

VLOG AS ALTERNATIVE MEDIA IN TEACHING SPEAKING FOR MILLENNIAL LEARNERS

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Abstract

The study of media in teaching has been shifting toward language teaching. However the state and the determinants of Vlog as a media in teaching remains under explored particularly in the context of English speaking skill for millennial learners. This study aims to find out the effectiveness of Vlog as a media in teaching toward the students' speaking skill in university level. This study involved 15 (fifteen) respondents taken randomly from the population of 30 fifth year undergraduate students of the English Education Department in one Indonesian Islamic institution. Data were collected using valid and reliable test and questionnaires and were analyzed with SPSS 16. Before the regression tests prerequisite tests of normality and linearity were administered. This study showed that Vlog has high impact to boost the students' speaking skill. Vlog was familiar for the millennial learners, it was easy to be used, and made the students felt free in expressing their ideas. Consequently, to make the students have the competence in speaking, the lecturer should find out the familiar media in teaching. The millennial learners preferred audio visual media.

Keywords: Audio Visual Media; Speaking Skill; Millennial Learner; Media In Teaching Language Learning.

Introduction

Video Blogging henceforth Vlog is one of activity in social media especially in YouTube Channel. Vlog is a component of online video which covered the set of online channel, where everybody can make and post it. Vlog is a media to communicate one's activities wherever and whenever she/he wants. David argued vlog is a video which contain story, opinion, and one's daily activity, where it is written in blog. It is categorized as social media, where others can watch, subscribe, and also share the videos. Vlog is the representative of sophisticated information and technology which become the millennial style. Vlog becomes very popular and common for millennial generation in era of 4.0 industrial revolutions. It is not only for the teenagers, but also for the kids who are in 3-5 years old. Those rendezvous taking vlog as a media in teaching and learning process also becomes common.

Considerable bodies of scholarship have investigated vlog as the media in teaching in some subject courses, such as Arabic language, history, physic, math, etc. The study of vlog as a media in teaching *Maharah Kalam* (speaking skill) showed that the university students gave positive response of vlog as a media in teaching (Mahfuz Rizqi Mubarak, et.al, 2020). The positive response of vlog was based on several reasons: its use is easy, flexible, practical and economical. The effectiveness of Vlog was also revealed in teaching writing skill for SMP level. The study showed that there was significance correlation between using vlog in teaching writing and the students' ability in writing narrative text (Nina Widyaningsih, 2019). In addition, Vlog has been developed as a media in teaching and learning biology. It showed that Vlog is eligibility media in teaching and learning (Anin Septi Aziz

Umami, et.all, 2017). The studies of using Vlog as a media in teaching English was also investigated (Eka Dian Susanti, 2019, Indira Syawanodya, et.all, 2021, Laila Fitriyani, et.all, 2018). They concluded that Vlog was effective media in teaching English, whether in Secondary school level (Indira Syawanodya, et.all, 2021) or university level (Mahfuz Rizqi Mubarak, et.all., 2020).

As long as Vlog can be used as a media in teaching and learning, speaking was one of subject course in university level used it. The standard competence of speaking subject was to enable the students' to speak fluently in advance level. Vlog was considered as an effective media in teaching speaking subject, because it could be used independently. Thus, it trained the students to learn individually. Vlog also trained the students to be creative to compose interested story. This argument was supported by the previous researches which have been talked above.

Nevertheless, the present popularity and success of those studies eliciting of using Vlog as a media in teaching for some subject courses, along with the juxtaposition of Vlog was used in teaching speaking especially English language at University level remain unscrutinised. Besides the area of research were at Java province. Nothing study investigated the Vlog as a media in teaching in the western area of Indonesia. Ergo the teachers were not familiar and felt strange to use media Vlog in their teaching and learning. For this reason, the overarching goal of this study is to address this gap. This study aims to find

out the effectiveness and significance of Vlog as a media in teaching toward the students' ability in speaking skill

Methodology

This research used quantitative method with pre experiment design by implementing one-group pretest-posttest scheme. It used pre experiment design to find out the effectiveness of Vlog as a media in teaching toward the students' ability in speaking skill. This research was conducted in English Education Program, Tarbiyah Faculty, IAIN Sultan Amai Gorontalo, Indonesia. There were two variables in this study, namely Vlog as media in teaching was independent variable (X) and students' speaking skill ability was dependent variable (Y). The population of this study was 15 students and all them was taken as sample. Ergo this study used total sampling. Test and questionnaire were the instruments of this study. Test was used to examine the students' speaking skill ability before the treatment and after the treatment given. Pre-test was given before the treatment and post-test was given after the treatment. Questionnaire was used to measure the students' opinion about Vlog as a media in teaching. It used Likert scale from strongly agree to strongly disagree consisted of 12 close-ended statements. Pearson product moment was used to check the validity and the reliability of questionnaire. Data analysis used t-test to find out the significance influence of Vlog as a media in teaching and the students' speaking skill ability. The students' test was scored by using speaking chart evaluation as follow:

No	Criteria	Rating Score	Description
1	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.

