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Improving the Speaking Skill by Vlog (video blog) as Learning Media: The EFL Students Perspective

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Abstract

Nowadays, speaking skill is needed for all people in the world including students. The rapid development of computer and Internet technologies has helped the language learning especially in speaking. The purposes of this research were: 1) to know how students' perspective on the use of video blog to improve speaking skill and 2) to study about what student's strategy in using video blog to improve speaking skill. The samples were 5 students of Information and Technology (IT) Department in one of University in Indonesia who learnt speaking subject. This qualitative research applied a purposeful sampling technique to get samples. The method of the research concerned to the students' perspective in the use of video blog and students' strategy to use it while the data came from the students' interview and observation. The result shows that students' perspective on the use of video blog to improve speaking skill is good through various strategies. Furthermore, students have good English skills by using video blog as the media to learn English.

Keywords: Video Blog, Speaking Skill, Learning Media, Students' Perspective, Efl Students.

Introduction

Improving speaking skill will help people to communicate easily to each other without misunderstanding and misapprehension. The data from the English First English Proficiency Index in 2017 shows the Ranks for Indonesia English Proficiency Index is still in 39th position in Asia region. The data shows from the English skill in Indonesia is occupied the lowest rank which means it need to be improved. In Indonesia, people learn English as their foreign language (EFL) and still find some problems related to speaking skill and influence to their English proficiency. Rahman (2013) also added that EFL students lack the motivation and the drive to improvise their speaking in the fear of making mistake. Besides, the students of speaking class still have problem in delivering their ideas about certain topics (Anggareni & Wulanjani, 2017).

In this era of 21st century of learning, the use of technology takes an important role in teaching and learning process (Anggareni and Wulanjani, 2017). Learner may be more active in his or her learning by technology and technology has potential to change from passive to active learner (Lowerison, 2006). Every learner is familiar by using technology in their daily basis today. By

increasing technology students have many resources to enhance their speaking skill as technology provides eases to academic and education sides (Safitri & Khoiriyah, 2017). Thus, through technology students have high motivation to learn such as it provides active engagement, collaborative teamwork, and it helps students with wider sources (Phillips, 2014).

Speaking is one of the important skills in the process of language learning. Anne Burns (2012) holds the view that speaking is highly complex skill that use simultaneous process –cognitive, physical and socio cultural- and a speaker's knowledge and skill have to be activated rapidly in real time. Speaking English is quite challenging for EFL learners, especially Indonesian learners. Ellis (2008) stated that lacking the chance to practice the language frequently and in different context may make the students struggle to develop their speaking skill.

In order to have specific way in improving speaking skill, students significantly have strategies towards it. One strategy that may discuss in this study is the use of Video Blog or known as Vlog through YouTube as a video sharing website by watch and creates it. How video blog affects students' comprehension in English especially to improve speaking skill will be discussed further in this paper. Video blogging offers a richer experience than the sites with blogging in the form of text, because it combines video, sound, pictures, and text, increase the information content, and emotions which are shared with other internet users. Therefore, through this research the researcher will study and evaluate how students' perspective on the use of vlog (video blog) and their strategies to use it because this research was done to answer the following research questions: 1) how is student's perspective on the use video blog to improve speaking skill? And 2) what is student's strategy in using video blog to improve speaking skill?

LITERATURE REVIEW

A. Speaking skill

Attempting to elaborate more on the interactive nature of speaking, Burns & Joyce (1997) and Luoma (2004) define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes—cognitive, physical and socio-cultural – and a speaker's knowledge and skills have to be activated rapidly in real-time (Burn, 2012). In this research, speaking skill can conclude that a skill in producing, receiving and processing information in English language and having a proficiency in doing communication.

Speaking is the most essential skill in language teaching and learning. According to Nunan (2001) speaking is a skill that which generally has to be learned and practiced. Burns (2012) defined that learning to speak in another language is a challenging undertaking because speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes – cognitive, physical and socio-cultural – and a speaker's knowledge and skills have to be activated rapidly in real-time but speaking is considered a skill to practice and master. It concludes that speaking is the ability to express something in spoken language. As the previous taught by Burn can be concluded that speaking is like a complex skill because at least it is concerned with components of pronunciation, grammar, vocabularies and fluency. There is some evidence from Nunan conclude that speaking skill is an act that is done naturally by people in their life. Sometimes they share their problem to someone they believe in. They have a freedom to express what they want to say.

