USING VIDEO-BLOGGING (VLOGGING) TO ENHANCE STUDENTS' SPEAKING SKILL

Agus qowiyuddin
Pendidikan Fisika, Institut Teknologi dan Sains Nahdlatul Ulama Pasuruan
agusqowiyuddin@gmail.com

Abstract

Speaking skills are essential for career achievement, however absolutely not constrained to one's expert goals. Speaking skills can improve one's personal life and in this manner realize the balanced development that we should all look for. But it was different in Design, Communication and Visual (DKV) students of ITSNU Pasuruan. The result of preliminary study-test showed that there were only 45% students (8 Students out of 18 students) got passed the standard minimum of achievement ≥75. So, the researcher planned to do the action research. He proposed to uses Video-blogging (Vlogging) to improve student's speaking skill. The steps were planning, implementing, observation and reflection. There were two criteria of successful. The individual successful score of the test was if the students got ≥75 and the classical successful of the test was if the average scores of the students got ≥85%. After carrying out video-blogging (Vlogging) in cycle I the students motivated to speak up. 13 students or 73% could achieve criteria of success in cycle I. But the criteria of success were not fulfilled yet. So, it continued in cycle II with some revision. And at the end of cycle was evaluated. The result in test of cycle 2 was 85% (16 students) which they could achieve criteria of success. It showed that Video-blogging (vlogging) could improve significantly in speaking skill.

Keywords: Video-blogging (vlogging), Speaking Skills, Speaking motivation

Abstrak

Kemampuan berbicara dalam bahasa inggris sangat penting bagi mahasiswa saat ini. Mahasiswa yang dapat berbicara bahasa Inggris dengan baik mungkin memiliki kesempatan lebih besar untuk melanjutkan pendidikan, mendapatkan pekerjaan dan mendapatkan promosi. Namun ini berbeda yang terjadi di mahasiswa design, komunikasi dan visual (DKV) ITSNU Pasuruan. Bisa dilihat dari tes awal bahwa 45% mahasiswa (8 dari 10 mahasiswa) dapat melampaui standar minimum ≥75. Jadi peniliti merencanakan untuk mengadakan penelitian tindakan kelas. Dia mengusulkan untuk menggunakan metode Video-blogging (vlogging) untuk meningkatkan kemampuan berbicara mahasiswa. Tahapan yang harus di lalui yaitu, rencana, penerapan, observasi dan refleksi. Terdapat dua kriteria kesuksesan. Mahasiswa yang sukses jika mendapatkan nilai ≥75 dan nilai rata-rata seluruh kelas 85% dapat melampaui stanndar minimum. Setelah menerapkan metode ini di siklus I motivasi mahasiswa meningkat. Bisa dilihat 13 siswa atau 73% dapat melampui standar minimum. Namun angka tersebut belum di katakana sukses. Jadi peneliti melanjutkan ke siklus selanjutnya. Dan di akhir siklus, dapat di simpulkan hasil dari tes siklus 2 85% (16 mahasiswa) dapat melampaui standar minimum. Jadi dapat di simpulkan bahwa video-blogging (vlogging) dapat meninkatkan kemampuan berbicara secara siknifikan.

Kata Kunci: Video-blogging (vlogging), kemampuan berbicara, Motivasi dalam berbicara

I. INTRODUCTION

There are four skills in learning English, those are speaking, listening, writing and reading. Speaking is the most important of those skills (Joana and heather, 2003). Speaking skills is needed in global communication on earth. On other hand, the students who can speak English well may have greater chance of further education, of finding employment and gaining promotion. Unfortunately, numerous students still get difficulties to express the idea in English speaking, which are required by the curriculum. They still use second language or even first language in communicating in the English class. Furthermore, they have less motivation and confidence to speak English in the class and their society.

Therefore, Based on the preliminary study test which had conducted in Design, Communication and Visual (DKV) department students of Institute Technology and sciences of Nahdlatul Ulama' (ITSNU) Pasuruan. Most of the student's score were under minimum passing standard. The students in this class had low achievement in speaking. It was indicated by the result of speaking score which 55% from the 18 students, 10 students got score under the minimum passing standard and just 45% from this class passed of the minimum passing standard.

The result of preliminary study test, the researcher found that the students of Design, communication and visual (DKV) in the first semester had difficulties in learning speaking. They did not speak English for any purposes, such as asking permission, asking for help and discussion. Furthermore, the researcher stated that there were two factors that posed student's speaking skill. First, factors came from the students; self-confidence, shyness and motivations. Meanwhile, form the lecturer's factors were in teaching technique/strategy and choosing materials. To overcome the problems, the researcher did some classroom action research to enhance students' speaking skill through video-blogging (vlogging) as strategy. And researcher chose the citizen journalism as materials. In this case, the researcher believe the students would speak English actively because this strategy and materials were so close around with their habit live.