		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed any fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty.
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
		3	Understand most of what is said at slower than normal speed without repetition.
		2	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.
		1	Cannot be said to understand even simple conversation.

The result of the pre and post tests were statistically calculated using SPSS 20.0. A

paired sample t-test was performed on the data to determine whether there was a

significant improvement on the pre- and post-test of the learners' speaking proficiency. Six video recording tasks were assigned to elicit their speaking practices. With the purpose of increasing the likelihood of classmates watching and interacting with each other (Bloch, 2007), the researcher chose to set up a private class Instagram account as a platform to which the learners could upload their vlogs. In addition to pre- and post- tests and the Instagram postings, questionnaires were distributed to the 28 learners to find out learners' perceptions toward the implementation of InstagramVlog recording into Speaking class. The questionnaire consisted of 24 close-ended questions and 3 open-ended questions

Findings and Discussion

The significance of Vlog toward students' speaking skill reflected on their score before the treatment and after the treatment. The mean score of pre-test was 51.73 and the mean score of post-test was 70.67. Thus, there was significance improvement when the Vlog was used as media in teaching speaking skill. The table 3.1 showed the result of students' score of pre-test and post-test.

Test	Sample	Mean
Pre test	15	51.73
Post test	15	70.67

Table 3.1

Furthermore, the results of statistical calculations by using SPSS application also supported the significance of vlogs as a media in teaching speaking skill. Table 3.2

showed the result of pre-test and post-test score through SPSS calculation.

Statistics	Pre test	Post test
Median	48.00	72.00
Mode	44.00	72.00
Sum	776.00	1060.00

Table 3.2

The normality test was used to check the normal distribution of data. It could be known by using histograms. The distribution of data was calculated by various normality checks. Kolmogorov Smirnov test stated that the regular test was performed in order to assess the distribution of random and unique data in the population. Based on the National Standards and Technology Institute's test, the Kolmogorov Smirnov test produces good performance for data sizes of 20-1000 samples. However, Kolmogorov Smirnov testing is still used for data samples measuring more than 2000 samples. Thus, it is recommended to use the Kolmogorov Smirnov test for data above 50 samples ($20 \leq N < 1000$). In testing, a data is said to be normally distributed if the significance value is more than 0.05 ($\text{sig.} > 0.05$). The basis for decision making in the Kolmogorov-Smirnov Normality Test, namely, if the significance value ($\text{sig.} > 0.05$), then the data is normally distributed. If the significance value ($\text{sig.} < 0.05$), the research data are not normally distributed. Can be seen from the table above, that the significance value is greater than 0.05, it means the research data is normally. The result of normal distribution data in this research showed on the following table:

Test of Normality

			Pretest	Posttest
N			15	15
Normal Parameters ^a	Mean		51.7333	70.6667
	Std. Deviation		10.52525	6.35460
	Most Extreme Differences	Absolute	.239	.250
		Positive	.239	.153
		Negative	-.145	-.250
	Kolmogorov-Smirnov Z		.924	.967
	Asymp. Sig. (2-tailed)		.360	.307
Test distribution is Normal.				

Table 3.3

T Test or Independent test is one of the parametric tests for independent comparisons. Independent samples are samples that produce data from different subjects.

The hypothesis of the research as follows:

1. Hypothesis H₀

There are no significant of the effectiveness using Vlog toward Students' Speaking Ability

2. Hypothesis H₁

There are significant of the effectiveness using Vlog toward Students' Speaking Ability.

The basis for determining the paired sample T test is based on the significance

value (2-tailed) that measures the presence or absence of the average difference in the subjects tested. Significance value (2-tailed) > 0.05 indicates that there is no average difference between study subjects. Significance value (2-tailed) < 0.05 indicates an average difference between research subjects.

From the results of the paired sample t test data, it was obtained that the value of Sig (2-tailed) < 0.05, namely 0.00 indicates that there is a significant difference between the pretest and posttest in the use of vlog. It can be concluded that through Vlog can effectiveness of students' speaking ability. can be seen from the table below:

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest – Posttest	-1.89333E1	10.30580	2.66095	-24.64050	13.22617	-7.115	14	.000

Tabel 3.4

The questionnaire used is valid and reliability, because based on the terms of the validity test the value of $r_{count} > r_{table} = \text{valid}$. the way r_{table} value with $N = 15$ at 5% significance in the distribution of r_{table} statistical values, then the r_{table} value of 0.412 is obtained, while for the reliability test if the value of $\alpha > 0.6$ then it is valid. It can be seen from the following table:

These are the results of the bar charts from the vlog. Of the 12 statements submitted there were only 8 valid statements that had been rehabilitated. From the results it can be concluded that the average value is above 50. So, the use of vlogs helps in students' speaking ability.

