
LEVERAGING VLOG TO ENHANCE SECONDARY SCHOOL STUDENTS' SPEAKING PERFORMANCE

Ahmad Jumeidi¹, Rahma Dianti²
SMKS Yapis TIK Mimika¹, Universitas Tridianti²
meidiahmad@gmail.com, rahma_dianti@univ-tridianti

ABSTRACT: These days technology is available to assist many facets of education. A vlog is a well-known technology tool used by many people globally to express themselves. This study aimed to explore whether Vlogging implementation as a learning media can significantly leverage secondary students' speaking performance. This study also aimed to examine whether Vlogging implementation is more effective rather than another approach in improving students' speaking performance. Quasi-experimental research was employed as the design in carrying out this study. The research participants were 77 students chosen using the purposive sampling technique. A spoken test was administered to gather the data. The obtained data were analyzed using a Paired sample t-test and independent sample t-test. The paired sample t-test results showed that Vlog implementation could significantly leverage the student's speaking performance. The results of the independent sample test also revealed a significant difference in the students' speaking performance between the students who were using vlog as a learning media and those who were using a conventional method.

Keywords: *vlogging, speaking skills, ICT integration, education*

PEMANFAATAN VLOGGING UNTUK MENINGKATKAN KETERAMPILAN BERBICARA SISWA TINGKAT MENENGAH

ABSTRACT: Saat ini teknologi tersedia untuk membantu banyak aspek pendidikan. Vlog adalah alat teknologi terkenal yang digunakan oleh banyak orang di seluruh dunia untuk mengekspresikan diri. Penelitian ini bertujuan untuk mengeksplorasi apakah implementasi Vlogging sebagai media pembelajaran dapat meningkatkan kinerja berbicara siswa sekolah menengah secara signifikan. Penelitian ini juga bertujuan untuk mengkaji apakah implementasi Vlogging lebih efektif daripada pendekatan lain dalam meningkatkan kinerja berbicara siswa. Penelitian kuasi-eksperimental digunakan sebagai desain dalam melaksanakan penelitian ini. Peserta penelitian adalah 77 mahasiswa yang dipilih menggunakan teknik purposive sampling. Tes lisan diberikan untuk mengumpulkan data. Data yang diperoleh dianalisis menggunakan uji t sampel berpasangan dan uji t sampel independen. Hasil tes t sampel berpasangan menunjukkan bahwa implementasi Vlog dapat secara signifikan meningkatkan kinerja berbicara siswa. Hasil tes sampel mandiri juga mengungkapkan perbedaan yang signifikan dalam kinerja berbicara siswa antara siswa yang menggunakan vlog sebagai media pembelajaran dengan mereka yang menggunakan metode konvensional.

Keywords: *vlogging, keterampilan berbicara, integrasi TIK, pendidikan*

INTRODUCTION

The arrival of technology has modernized educational practices including English Language Teaching (ELT). The rapid advancement of Information and Communication Technology (ICT) has profoundly influenced ELT by introducing innovative tools and methods that enhance both teaching and learning experiences (Wu & Lambencio, 2022). ICT resources, such as computers and technology, serve as teaching tools that assist the English language teaching process (Erben, 2009, Dianti & Atmanegara, 2018), favorably affect the growth of vocabulary, grammar, and the four macrolanguage abilities while also empowering the teachers to provide pertinent and timely feedback (Ghanizadeh et al., 2015). It is believed that technology may provide children with access to some essential learning resources that encourage group learning, offer interesting opportunities for experimentation to increase language proficiency and assist them in comprehending the rules of both formal and informal language use (Ahmadi, 2018). Moreover, language learners may modify their learning strategies by utilizing technological tools like online projects, email and chat applications, presentation software, online dictionaries, and so forth (Nomass, 2013). Additionally, incorporating digital technology into the classroom can boost students' enthusiasm and interest in learning (Golonka et. al, 2012), and their ability to collaborate and self-regulate (Warni et al., 2018). Therefore, it has been suggested that integrating technology into ELT is a positive aspect that needs to be considered. As a result, the integration of ICT in ELT not only supports the development of language proficiency but also prepares learners to navigate and thrive in an increasingly digital and interconnected world.

Undoubtedly, the digital age has brought English language competency to the forefront. Having the competence to communicate in English is crucial in this globalized world. Because English is the universal language of business, science, and global communication, using English gives people many opportunities for both their personal and professional lives (Guilherme, 2007). In addition, Shyamlee and Phil (2012) assert that technological improvements have always coexisted with the dissemination of English and are changing how people connect. Since English is used extensively throughout the world in fields like science, technology, education, and most notably economics, it makes sense to argue that the internet and other technological advancements during a time when many people have access to computers have contributed to the expansion of the English language. English language abilities, such as speaking and writing skills, are crucial for equipping students to use the wealth of online resources, learn new skills, pursue professional opportunities, and collaborate and communicate effectively in a global online community.