A vlog (short for video blog) is a blog (short for weblog) which uses video as the primary content as it is linked to within a videoblog post and usually accompanied by supporting text, image, and additional meta data too provide a context for the video. (Nate, 2006) A vlogging is a video blog post. This term can also related with creating video and post it in any web video blog (Gunelius, 2016). Creating video-blogging is concerning of yourself, news around and event. In the early day of video-blogging, the people upload it in the internet and sometimes publish it in own blog. Vlogging were called podcasts, a term that was used to refer to both audio and video blog posts.

Today, however, technology provides a global infrastructure with many potential channels for students to use English that may enhance their motivation and confidence to speak. Teachers, most importantly, must be willing to take advantage of such potential as a learning tool. Such a creating video-blogging in YouTube. There were some reason why the researcher chose creating video-blogging as a strategy to enhance students' speaking skill of Design, communication and visual department (DKV) in first semester. Based on previous research, it was conducted by Lisa and Dian (2017) entitle "The effectiveness of Video-Blogging in Teaching Speaking Viewed from students' Learning Motivation", the

result indicated that learning speaking skills by using Video-blogging strategy more effective to enhance speaking skill than student leaning speaking by using direct instruction. Second, the research which was conducted by Izzah (2017) entitle "Vlog: the Mean to Improve Students' Speaking Ability" the result showed that Vlog significantly improves students' speaking ability. It can boost students' encouragement by providing fun and accessible learning process.

Based on previous studies above, the researcher considered that this strategy is strongly precise for students of Design, Communication and Visual (DKV) department in first semester and is able to solve their problem in speaking skill. The researcher decided to choose "*Using Video-Blogging to Enhance Students' Speaking Skill*".

II. RESEARCH METHOD

In conducting this research, the researcher used classroom action research. It was done at the design, communication and visual (DKV) department in the first semester. The classroom consisted of 18 students. They are considered to have adequate knowledge and capacity in English as reflected from their daily performance score particularly in reading and writing activities yet they have problem in speaking. They show little enthusiasm for activities and mostly produced simple and unelaborated sentences. Students also showed less initiative to volunteer to speak up or ask questions.

This research procedure was conducted in form of cycles through some steps. The procedure of classroom action research utilized in this study is cyclical process adopted from the model proposed by kemmis and Mc Tanggrat, comprising some steps, those are 1) preliminary study, 2) planning the action, 3) implementing the action, 4) observing the action, and 5) reflecting.

The researcher decided the criteria of success which could be achieved by students was 75. And this research would stop on doing some cycles step when 85% of students scored above 75

III. RESULT AND DISCUSSIONS

Speaking is oral communication (Byrne, 1984). It means speaking is a tool of expressing someone's' opinion and the speaker must know the aspect of speaking, with a purpose that the message is understandable to the listener or not. Vlog will be very much involved in the activity with record and then will give learners feedback. The other side, (Nunan, 1999) said, "teachers should help their students by establishing strategies to manage all forms of communication to ensure that all students have fair and equitable opportunities to develop their interpersonal speaking skills through large and small group discussions". It means teachers should create some kind of media to help the learners succeed in their learning process. It is very necessary for the learners to make them interested, happy, and motivated in the teaching-learning process. It is one of the teachers" homework. The learners need appropriate condition and also the situation to make they want to focus on the teachers" explanation.

Based on the achievement test result, there were many improvements of the students score from cycle I to cycle II. After analyzing, it showed percentage of students who passed the passing grade was 73%. Second, the researcher compared the result of test with criteria of success of the research. The result of test cycle I increased than the preliminary test. 33.3 % in preliminary test, increasing 60% in Test of cycle 1. The following figure showed the result in detail.
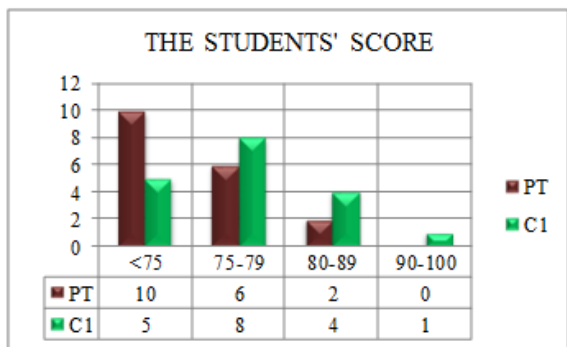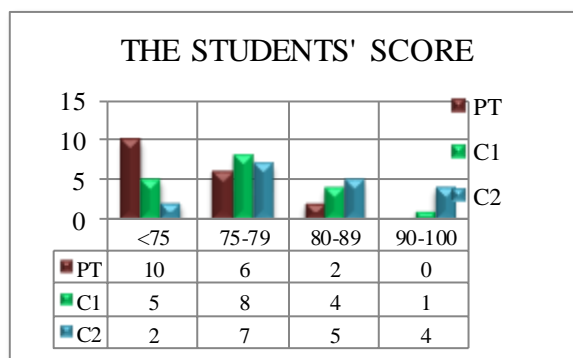
Figure 1. The achievement test result of DKV Department in figure (PT and C1)

