11. digital vlog

by admin (1)

Improving Students' Speaking Performance Through Digital Vlog Media

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Abstract

This study aim to examine the students' performance in speaking. The media that is used in this study is digital vlog media. The participants of this study are 33 students of Economic and Business faculty at Universitas Muhammadiyah Lamongan in the major study of Management. This is classroom action research that gathers the data from August to December in 2022. There are some difficulties in speaking performance as English is the students' foreign language. This study is kind of quantitative research which researcher adapted pretest and posttest in analyzing the data using statistics of SPSS 25. The result shows that the students' speaking performance is improved by performing in digital vlog. They got motivation how to improve their fluency and accuracy related to the tenses and also their pronunciations.

Keywords: Speaking Performance, Video, Digital Vlog

Abstrak

Penelitian ini bertujuan untuk menguji kinerja siswa dalam berbicara. Media yang digunakan dalam penelitian ini adalah media vlog digital. Partisipan penelitian ini adalah 33 mahasiswa Fakultas Ekonomi dan Bisnis Universitas Muhammadiyah Lamongan dengan jurusan Manajemen. Ini adalah penelitian tindakan kelas yang mengumpulkan data dari bulan Agustus sampai Desember tahun 2022. Ada beberapa kesulitan dalam berbicara karena bahasa Inggris adalah bahasa asing siswa. Penelitian ini merupakan jenis penelitian kuantitatif yang mengadaptasi pretest dan posttest dalam menganalisis data menggunakan statistik SPSS 25. Hasil penelitian menunjukkan bahwa kemampuan berbicara peneliti meningkat dengan melakukan vlog digital. Mereka mendapat motivasi bagaimana meningkatkan kefasihan dan akurasi terkait tenses dan juga pengucapannya.

Kata Kunci: Performa Berbicara, Video, Vlog Digital

INTRODUCTION

Nowadays the terms of Industrial Revolution 5.0 is sounding globally, from this perspective it has been notified that technology innovations have appeared rapidly in all aspects of life. No exception in the field of education, especially language teaching, technology plays important role. It makes possible that teachers and learners carry out technology in learning process. Therefore learning in today's era cannot be separated from technology, in the sense that technology has a very important role in learning process.

Technology is developing very rapidly in this era, so is social media. It is undeniable that lecturers and teachers can take advantage of social media as learning media. Some researches related social media, such as Instagram, a well-known mobile application; it brings positive impact for students since it influences students' motivation, engagement, and attitudes (Sari & Wahyudin, 2019). Powtoon, a web application helps students for improving the students' behavior in learning activity

(Oktaviani et al., 2020). Another web application is Memrise, it helps students to improve their English especially in term of vocabulary (Aminatun & Oktaviani, 2019). Also, Ted Talk is a web application that helps to enhance students' learning autonomy and improve students' listening ability (Puspita & Amelia, 2020). WhatsApp, a mobile application also had positive impact on students' attitude and motivation (Mandasari & Agusty, 2018). In short, these models of mobile and web application which belong to part of technology enhancement have impact on students' improvement.

There is also media that is quite popular and reaches all people, namely YouTube and Video Blog (Vlog), because YouTube has a lot of content such as music, video, podcast, educational video, or many others(Jalaluddin, 2016). With YouTube media, anyone can create a YouTube account and create interesting content like Vlog. Thus learning can be fun if you adapt it in a language lesson. The video blog itself is content that explains many things in it (Gunelius, 2021).

In mastering language learning skills there are always tricks and tips to make learning easier. As well as in speaking skills, as said by Wong & Nunan (2011) that communication can be well mastered through methods and steps (Wong & Nunan, 2011). From several methods in learning languages, especially speaking, learning through vlog media can be one of the most effective; this is very good where current students must be very familiar with technology so that it is easy for students to digest. Various skills in learning English, students say that speaking is the most difficult skill to master. Often the words and pronunciation are not the same, thus it is a little confusing for novice students.