However, it seems that English language skills, especially speaking, are complex and challenging to be mastered. Most Indonesian students think that speaking skills are hard to achieve. Many factors influence the students' difficulties in speaking English. Akhyak & Indramawan (2013) state that students are less motivated in speaking class, feel shy and unconfident when asked to express their minds and ideas, and are afraid of making mistakes. In addition, Farhani et al (2020) confirmed that the following are the factors why speaking skills are considered difficult, ranging from non-linguistic factors to linguistic factors, they avoid speaking English in their daily activities, they lack exposure to English as the target language, and lack interactions in English community. This is in line with Franscy & Ramli (2021) who claimed that linguistic and non-linguistic aspects become the problems the Indonesian EFL learners experience in mastering speaking skills. The linguistics aspects, covering comprehension, pronunciation, vocabulary, grammar, and fluency, become the most dominant causes. They add that non-linguistic aspects, such as speaking anxiety, speaking motivation, and confidence, become the other factors causing speaking problems among Indonesian

students. Furthermore, speaking exercises emphasize structure and function more than content, which makes students fearful of making mistakes when they speak. Furthermore, low speaking accomplishment is also a result of insufficient speaking practice (Mattarima & Hamdan, 2011). To solve the issues, it is critical to choose and use the right teaching strategies to create a positive learning atmosphere that enables students to practice speaking English in real-life situations.

These days, technology plays a part in English language learning, whether it is in the form of hardware or software. Technology-based media can enhance education because it helps instructors create a productive and engaging environment in which students can practice their language skills and boost their motivation to study (Al-Jarf, 2014; Chenoweth et al., 2006). Vlogs can be a potential learning medium to be incorporated into speaking classes. Employing vlogging, or video blogging, in English language teaching (ELT), especially in speaking classes, has recently become popular as a dynamic and interesting technique. Additionally, a common variation on blogging, a video blog replaces the textual context of language with spoken (oral) content captured by a camera and published as a video (Mogallapu, 2011: 6). Employing a Vlog can be an alternative way to practice speaking English and strengthen self-confidence. Biel and Gatica-Perez (2010) defined Vlog as a medium for communication in the form of online broadcasts which are created and posted. It may be in the form of video collections that consist of audiovisual life documentary and any of interesting content.

Numerous studies have profoundly shown that Vlogging implementation can benefit the ELT process. First, Khoiriyah & Safitri (2017) found that most students positively perceive that Vlog can enrich students with a variety of knowledge about vocabulary, grammar, pronunciation, accent, and understanding of culture. Next, the use of Vlogging can improve the students' speaking ability and increase the students' speaking self-efficacy (Ahmad, 2014; Arifatin et. al, 2023), increase students' interests, confidence, and enjoyment in speaking class (Rahmawati et. al, 2018). Thus, students can continue to practice their speaking skills by watching Vlog which fits their needs. By using V-log, students can practice their speaking skills not only in the class but also everywhere. Considering the elaboration above, this study attempts to delve into Vlog implementation on students' speaking performance. The researchers aimed to investigate whether vlogging implementation could significantly enhance the student's speaking performance.

METHODOLOGY

1. Research Design and Procedures

This research was carried out using quantitative research of quasi-experimental research design since this study tried to manipulate the vlogging integration as the independent variable to improve the students' speaking skills. The quasi-experimental that was applied was a design with a pre-test and post-test group in which the sample would be divided into experimental and control groups and the two groups would be given pre-test and post-test to measure the students' speaking performance before and after they got treatment.

The research was carried out through the following procedures (Creswell, 2012): 1) define the research problems; 2) select the participants; 3) choose the design; 4) collect the data; 5) analyze the gathered data; and 6) interpret the analysis results. The research design procedure is displayed in Figure 1.



Figure 1. Research Procedures (Creswell, 2012)

2. Population and Sample

The population of the research was the eleventh graders of a public school in Palembang. The sample was chosen using a purposive sampling technique. The samples were the students who had low achievement in speaking skills. The total number of samples was 77 students, divided into experimental and control groups.

3. Data Collection Technique

An oral test was administered to obtain the data on the students’ speaking skills. The students were asked to produce an oral monologue of the procedural text. The test would be administered twice for each group, as a pre-test and post-test. A pre-test was administered to measure the students’ speaking skills before the treatment phase was given. The post-test was given to measure the students’ speaking skills after the treatment phase was over.

4. Data Analyses

The obtained data were analyzed descriptively and inferentially. Descriptive analysis was done using percentage analysis to categorize students’ speaking skills. Then, inferential analyses were done using paired sample t-tests and independent sample t-tests to address the research problems.

