent and dependent variable. The independent variable was the use of video blog in teaching English speaking, and the dependent variable was the students' speaking skill.

The population of this research was the third semester students of English education Department of FTK UINAM 2017/2018. The research applied purposive sampling technique. After the researcher observed the learning and teaching process of the population during two months, the researchers choose PBI 3 as the sample, because PBI 3 had highest motivation in

learning English but still low in speaking and highest score in English. The total number of the students were 20 students.

The instrument of this research was a speaking test, which was administrated in pre-test and post-test segment. In the pretest, the students were asked to describe some topics (personal introduction, introduce their friends and explain his/her favorite place) by their own word. Speaking test was aimed to find out the students' performance in speaking English. The tape recorder will be used to record the pretest and post-test.

Procedure of the research

Pretest

In this part, the students were asked to describe some topics. All topics were showed in picture form. The topics were Public Figure (Marshanda), General Public Place (The beach) and Technology Tools (Plane). The students chose one topic that they like. It was intended to see the students' prior knowledge on speaking. Tape recorder recorded the students who talk about their experience.

Treatment

The procedures of are treatments as follows:

1) The First treatment

1. The researchers introduced the topic;
2. The researchers devided students in pair;
3. The researchers asked students to make video related to the topic for 2 minutes and it was be recorded using video blog video;
4. The researcher asked students to upload/post the vlog from their account;
5. The researcher reviewed and gave feedback for all vlog that will have been posted in front of the class and in comment's column.

Posttest was given after doing treatment. The researcher gave the posttest to find out the value of treatment whether or not the result of the posttest would be better than the result of the pretest. The content of the posttest was the same as the pretest but using different picture.

FINDINGS

1. The improvement of students' speaking performance in terms of accuracy

The application of *video blog* in teaching speaking could improve the students' speaking accuracy in terms of acceptable pronunciation, correct grammar, and appropriate vocabulary as indicated by the significant difference between the mean scores of the pre- and post-tests as shown in table 1.

Table 1. The development of students' speaking accuracy

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Pretest	20	3.1667	1.06406	.23793
Posttest	20	5.5833	.63663	.14235

Table 1 shows that the students' speaking accuracy gained a significant development, which is 2.4166.

One-Sample Test						
Test Value = 0						
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest	13.309	19	.000	3.16667	2.6687	3.6647
Posttest	39.221	19	.000	5.58333	5.2854	5.8813

Based on the t test, it can be seen that the t value (13.309) is greater than the t table (2.093). This result proves that the hypothesis stating there is a significant difference between the mean scores of pre-test and post-test of the students' speaking accuracy in terms of pronunciation, grammar, and vocabulary is reliable.

The students' speaking accuracy developments in terms of pronunciation, grammar, and vocabulary are elaborated respectively in the following description:

2. The Students' Pronunciation improvement

Table 2. The development of students' speaking performance in terms of pronunciation

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pretest	20	3.0000	1.30787	.29245
Posttest	20	5.8333	.85498	.19118

Table 2 shows that the students' speaking accuracy in terms of pronunciation gained a significant development, which is 2.8333.

One-Sample Test
Test Value = 0

	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest	10.258	19	.000	3.00000	2.3879	3.6121
Posttest	30.512	19	.000	5.83333	5.4332	6.2335

It can be seen that the t value (10.258) is greater than the t table (2.093). This result proves that the hypothesis stating there is a significant difference between the mean scores of pre-test and post-test of the students' speaking skill in terms of accuracy is reliable.

3. The Students' Grammar Improvement

The students' grammar was significantly developed through the use of video vlog. It is shown by the significant difference between the mean scores of their pre-test and post-test as shown in table 3.

Table 3. The development of students' speaking performance in terms of Grammar

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pretest	20	3.9167	1.73332	.38758
Posttest	20	5.6667	.99707	.22295

Table 3 shows that the students' speaking skill in terms of grammar were a significant development, which is 1.1

One-Sample Test
Test Value = 0

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest	10.105	19	.000	3.91667	3.1054	4.7279
Posttest	25.417	19	.000	5.66667	5.2000	6.1333

Hypothesis testing :

$$\alpha = 0.05$$

$$t = 4.824$$

$$df = n - 1 = 19$$

$$\text{Critical value of } t = 2.093$$

The t value (4.824) of the students' grammar is greater than the t table (2.093). It is proved by the significant difference between the mean scores of pre-test and post-test. And it means that the hypothesis is reliable.