According to(Harmer, 2007) and (Pourhosein Gilakjani, 2016) human communication is a complex process. someone speaks and communicates when he wants to convey information or transfer that information, so in conveying information someone must be able to be a speaker and listener at the same time. When talking of course it is not as easy as expected because students have to also master other comprehension such as pronunciation, vocabulary, grammar, fluency, and comprehension. That is why in learning English the speaking category is a little more complex. Rivers, (2018) experienced that understood the speaking and the use of language outside the classroom situation and speaking is used twice as much as reading and writing combined.

From those statements, technology is one of the media that is considered suitable for today's learners, and speaking requires accurate tips and tricks to facilitate learning, it can be concluded that Vlog is media that can be suitable for language acquisition in terms of speaking. The researcher is a lecturer at Universitas Muhammadiyah Lamongan who has been teaching since 2018, there are lots of problems related to students' difficulties in learning English, especially speaking skills. In a class of more than 30 students, of course the time you have to practice one by one is impossible. With limited time, of course learning will not be optimal. That is why lecturers need appropriate alternatives and media to maximize learning. The aims of this research are 1.) Is there any differentiate between the students' performance in front of class and their performance through digital vlog media in speaking

practice? 2.) Is digital vlog media can improve students' speaking performance? This part of study implied in Universitas Muhammadiyah Lamongan in management study program.

METHOD

This research focused on Classroom action research for students of Management program of Economic and Business faculty, Universitas Muhammadiyah Lamongan in the second semester, in the period 2021/2022. There are 33 students learn English for Economic and Business or English for Specific Purposes. This classroom action research used quantitative research that is applied pre and posttest.

In this study, researchers applied a pretest and posttest to find out how much influence Vlog media had in improving students' ability to speak English. The pretest is carried out in the classroom facing all students. While the post test is carried out before the end of semester exams by visiting local tourist attractions in Lamongan. Assessment elements in speaking class such as accuracy, pronunciation, fluency and points conveyed. Mills & Gay, (2016) asserts quantitative research are applied to explain current conditions, relation investigate, and study cause-effect phenomena (Mills & Gay, 2016). There were two variables that conducted in this research; they are independent and dependent variable. The independent variable was the use of digital Vlog application in teaching English speaking, and the dependent variable was the students' speaking skill.

Thus, this study really hopes for positive and significant results that video blogs can improve the English speaking skills of all students and make them more interested and challenged that learning can be very fun.

The researcher uses statistics analysis especially SPSS 25 for identifying the pretest and posttest. The data gathered by having some steps. They were: the researcher differs the score of pre-test and post-test of the students, then finds out the mean score, and tests the normality distribution of the data. After that the researcher finds out the result and interprets the data so conclude the final result.

FINDING AND DISCUSSION

This research focuses on the use of mass media; it is video blogs to see if it has an influence in learning English, especially in speaking performance. To find out the effect of vlogs on learning, pretest and posttest are applied, the pretest given to the students without using vlog but still in speaking context, the students should perform in front of class to advertise the things that they have had. While the posttest of this study is speaking through vlog, the students should make a video using vlog, the content is about the vocational place around their regency. The distance between the pretest and posttest is relatively far, besides the preparation is done by the students, lecturers also had the opportunity to provide English materials.

The first stage is pretest for the students that they should speak in front of class using English language, they prepare the material in a week and they can perform well after preparation. The media that they used for this speaking test is varied, such as picture or realia of the thing which has the same shape. The second stage is in December for this posttest students are asked to focus and prepare content according to the theme given. They should prepare well because the vlog will be uploaded on the lecturer's YouTube to motivate students.

The results of the pre-test and post-test assessments are shown through SPSS in their calculations. After knowing the results of the pretest and posttest it can be concluded whether there is an increase in English language skills, especially in speaking skills. This classroom action research was applied pretest and posttest in testing the existence of developments in the use of digital vlog media. Descriptive analysis of the pretest and posttest data is in the following table:

Table 1. Data Analysis of Pretest and Posttest

	N	Minimum	Maximum	Mean	Std. Deviation
Descriptive Statistics					
pretest	33	47	71	62,21	6,035
postest	33	68	98	84,52	8,117
Valid N (listwise)	33				

The data shown that there are 33 students who are joining in this study, from the pretest the minimum score is 47 and the maximum is 71, while in postest can be seen that from those students the minimum score was better than the previous, it is 68 and the maximum score is 98. It can be concluded that there is significant improvement of the score related to speaking performance through video blog.