FINDING AND DISCUSSIONS

1. Speaking Achievement of the Experimental Group

Based on the descriptive analysis results of the pretest, it was found that the highest score was 60, gotten by 1 student, and the lowest score was 26, gotten by 1 student, the mean score was 44.11, with a standard deviation of 10.10. Then, for the post-test result, it was found that the highest score was 80, gotten by 5 students, and the lowest score was 42, gotten by 1 student, the mean score was 68.89, with a standard deviation of 8.52. The summary of the descriptive analysis of the experimental group is presented in Table 1.

Table 1. The summary of the experimental group test results

	N	Minimum	Maximum	Mean	Std. Dev
Pre-exp	38	26	60	44.11	10.10
Pro-exp	38	42	80	68.89	8.52

Next, the frequency analysis results confirmed that before the treatment phase was done 28 students (76.90%) were at an average level and 9 students (23.70%) were at a poor

level. After they got intervention using vlog, it was found that 11 students (29%) were at a good level, 25 students (65.80%) were at the average level, and 2 students (5.20) were at a poor level. To sum up, most students in the experimental group improve their speaking skills after the intervention session was completed.

2. Speaking Achievement of the Control Group

The descriptive analysis result of the pretest for the control group showed that the highest score was 58, obtained by 1 student; the lowest score was 30, obtained by 5 students; the mean score was 41.44, with a standard deviation of 7.75. Next, the post-test of the control group result showed that the highest score was 72, obtained by 1 student; the lowest score was 50, obtained by 3 students; the mean score was 60.15, with a standard deviation of 6.26. The summary of the descriptive analysis result of the control group is displayed in Table 3.

Table 2. The summary of the descriptive result of the control group

	N	Minimum	Maximum	Mean	Std. Dev
Pre-con	39	30	58	41.44	7.75
Pro-con	39	50	72	60.15	6.26

Next, the frequency analysis result revealed that 2 students (5.2%) were at an average level and 37 students (94.8%) were at a poor level before the treatment phase. After the treatment phase, the post-test result showed that 30 students (76.90%) were at the average level and 9 students (23.10%) were at a poor level. Thus, it indicated that most students in the control group improved their speaking skills after the intervention session was completed.

3. The Result of the Paired Sample T-test

The researchers administered the paired sample t-test to measure the progress of students' speaking skills after being given the treatment. It was used to find out whether integrating Vlog could enhance students' speaking skills or not. The summary of the paired sample t-test of the experimental group is presented in Table 3.

Table 5. The Result of the Paired Sample T-test in the Experimental Group

	Mean	Std. Dev	Paired Std. Error Mean	Differences		t	df	Sig.(2-tailed)
				95% Confidence Internal of the Difference Lower				
Pair 1 Post-test-Pretest	24.789	5.983	.971	22.823		26.756	36	0.000

From the table above, it could be seen that the value of t obtained (25.54) was higher than the value of t-table (2.02). In addition, the significant value (0.00) was lower than the alpha value (0.05). It indicated that vlogging integration can enhance students' speaking skills significantly.

4. The Result of the Independent Sample T-test

The researchers applied the independent sample t-test to examine the difference between the experimental and the control groups in their speaking skills. Table 6 presents the summary of the independent sample t-test result.

Table 6. The Summary of the Independent Sample T-Test Result

		Levene's Test for Equality of Variance				t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Post-test Exp	Equal variances assumed	1.848	0.178	5.139	75	.000	8.741	1.7701	5.352	12.129

The table above showed that the value of t-obtained (5.139) was higher than the value of t-table (1.992). In addition, the significant value (0.00) was lower than the alpha value (0.05). It indicated that there was a significant difference on students' speaking skills between those who were taught by using V-log and those who were not. The students who were in the experimental group outperformed the students who were in the control group in speaking skills. To conclude, integrating vlogs in speaking class contributed a significant achievement compared to conventional techniques.

5. Discussion

Based on the findings of the study, there were some interpretations could be drawn. First, V-log contributed a significant improvement or progress toward the student's speaking achievement of oral procedure text. It might be caused that the use of V-log could make the students participate actively during the lesson. This is in line with what Anggareni and Wulanajani (2017) who found that the use of V-log increased students' participation during the class. Students were more active in following the learning activities. Second, it was also revealed that there was a significant difference between the experimental and control groups dealing with their achievement after being given different treatments. The level of students' achievement in post-test of experimental group showed that most of students were in good level. Meanwhile, the level of students' achievement in control was at an average level. It could be interpreted that the students who were taught by using V-log were more active and motivated in speaking that students who were not. In this study, the researchers also found some differences before and after the treatment. Students have no idea about procedure text. The students were shy, unconfident, and passive in speaking English. After getting treatment, the students became more active and confident in expressing their ideas. Students enjoyed practicing their oral procedure text because most students were interested in Vlogging.