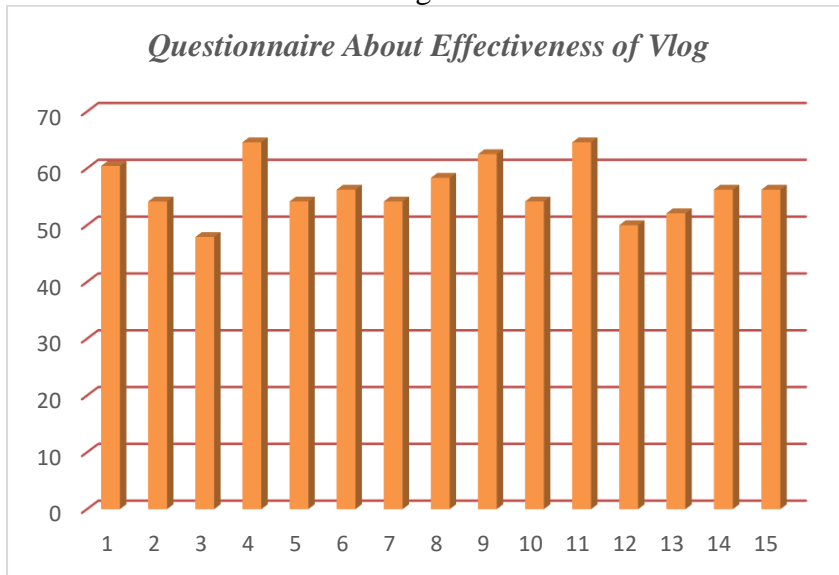


Diagram 3.1

The validity and reliability analyses showed that questionnaire was valid and reliable. Based on the terms of the validity test the score of $r_{count} > r_{table} = \text{valid}$. the way r_{table} score with $N = 15$ at 5% significance in the distribution of r_{table} statistical scores, then the r_{table} score of 0.412 was obtained, while for the reliability test if the score of $\alpha > 0.6$ then it is valid.

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By seeing the result above, it can be concluded that using vlog is effective toward students' speaking ability. Students before using vlogs have a difference with after using vlogs. In other words, vlog can be a useful media in speaking. According to

the research, speaking with vlog is more effectiveness than without vlog. It can be seen from the improvement of their mean score from pre-test and post test score and the value of questionnaire about vlog, and also after using their vlog speaking about pronunciation, vocabulary, grammar, fluency, and comprehension increased. As we know that, in this era students more interested in technology based media and also they can speak and access their vlog anytime and anywhere. This is along with expert opinion, Munadistated that Media can be divided into many forms of learning. Media types can be broadly grouped into four groups: audio media, visual media, audio and multimedia. Vlogging media (video blogging) is a type of audio visual media commonly used today. Based on David P. Haris's theory, here are some explanations about speaking assessment:

1. Pronunciation

8 out of 15 students experienced poor pronunciation, because there were researchers' misconceptions about unclear accents and difficult vocabulary. Researchers usually often ask for repetitions from students, but after treatment students experience a slight improvement.

2. Grammar

The use of grammar is still lacking. Most of the 15 students still made mistakes and the word order sometimes obscured the meaning and made it difficult to understand, so they had to repeat sentences frequently. but after using the treatment the students experienced an increase.

3. Vocabulary

Most students in using vocabulary are still lacking due to limited mastery so they often repeat the vocabulary that has been spoken before, but after being given treatment as many as 10 out of 15 students, among them experienced an increase in the vocabulary they already knew.

4. Fluency

The fluency of the students is still a little lacking due to language problems, generally students are still doubtful because of language limitations. After using the vlog treatment for, as many as 12 students increased.

5. Comprehension

The students' comprehension was still lacking because most could only understand "social conversations" which were spoken slowly with frequent repetition. However, after using the treatment the students experienced an increase in understanding..

Thus, that it will indirectly provide speaking training for students' in a better direction.

Conclusion

Based on the results of the research, it can be concluded that there is a effectiveness on treatment outcomes before using of vlog as a media with the average pre-test result of 51.73 and the average of post-test is 70.67. Besides, the average value of questionner is above 50. The average rate increases after treatment with using Vlog. This is evidenced by the assessment results of speaking to 15 students, prove that there almost all students classified as good criteria. This research has lack of the treatment, because only did one treatment, while it should be done more than once so that the results are effective and unbiased. Based on the conclusion of the research results; it can be suggested as follows; The lectures should use vlog as one of media in teaching speaking in class. In addition, the advantages of vlog can expresses students speaking ability more freely and students don't feel nervous again. The lecture should be the facilitator. It means that even though students have already had vlog as media in speaking, it does not mean that students learn by themselves uncontrolled. Students are intended to pay attention to details. Other researches can make this research as a reference to continue some related research indifferent condition

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