From the table above it can be seen that there is an increase between the pretest and posttest, in the posttest where using the digital media vlog method has increased in value compared to the pretest without digital media. To show the allegation, a difference in the two average tests was conducted with the previous data normality test using the Kolmogorov Smirnov Test with the following results.

Table 2. Result of Normality Test by using *Kolmogorov Smirnov*

Tests of Normality		Kolmogorov-Smirnov[a]		
	Kelas	Statistic	Df	Sig.
hasil belajar siswa	Pretest	0,151	33	0,053
	postest	0,135	33	0,132

Based on the table 2, it can be seen that the value of Sig. (p-value) pre-test is 0.053 which is more than 0.05 and post-test is 0.132 which is more than 0.05. It means that both groups of data are normally distributed. From the statement can be concluded that there is a significant improvement in

students' performance during using Vlog as a medium of learning English especially in speaking skill. After showing the data through SPSS, the researcher try to find out why this happen and what is the students 'perception toward this.

The finding of this research is supported by some researches that have the same topic. Watkin J (2012) by having vlog for the media to practice speaking they have more time to prepare the show. Thus it can be said that the use of media will gradually improve the skills possessed by students, the nervousness that is usually possessed when being in front of the class is gone when using vlogs. Finally the lecturer can give an objective assessment (Watkins, 2012). It was confirmed by Anggraeni and Wulanjani (2017) who stated that the vlog can make students to be more active and it can be the right media to practice performing the speaking skill (Anggraeni & Wulanjani, 2017). After all, by having vlog for their assignment increase the creativity of students, from this statement concluded that they can think critically.

The vlogs they display are also uploaded on the YouTube channel to make it easier for lecturers to assess and see how they perform. They visited various kinds of tourist attractions in Lamongan and Gresik areas to provide reviews of these places worth visiting. It can also introduce tourist attractions to the entire wider community. With fun themes and activities will increase students' motivation in practicing speaking.

Furthermore, when the students feel comfortable and confident to practice the English speaking, it can increase the motivation to enhance their capability. Thus, the higher motivation that the students have, the improvement of speaking skill they have.

CONCLUSION

Often in learning a language, it is difficult because of a lack of knowledge of vocabulary and confusion about how to pronounce it correctly. Doubts in speaking a foreign language are often felt by students because they are afraid of being wrong. Unfortunately, students who lack courage and are afraid of being wrong even look stupid and are lacking in learning English. Thus the lecturer must always be sure and have suggestions that every child is smart and unique, so he must find the right media in learning.

In this research, researchers try to find media that can be used properly and are suitable for students in learning foreign languages. Video blogs or abbreviated vlogs are considered capable of being a suitable medium for enhancing and improving the speaking skills of management study program students at Universitas Muhammadiyah Lamongan. It can be seen from the results of the pretest and posttest which experienced an increase in the number of assignments given, the pretest without using a vlog while the posttest using a vlog uploaded on the YouTube channel. Significantly the test results showed an increase. Vlogs themselves are not something new for students in this century. Many millennials have used the YouTube channel to upload various vlogs or content to get

income from there. So there's nothing wrong with learning based on vlog media. Learning with this vlog will not seem serious but will give more impact to students.

YouTube which can be accessed by anyone will make demands on students to be able to show their best in their vlogs. students will begin to take into account what kind of content is interesting, what to talk about, the vocabulary must be right, the pronunciation must be correct, and fluency will also be considered in order to display a video perfectly. With vlogs students can also express many aspects of the interest according to the context presented. in this study the researchers asked students to go to tourist spots around their area and then make vlogs of these local tourist spots.

It can be concluded that vlog media is the right medium to be able to improve students' speaking skills in the current technological era. The right media will produce results according to the desired target. Hence, there is differentiation between students' performance in front of class and their performance through digital vlog media in speaking practice and the right media such as digital vlog media can improve students' speaking performance.

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