Students’ vlog: speaking application

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Abstract. Speaking skill is one of the important things in language teaching where the students are expected to communicate orally in their daily lives. However, making the students concretely involved in speaking activities becomes the hardest part for the teachers. This has been identified by Brown and Yule (1983:25) that the most difficult aspects of language learning for the teacher is making the students to use the language orally in their daily communication. Through Vlog (video-based learning) found as a media, which explored students creativity and enhanced their speaking skill, this study observed 30 students speaking achievement in and after making the vlog. Qualitative research was employed to analyse data, which concerned with the students speaking skill. The result of the study affirmed that vlog was proven greatly facilitated students speaking skill. It was also found that the students were not only had good progress in speaking but they also gained another discipline of knowledge; IT and the most impression was they had amazing learning experiences.

1. Background
Vloging is one popular social media in these late years. People make vlog to capture their activities, to take unique and beautiful view, or just to show self-existence. Lecturers are able to use the vlog as teaching aids for enhancing the students speaking skills. Thomas as cited in Rakhmania and Kusumaningrum, (2017) affirmed that doing the online videos offers learners the opportunity to practice their language skills anywhere and with little prior preparation, which keeps them involved in the process. Hundreds of educationalists see the potential of vlog as instructional medium (Johnson, 2005) as well as a suitable teaching aids for this generation of students who grew up during the emergence of the millenial generation and other digital technologies which is therefore regarded as digital natives (Considine, Horton & Moorman, 2009). Moreover, Gale & Kung (2009) stated that Vlog assignments offer some opportunities for students to learn English in both receptive and expressive language skills at an acceptance step. Thus, lecturers are able to maximize in-class time to increase language use and construct meaningful discussions as well as assess student learning anywhere, and anytime. It means that different and interesting learning experiences in the students learning process is needed to stimulate the students to develop their self-potential.

Young generation in the millennial era 4.0, nowadays, are born in the middle of complete facilities. Everything becomes easier in their life, communication, and education. They do not face the difficulty of communication and education. They are able to accomplish technology for communication to deliver messages to uphold their education needs. Moreover, they are supported by good infrastructure of technology. Google, YouTube, Vlog, Website, Media social are tools that support their academic process. They can easily search information to conduct their homework, they also can check the
assignment through browsing, or they are allowed to send and accept tasks by email. Unfortunately, sometimes they are demanding instant result by not focusing on the process.

In Indonesia, as in many other developed countries, education depends not only on improving content, methods, and teaching aids but also on developing teacher's teaching skills and readiness to accept change and to use the improved content and teaching methods. In fact, it is not easy for Indonesia to collaborate education with technology. Indonesia should prepare the human resources, tools, and reachable internet fund for education.

By this recent condition, English is a need that cannot be delayed in the fulfilment. Indonesia cannot draw out from the technology war overseas, even Indonesia will face an era in which everything will be conducted through sensory and technology. Technology is hand in hand with English in the concept and application. English is used as communication in implementing the concept into daily needs. English will be leading language in economic, to do trade, to lobby business deal, to make letter, and to do presentation. English should not be prone to concept in the class but it is used as communication to express different idea, to argue, and to defence. As stated by Hymes(1971, cited in Brown 2007:218), theory of communicative competence consists of the interaction of grammatical, psycholinguistic, sociolinguistic, and probabilistic language components. It means that speaking is the key competence to develop self and needs in communication.

1.1. Significance Of Study
In introducing vlogging as a tool that can be used in teaching and learning activities, therefore this study depicts some specific objectives as follows;
1. Investigating students responses in using Vlog as learning activity
2. Identifying the benefits of Vlog for students' speaking skills

2. Review of Related Literature
2.1. The Need of Speaking Class to Support Communication
Speaking English is quite challenging for EFL learners, especially Indonesian learners. Most of Indonesian students assume that studying English means study the knowledge and concept. They realized that they only have to learn the knowledge of English as a way to cover the school test. Most of them do not have thought that they need English to support their life in construct meaningful communication, except them who stay in capital and big city or them who stay in English in use. As it is believed that English is a language that dominates all aspects in human life. Therefore, government should prepare the foundation of human resources to face the Asian economic competition or worldwide.