Components and elements in speaking are necessary to know well in measuring the students' ability on speaking skill. Furthermore, first argument in Luu Trong Tuan (2012) the scoring scale of speaking assessment based on: coherence, content, grammar, structured, and language used: spelling and vocabularies. It more completely Hughes (2005) in Fajriyanti (2009), he argues that component in speaking consist of accent, grammar, vocabulary, fluency, and comprehension. It is different from Vigoya (1997) the fundamental in speaking is communication, the communication carried out by using speech involves mainly the knowledge both of the linguistic competence and communicative competence. Linguistic competence is ability to manage the grammatical structures of the language, communicative competence is ability to use the language in effective, appropriate and acceptable communication.

B. Video blog

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 video. Harmer (2001) states that video could be supplied 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. It means video in nowadays today is teachers can use a video because it is short or simple and also easy support in teaching and learning process.

It is not big different because video is an application while vlogger is the person who talk in the video. Vlog is one of media latest technologies that opened new ways of communication through public created media (Baran, 2007). It is clear that short segments of video blog are more effective in the teaching learning process because the teacher can choose any part which of certain language that will be learned and practiced by the students. If blog is writing some information sharing on a web page, but 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, that allows them to socialize through interacting other users (Burgess & Green 2009), allowing voting and comments (Chang & Lewis, 2011), 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 video blogs (35%) in comparison with the other video sharing sites (Mogallapu, 2011).

Method

The participants of this research were 3 students (three males and two females) of Information and Technology Department in Technology University (STTI) who learnt English subject focusing in speaking by using purposeful sampling. The participants were chosen because of several reasons. First, those students watch video blog intensively to improve Speaking skill. Second, the participants got a good mark and participate actively during speaking subject. Third, the participants are accessible because all are students of Information and Technology Department. Fourth, STTI is an institution which already applied ICT based in the process of teaching and learning in the classroom.

Therefore students may have opportunity to use any media of technology in learning such as YouTube to do independent learning of English.

Data Collection

In order to achieve the aims of the study, the researcher used two types of data collections; students' interview and observation. The primary data comes from the researcher in-depth interviews with students in order to know how students' perspective on the use of video blog to improve speaking skill and their strategies when using video blog to improve speaking skill. The interview consists of 10 questions which involve speaking and video blog variables. A semi-structured interview was used, because it allowed for the variation in the order and phrasing of the questions and any additions to the protocol, such as additional questions and probes to specific individuals, when appropriate (Cresswell, 2007). Table 1 demonstrates the list of interview questions as one of research instruments used by the researcher. The interview questions were adapted from a research written by Nailis Sa'adah Safitri and Ianatul Khoiriyah entitled students' perceptions on the use of English Vlog (Video Blog) to enhance speaking skill. Furthermore, the researcher used bilingual during the interview in order to get more information from the participants easily and deeply. The secondary data comes from observation. The observation is done by observing students' strategy on using video blog as learning media.

Table 1

Interview questions

NO	ITEMS	INTERVIEW QUESTIONS
1	SPEAKING SKILL	In your opinion, how much the vocabulary that have you mastered? What type of vocabulary are they?
2		How about your grammar in speaking? And your pronunciation?
3		Do you know video blog? Do you like to watch it?
4		In your opinion, what are your main reasons to use video blog?
5		What is your strategy to improve your speaking skill through video blog?
6	VIDEO BLOG (VLOG)	What do you think the advantages of using video blog to your speaking?
7		What do you think the disadvantages of using video blog to your speaking?
8		What is your own solution to solve those disadvantages?
9		How effective does video blog improve your speaking skill? How is your speaking after and before using video blog?
10		What challenges do you face when using video blog to improve your speaking skill?

Data Analysis

The technique of data analysis is done by processing the result of interview transcript and observation through qualitative method. The researcher analyzed the data by using five steps of data analysis by Mckernan. Those steps are: assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcomes. The process of data analyzing as bellow:

1. The authors collected the data from in-depth interview and observation to know how students' perspective on the use of video blog to improve speaking skill and their strategies toward it.
2. The researcher categorized the data. In this step the researcher organized the data and reduced it through the process of selecting, focusing, simplifying, and transforming the data. To reduce the data, the authors focused on research questions, which are about students' perspective on the use of video blog to improve speaking skill and their strategies toward it. The data were categorized into themes and put the coding.
3. The researcher compared the data to see the similarities and differences of the data. It is done by displaying the data in form of table.
4. The researcher interpreted the data after the previous stage, classified into the themes and analyze the data using data analysis on analyzing student' perspective on the use of video blog to improve speaking skill and their strategies toward it.
5. The researcher presented the outcome of the study to answer the research questions and concluded the result of the research.