CONCLUSION

Based on the findings and interpretations of the study, some points could be concluded. First, it was significant using V-log to enhance students' speaking achievement

of procedure text to eleventh graders of SMA Negeri 11 Palembang. Second, there was a significant difference on speaking achievement between students who were taught by using V-log and who were not.

REFERENCE

- Ahmadi, M. R. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education*, 3(2), 115-125. <https://doi.org/10.29252/ijree.3.2.115>.
- Ahmad, Z. A. (2014). The effect of Vlogging on EFL student teachers' teaching self-efficacy. *Journal of Arabic Studies in Education & Psychology (ASEP)*, (5), 209-240.
- Akhyak, A., & Indramawan, A. (2013) Improving students' English-speaking competence through storytelling. *International Journal of Language and Literature*, 1(2), 18-24.
- Al-Jarf, R. S. (2004). The effects of web-based learning on struggling EFL college writers. *Foreign Language Annuals*, 37(1), 49-57. <https://doi.org/10.1111/j.1944-9720.2004.tb02172.x>.
- Anggareni, C. W., & Wulanjani, A. N. (2017). The roles of TED talks and vlogs in speaking class: Students' perspectives. *Transformasi*, 13(1), 47-52.
- Arifatin, F. W., Mafruudloh, N., & Dewi, A. R. (2023). Improving students' speaking performance through digital Vlog media. *Journal of Education*, 5(3), 8556-8562.
- Biel, J. I., & Gatica-Perez, D. (2010). Voices of vlogging. The 4th *International AAAI Conference on Weblogs and Social Media*, 211-214.
- Chenoweth, A. N., Ushida, E., & Murday, K. (2006). Student learning in hybrid French and Spanish courses: An overview of language online. *CALICO Journal*, 26(1), 115-146.
- Dianti, R. & Atmanegara, Y. (2018). The implementation of ICT-integrated ELT across Curriculum 2013 in senior high schools in Palembang. *English Community Journal*, 2(2), 217-226.
- Erben, T., Ban, R., & Castaneda, M. (2009). *Teaching English language learners with technology*. New York: Routledge.
- Farhani, A.R., Binsasi, Y. N., & Handayani, A. (2020). English-speaking issues towards Indonesian senior high school students. *Proceeding of Esa Unggul: 3*, 442-446.
- Franscy & Ramli. (2022). Problems encountered by Indonesian EFL learners in mastering speaking skills. *Pioneer: Journal of Language and Literature*, 14(1), 1-14.

- Ghanizadeh, A., Razavi, A., & Jahedizadeh, S. (2015). Technology-enhanced language learning (TELL): A review of resources and upshots. *International Letters of Social and Humanistic Sciences*, 54 (2015), pp. 73-87.
- Golonka, E. M., Bowles, A. R., Frank, V. M., Richardson, D. L., & Freynik, S. (2012). Technologies for foreign language learning: a review of technology types and their effectiveness. *Computer Assisted Language Learning*, 27(1), 70–105. <https://doi.org/10.1080/09588221.2012.700315>.
- Guilherme, M. (2007). English as a global language and education for cosmopolitan citizenship. *Language and Intercultural Communication*, 7(1), 72–90. <https://doi.org/10.2167/laic184.0>.
- Khoiriyah, I., & Safitri, N. S. (2017). Students' perceptions on the use of English Vlog (video blog) to enhance speaking skills. *Asian Acad. Soc. Int. Conf. Proceeding*, 240–247.
- Mattarima, K., & Hamdan, A. R. (2011). Learners' motivation and learning strategies in English foreign language (EFL) in Indonesian context. *Journal of Edupres*, 1.
- Maulidah, I. (2017). Vlog: the means to improve students' speaking ability. *Proceedings of International Conference on English Language Teaching (ICONELT 2017)*, 145, 12-15.
- Mogallapu, A. (2011). Social Network Analysis of the Video Bloggers' Community on Youtube. Dissertation. Missouri University.
- Nomass, B. (2013). The impact of using technology in teaching English as a second language. *English Language and Literature Studies*, 3(1), 111-116.
- Rahmawati, A., Harmanto, B., & Indriastuti, N. W. (2018). The use of Vlogging to improve the student's speaking skill. *EDUPEDIA*, 2(1), 87.
- Shyamlee, S.D., Phil., M., & Patel, S. (2012). "Use of Technology in English Language Teaching and Learning": An Analysis. *In International Conference on Language, Medias and Culture*, 33(1), 150-156.
- Warni, S., Aziz, T.A., & Febriawan, D. (2018). The use of technology in English as a foreign language learning outside the classroom: An insight into learner autonomy. *LLT Journal: A Journal on Language and Language Teaching*, 21(2), 148-156.
- Wu, H., & Lambencio, G. (2022). EFL learners' technology integration in English language learning. *Psychology and Education: A Multidisciplinary Journal* <https://doi.org/10.5281/zenodo.7071819>.