To decide whether research, the researcher considered the result of Test Cycle I (Ranking and Percentage); from it can be deciding that did not fulfill the criteria of success from the research, so the research must be continued to the cycle II which filed the researcher tries to revise the strategy. It uses to reach the criteria of success or make a better result. So the researcher revised the materials from the citizen journalism into the topic which the students loved more. Hopefully, students would be more motivated to speak out without the limitation of the topic that was specified at the beginning (Joana and heather, 2003).

The data description in the previous section was used as the basic of doing reflection on the teaching learning process in cycle II. After revising the strategy, the researcher applied the cycle II. It could be found that there were many improvements of the students score from cycle I to cycle II. The following figure showed the result in detail. The main data which were in the forms of four sets a row scores showing the subject's progress in speaking skill through Video-blogging (*Vlogging*) could be tabulated as bellow:

Figure 2. The achievement test result of Design, Communication, and Visual (DKV) Department in figure (PT and C1)

Based on the data figuration above, it was found that there were only 8 students out of 18 students (45%) who could achieve criteria of success in preliminary study-test. However, their speaking skill was increased when the researcher applied Video-blogging (*vlogging*) strategy. It could be seen in test of cycle I, 13 students (73%) could achieve the criteria of success. But based on reflection on cycle I, it was not quit enough to say that the implementation was successful. Therefore, the researcher continued to the next cycle with some revision. And the result showed that 16 (85%) students of 18 students could achieve criteria of success. Meanwhile, there were only 2 students who could not achieve it. The results of data analysis were considered as the finding of the present classroom action study, which could be summarized as the following:

Table 1. Summaries of the Showing the total of students and percentage for Cycle I and Cycle II

	Preliminary study-Test	Cycle 1	Cycle 2
Total of students	8	13	16
Percentage	45%	73%	86%

IV. CONCLUSION

Speaking skill must be owned by students nowadays. Therefore, there must be an appropriate strategy to improve students' speaking skill. Based on this research, it was found that the students of Design, Communication, and visual (DKV) had lack in speaking skill than others skill. Therefore, the researchers tried to find out proper strategy to enhance their speaking skills. Based on the preliminary study-test, the researchers found that they often felt less confident in expressing their opinions even during the English class. So, they often used their first language. And the researchers also found that the motivation of speaking was very low. It could be seen when they got the task to have a dialogue in front of the class. So, the researcher had to find out a strategy to generate their motivation and confidence in speaking. Therefore, researchers found video-blogging (Vlogging) to overcome this problem.

Based on the previous study, researchers considered to use a video-blogging (Vlogging) strategy to solve problems which was posed by Design, Communication and visual (DKV) students. After evacuating cycle 1, there were some increasing of their speaking skill. It could be proven that they could reach 76% from 45%. But the researcher didn't stop in this step. The researcher proceeded to the cycle 2 with several revisions to reach the criteria of success. After doing cycle 2, the results were increased, it could be seen that the speaking skill achievement of Design, communication and Visual (DKV) students reached 86%. Therefore, the researchers decided not to continue to the next cycle.

V. BIBLIOGRAPHY

Joanna B. & Heather W. 2003. *Essential Speaking Skill*. London: Continuum

Nataniel, P. 2006. *Googleonomics*. Canada: Nate Parkins Enterprise

Kemmis, S., & Taggart, R., (1998). *The Action Research Planner (second eds)*. Geelong Victoria: Dakin University Press.

Izzah Maulidah. 2017. *Vlog: the Mean to Improve Students' Speaking Ability*. (ICONELT 2017)

Lisa Rakhmanina and Dian Kusumaningrum. 2017. *The Effectiveness of Video Blogging in Teaching Speaking Viewed from Students' Learning Motivation*. (ISELT-5 2017).