Anne Burns (2012) holds the view that speaking is highly complex skill that is used in simultaneous process – cognitive, physical and socio cultural - and a speaker’s knowledge and skill have to be activated rapidly in real time. English is not mathematics that need to be understood in terms of the pattern and practice. However, language is correlated with people civilization and it tends to be of the social use. Brown and Yule distinguished two basic language functions, the transactional function and the interactional function. The transactional function is primarily concerned with the transfer of information, and the getting of goods and services, while the primary purpose of interactional language is to maintain social relationships (Brown and Yule, 1983; Richards, 1990 in Nunan (1991:6). It is also shown that the interactions do not unfold neatly like textbook dialogues, and that meanings do not come ready made. Participants have to work together to achieve mutual understanding, and conversational skills including the ability to negotiate meaning with one’s interlocutors.
2.2. The Brief History of Vlog

Felix & Stolarz (2006) explained that Vlogs are considered as the platform for Internet delivery of audio-visual media to reach its long-awaited potential. Vlog is based on the audio-visual, even Vlogs occurred with huge development in the length and quality of picture. Vlogs gained its popularity in 2005 around the launch of the most popular video sharing site, YouTube (Sankar & Bouchard, 2009). Kang, Zhang, Jiang, Chen, Meng & Yoshihira (2010) affirm that it was attracted millions of users in a dazzling speed during the past few years and by providing opportunities for social contact (Harley & Fitzpatrick, 2009). The merging of mobile phones and digital cameras has enabled a video of an event to be uploaded to the web, where and while it happens (Sankar & Bouchard, 2009). Furthermore, Vlog has become increasingly popular, as the availability of broadband, high-speed Internet connections has grown (Gunelius, 2012). It is supported by Parker and Preiffer (2005) that vlog is current video blog are essentially text blogs with externally linked videos for each entry.

2.3. Vlog as Teaching Aids

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 reported that they watch videos in their classes. It means that the students spend their most time in the use of internet to watch video. By seeing this phenomenon, this recent study focuses on the use of vlog as teaching media in the class. Lecturer asked the students to be divided into some groups and command them to accomplish their speaking assignment by using vlog. Vlog proposes acceptable and personal sites for people to practice the target languages (Rakhmanina and Kusumaningrum, 2017). Since vlogging is mostly oral, speaking is the major component.

It is explained by Brown (1973) that instructional media are utilized in learning activities will affect the effectiveness of learning. He believes that choosing proper and suitable media would sustain students’ progress in achieving the learning objectives. Scanlan (2003) asserts that instructional media encompasses all the materials and physical means an instructor and teacher might use to implement instruction and facilitate learners' achievement of instructional objectives. All things around the teachers are media as long as the teachers understand how to correlate and use the media to achieve their learning objectives.

3. Research Methodology

3.1. Design of Study

This study applied qualitative research to analyze data. This study will employ qualitative case study approach as a research design. Creswell (2012) defines case study as an in-depth exploration of a bounded system like: activity, event, process, or individual based on extensive data collection. It is employed to describe what is really going on the process of teacher elicitation technique to encourage students’ classroom interaction. Coffey & Delamont (2001: 7) and Dornyei (2007: 38) revealed that qualitative approach is to explore the behavior, perspectives, feelings and experiences of people and what lies at the core of their lives. Besides, this study observes students response of the vlog as learning media. The responses are about their cognitive, emotional, and behavioral.

3.2. Instrument and Sources of Data

Data about their responses to this learning activity was by conducting interview to each group. While, data of investigating the benefits of vlog for students speaking skills was gained by using observation and questionnaire. The guided questions were as follows in Table 1.

| No | Questions                          |
|----|------------------------------------|
| 1  | Problems in conducting the task    |
2 Students preference of the task
3 The advantages of the task
4 The disadvantages of the task
5 Students Response of the task

There were 3 themes that the students should accomplish. One theme was for 1 group making. The group and themes were as follow in Table 2.

Table 2. Group and theme.

| Group | Theme                                           |
|-------|-------------------------------------------------|
| 1     | Ordering food in the restaurant                 |
| 2     | Asking and giving information about direction   |
| 3     | Asking for watching movie at the theatre        |
| 4     | Talking about interest                         |
| 5     | Talking about new students physical and non-physical performance |

3.3. Participant
Thirty students of UINSA (Islamic University) were divided into 5 groups. Each group was comprised of 6 students. All participants were the students of speaking class in the 1st semester.