Rigor & trustworthiness

Rich description (Merriam, 1998) presented in the findings, there are three strategies were used to ensure the trustworthiness and rigor within this study. First, member checks (Merriam, 1998) were managed by verifying the interview transcripts with each of the participants and requesting edits and additions. Second, peer debriefing (Patton, 2002) was conducted with the second author during the analysis, where categories and themes were questioned, justified, and verified.

Findings and interpretations

The findings of this research explained into two discussions. They are perspective on the use of video blog to improve speaking skill and strategy on using video blog to improve speaking skill. Quotations used within each theme indicate verbatim remarks by the participants, and pseudonyms are used to denote the participants and institutions. The explanation of each discussion is below. In this chapter the researcher provide the interview code that used to identify the interview data as shown in table 2.

Table 2

The interview code

No	Code	Definition
1	In/R1,R2,R3,R4,R5/PV	'In' (for Interview) means the data is gathered from interview, 'R1/R2/R3/R4/R5' for respondent 1,2,3,4,5 and 'PV' is the theme, which is Purpose of using Video blog.
2	In/R1,R2,R3,R4,R5/SV	'In' (for Interview) means the data is gathered from interview, 'R1/R2/R3/R4/R5' for respondent 1,2,3,4,5, and 'SV' is the theme, which is Strategy of using Video blog
3	In/R1,R2,R3,R4,R5/CV	'In' (for Interview) means the data is gathered from interview, 'R1/R2/R3/R4/R5' for respondent 1,2,3,4,5, and 'CV' is the theme, which is Challenges on using Video blog
4	In/R1,R2,R3,R4,R5/SEV	'In' (for Interview) means the data is gathered from interview, 'R1/R2/R3/R4/R5' for respondent 1,2,3,4,5, and 'SEV' is the theme, which is Student's Experience on using video blog

1. *Perspective on the use of video blog to improve speaking skill*

The students' perspective on using video blog was varied. It was caused of the length of usage video blog as learning media and the impact to speaking skill. The students' type in learning was different, it also influence their effects on the use of video blog in improving speaking skill. Visual learner was like to watch video blog and catch the meaning that discussed in it. As R2 identified in the interview,

Basically, I'd like to learn by pictures and videos. I prefer watching video than reading a book. In this learning by using video blog, it make this learning is interesting and able to improve my speaking skill. (In/R2/PV)

It was different to R1, R2 stated that video blog help in terms of pronunciation, English accent, vocabularies and speaker's expressions. The perspective as identified in the interview,

I think, video blog is very helpful, it change my pronunciation to be better, learn new vocabularies and various expressions. (In/R1/PV). I learn so much pronunciation and I believe it can improve my grammar when I speak English then. (In/R3/PV)

Technology has become essential part in our life, it means everyday people area able to touch technology easily.

Studying English today is a cheap thing, just click you tube then you will get everything you want, as like speaking, to be a good speaker with good pronunciation you can watch freely then imitate hundreds the English video blogs there. (In/R2/PV)

The development of technology also provides convenience to everyone. YouTube as one of big platform is very help us to access video blog in every time and everywhere. While R5 used video blog as pleasure and not only as educational purpose.

My hobby is watching movie, recording video and playing game. Learning English by video blog is an interesting for me. It motivated me in learning English so much. I like jokes and slanks there. (Int/R5/SEV). English is not easy for me, there are some vocabularies I can't memorize, by video blog I can memorize some important vocabularies easily. (In/R4/PV)

When students were asked in making video blog, all of respondent were challenge in preparing to memorize some vocabularies, learn about grammar, pronunciation and good accent to express English words.

When lecturer asked me to create video blog, I was excited and to busy all day. Find ideas, memorize vocabularies and watch English video blog. (In/R1/CV). Create video blog motivate me to have courageous in speaking English in front of camera and classroom. (Int/R4/PV)

Then, R2 and R3 were interested and shared the advantages of learning English by using video blog.