4. The Students' Vocabulary Improvement

The students' word choice gained developments through the use of *video blog*. It is shown by the significant difference between the mean scores of their pre-test and post-test as shown in table 4.

Table 4. The Students' Vocabulary Development

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Pretest	20	2.5833	1.47840	.33058
Posttest	20	5.2500	1.24193	.27770

Table 4 shows that the students' speaking skill in terms of word choice gained a significant development, which is 2.1.

One-Sample Test						
Test Value = 0						
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest	7.815	19	.000	2.58333	1.8914	3.2752
Posttest	18.905	19	.000	5.25000	4.6688	5.8312

The t value (7.815) of the students' word choice is greater than the t table (2.093). It proves that there is a significant difference between the mean scores of pre-test and post-test. And it means that the hypothesis is reliable.

Based on the finding, it shows that the students' speaking skill improve in all terms--accuracy, pronunciation, grammar, and vocabulary. The findings show that the students' speaking skill in terms of pronunciation gained a significant development, which is 2.8333. it means that video blog can improve the speaking skill in terms of pronunciation. While in terms of grammar, the finding shows that shows that the students' speaking skill in terms of grammar were a significant development, which is 1.1. In term shows that the students' speaking skill in terms of word choice gained a significant development, which is 2.1.

This findings support the precious findings which have done by Maulidah (2017), Beena Anil (2016), and Paramita Sari (2017).

The previous research found that using vlog can give positive effect toward students' performance. Paramita Sari (Sari & others, 2017) found that the use of Vlog in the Youtube Channel improved students' motivation and confidence. The data also suggested that students were most motivated and confident to speak English because they were given enough time to think of what they wanted to talk about and it was done in the place they found familiar. Therefore, teachers are suggested to bring technology into the classrooms more often and adjust it to the situation where students find it convenient to speak up.

According to Paramitha (Sari & others, 2017) the use of Vlog in the Youtube Channel improved students' motivation and confidence. While according to Maulidah (2017) Vlog with a sophisticated vlogging stages and a proper scoring reflection as a feedback, it is expected to improve students' speaking ability in English. Furthermore, Beena Anil (2016) has found that using Vlog can make students have great interest and enthusiasm in learning.

Hung (Hung, 2011) found that firstly, the students favourably perceived the vlog project because vlogs not only helped them organise and reflect on their learning products, but also allowed them to archive their learning processes. Second, they reported a number of advantages associated with vlogging, such as visual representation, relief from time constraints, self-evaluation, professional development, wider audience, peer learning and technical capability. Third, in the opinion of the students, the challenges compromising the effectiveness of the vlog project involved technical difficulties, affective interferences, weak linkage to real-time communication and time issues.

Beena Anil (Anil, 2016) found that students showed great interest and enthusiasm while using Vlog. The findings also found that that technology would motivate and encourage youngsters to learn English in a positive way. The findings also found that Vlog created an enjoyable learning atmosphere. Moreover, they felt comfortable and relaxed while using Vlog for communication. The study showed that the level of anxiety of learning the English language is reduced reasonably. The study showed that the respondents could develop their speaking skill without peer pressure. The findings of the present study revealed no significant difference among the respondents in terms of their attitudes towards Vlog and variables like age, educational level but there was significant difference in the level of attitude before and after the use of Vlog.

Maulidah (Maulidah, 2017) found that Technology and social media are great combination for English learning process since they provide a chance to improve students' ability in English. A lot of media can be used to facilitate it and one of them is vlog. It is the mean to increase students' speaking ability. By supporting Vlog with a sophisticated vlogging stages and a proper scoring reflection as a feedback, it is expected to improve students' speaking ability in English.

CONCLUSION

Based on the discussion, it was indicated that there was significant difference of students' speaking performance before and after being trained through *video blog*. It is proved by result of statistical analysis of the level significance 0.05 with degree of freedom (df) = $N-1 = 20-1 = 19$ which indicated that t-test value of final score I speaking ability (13.309) was greater than t-table (2.093). Therefore, video blog can improve speaking performance of the students.

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