4. Findings and Discussion

4.1. Investigating students responses in using Vlog as learning activity
Students responses to the vlog learning activity:
1. Group 1: the students enjoyed the vlog making, they even ever argued with each other in the process of making. But the good side was they were able practice their speaking fluently.
2. Group 2: they found some difficulties in making as they never made it before. They were happy they learnt how to make it in a teamwork
3. Group 3: The students seemed to be experts in making the vlog as they often made it personally. But they found some difficulties in practicing their speaking as they were not fluent.
4. Group 4: They were good in speaking and experienced in making video, thus they made it smoothly without any difficulties.
5. Group 5: They were good in speaking but they could not make good vlog. The vlog was only as formality to accomplish the final task.

For detail data the following in Table 3 is the summary of students response to the task; making vlog:

Table 3. Students’ Responses of Vlog.

| No | Response                                           | G1 | G2 | G3 | G4 | G5 |
|----|----------------------------------------------------|----|----|----|----|----|
| 1  | Students like the task                            |    |    |    |    |    |
|    | Students enjoy the task                            |    |    |    |    |    |
|    | Students things there are benefit of the task      |    |    |    |    |    |
| 4  | Students feel that the task is difficult           |    |    |    |    |    |
| 5  | Students hope there is no task like it anymore     |    |    |    |    |    |
Based on the above table, it can be seen that all of the students liked and enjoyed the task. Even they thought that making the task provided some advantages for them. Some of the groups stated that making vlog was difficult. Group 3 and 4 found some difficulties in making the vlog. The difficulties were students should provide much time to take the video, they should make editing for the video, and took time to upload the video and the internet problem. They also complained about the not supportive tool (they only used their phone), the students’ shyness as the model to act in the video, and the vlogger’s feeling uncomfortable talking to the camera.

By the explosive growth of vlogs in the world, some challenges posed for vlogging technology were also posted by (Gao, Tian, Huang & Yang, 2010). They affirmed that vlogs need a lot of server space as well as a lot of time to process and upload video files. Even Harris (2008) added that some people can be stressful when loading some vlogs. Students must have computer or smartphone to create and upload vlog. To upload a vlog requires a good internet connection.

Students also involved in some technical difficulties, affective interferences and weak linkage to real-time communication (Hung, 2011). Students could not edit the video and they took the shortcut by asking the professional editor to do the editing. Students faced content challenges as they took times to make the concept of the content. They should make sure that their message gets across clearly to the watcher. Thus, they might push themselves to record the video several times. Belek (2013) confirmed that those difficulties were usually existed within the process. Moreover, Gao et al. (2010) was in line with the students that they thought making vlog was related to potential copyright, moral and legal issues. Therefore, their task was not only making the video based on the theme but they also should deliver the message behind the video.

4.2. Identifying the benefits of Vlog for students’ speaking skills

Based on the result of observation and interview, it can be summed that the benefit for students speaking skills were.

4.2.1. Vlog facilitated students to be more expressive, to work in a team, and to be confident. It can be seen that the student became more expressive and their confidence was increased, even previous research declared that the characteristics of Indonesian students are passive, shy and quiet (Exley, 2005). However, this task provided them opportunities to eliminate their shyness slowly. They also work in team, and solve conflict within them. It was finding that was interesting. It means that they were not only learning to practice their speaking but they also should cover the problems. People conduct communication not only delivering message but also to be patient to hear the speaker and give response as the feedback.

4.2.2. Vlog enhanced students to practice their communication skills. They wanted to encourage the watcher that people should use English as communication in any field of live, in any places, and in any event. They wanted to prove that communication. In the process of making, as stated above, there were many difficulties they faced, but the plus point was they could cover the problem among them by conducting communication.

4.2.3. Vlog provided opportunity for students to practice their speaking skills. The making of vlog helped them chance to practice their speaking. They might make the video from the process until the result was submitted to the lecturer by using English. Even it cannot be denied that they mixed English and Bahasa Indonesia, at least they have courage and willing to use the language in communication.
5. Conclusion and Suggestion

5.1. Conclusion
Vlog can enhance students speaking practice. They can encounter their friends’ mistakes and error in grammar, pronunciation, and word choice. Vlog even helped the students to be more confident, raise up their expression and they were able to work in team well.

5.2. Suggestion
Hopefully, there will be further research to complete this recent research as it was limited by time and it needs more exploration especially in grasping students speaking progress.

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