I'm a bit shy to communicate with my friends, I feel confident to create my first video blog because you have just speak English in front of camera. You must prepare well and make your video creative and interested. (In/R3/SEV)

Other respondent added in the interview;

The advantages in terms of pronunciation, we can immediately know pronunciation and how to pronounce it correctly. Besides, I'm a person who prefers hearing then reading therefore I think knowledge can be accepted more quickly. (In/R2/SEV)

Otherwise, learning video blog as media have little disadvantages as like the interviewed by respondents. "It's just about the internet connection issue" (In/R5/CV). R1's responds to disadvantages is about the communication happens in the classroom. It is not as interactive as well as in the classroom.

If it has problem with the video blogger's saying or some questions to ask the video blogger, as the people who watch the video, we were only able to comment and it will not respond quickly. (In/R1/CV). The video blogger sometimes use slank words that difficult to understand and we are difficult to find the good video blogger with the good English. (In/R5/CV)

Thus, from the disadvantages above, the solution to the disadvantages and challenges in using video blog according to students could be solved by looking for free wifi to handle the limited of internet connection. "Usually in the campus or several places which provide free Wifi" (In/R3/SEV). Then the reader or viewer must understand about digital literacy well in this era. It is good and helps us to filter the good or bad information we get. There are so many good and bad content update every day, but we must be a selected viewer.

As we know, video blogger can boost our motivation to speak English well, but we must selective to choose the good content which have knowledge and information for speaking English. (In/R4/SEV). Sometimes you may your video blogger channel and do not focused on one only in order to obtain more information and knowledge and study about the different culture from various country. (In/R1/SEV)

From the observation, it was found that students tend to watch video blog because it was interesting for them. When they feel bored with the monotonous classroom learning, sometimes watch video

blog is a fun activity. Besides, when the lecturer asked them to create a video blog, there were very excited and feel challenging and motivated in speaking English. It was different before and after the lecturer used video blog as learning media, it was different from the classroom condition, activities, students' responds, their activeness and speaking skill.

2. Strategy on the use of video blog to improve speaking skill

There are several strategy in using video blog as learning media, the students watched some video blog that connect with the learning materials for examples about self-introduction. The students can give comment or ask questions according the video. The next meeting the students are asked to create a video blog during the time limited. The theme of video is determined by the lecturer, after that the next meeting every student had produces a video blog. It will make the students' speaking skill improve than before.

After all the respondents watch video blog in the school together, they were preparing their own video blog. They have different strategy for creating it. R1 watch various English video blog and choose one of good English video blog, then imitating the about the accent, the pronunciation, how to speak fluently. Next step he thinks and write the sentence will be used, open the dictionary and find the meaning that appropriate to show in the video. The finding is supported by the data from the interview;

I watch the video many times then I'll remember how to produce the words and the accent, I search in the dictionary when I do not know the meaning. Then I find the appropriate words and meaning to be used in the video. (In/R1/SEV)

The other respondents need more time to edit the video.

I prepare the materials and start to record myself. After that I see my videos many times to see the quality of my videos and edit it. I hope my video is interesting and fun, the people who see my video are not only for their learning but also enjoy the video. (In/R2/SEV)

R3 and R4 also have the same strategy with R1, but some of them are discussed about their video to the lecturer or their friend before they publish it.

I feel not confident about my video, so I ask and discuss to my lecturer then if my lecturer said OK, I'll publish it soon. (In/R3/EV). My friend helps me in creating the video blog, he records mine and make correction about my pronunciation. (In/R4/EV)

Every respondent watches English video blog which is understood by them. Unlike R5, he likes to watch British video blog and compare with American. He tries to use the accent he learns.

I like to watch and compare some English videos from around the world. I prefer British and try to learn then use the accent in my videos. (In/R5/EV)

Conclusion

Based on the results and discussion above, it can be concluded that the use of video blog as the learning media to help students' in improving speaking skill is effective because its usage has many advantages compared to its disadvantages, as for the existing challenges, it could be anticipated and solved by each student.

Furthermore, video blog 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 video blog which fits their needs. The students are free to choose the video blogger despite of it has a good characteristics, the content is also interesting and useful to be watched, the pronunciation is clear, the accent is similar as natives' accents and it offers authentic tool for learning which describes their daily activities. This research proved that students' perspective on the use of video blog to improve speaking skill are positive while the strategies that used were various based on the results of the data explained above.

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