The Use of Vlog to Improve Students' Speaking Skills:
An Indonesian Case

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Abstract: .Vlog is being a popular media in nowadays, and also in globalization era media can bring an influence. This study aims to know how students can improve their speaking skills by using vlog and this study was applied at one of Junior High School in Bandung, Indonesia. This study is used a quantitative method and pre- experimental study that the sample is only one group which is consist of 40 students in the class. Firstly, the pre-test was given to the student. The students in a group were tested by giving them pictures that should be described by their own words through speaking. Secondly, the treatment has given for 3 meetings. The vlog was sawn as their media to help them in speaking skills. Finally, students were given the same test of speaking skills to check the effectiveness of this media to help students in speaking skills at the end of the meeting. The result showed that there was statistically significant between pre-test and post-test through exposed by using vlog in the treatment section. It can be concluded that vlog which given to the subjects of speaking skills is significantly improved.

1   INTRODUCTION

In globalization era, media can bring a big influence on education. Many types of media such as audio, visual, and audio visual (video), they can help teacher and student to reach the goals in teaching-learning, besides, they can make the student excited in learning. In teaching learning of speaking media will be helpful to determine a speech, according to Cakır (2006) many media and many styles of visual presentation are useful to the language learner. It means that audio-visual material is useful and has a positive impact on language in the learning process as long as it is used in the right path. A motivation can be given to students and can be stimulated by using of media as a bridge or example to make them understand in speaking.

The video is one of the media which consist of audio and also visual for students to listen and see. It also can shows the expression and body language, during hearing and seeing on the video, students can know the rhythm, intonation, and stress of the language, and video one of instructional media is so close to language. According to Harmer (2001) using of videotape has been studied of teaching a language for many years. Some researchers have recognized the power of audio-visual material to capture the learners' attention, to increase their motivation and also to enhance their learning experience. A video is so close to language, by expose video helps students learn the real language in a different context where it comes naturally Harmer, 2001). On the other hand, it closely relates to learners' need and provides a link between the classroom and student's need in the real world.

Nowadays, the evaluation of media had grown quickly, it happened because the development of technology which supported media to creates innovations of media's kind, so that is why the writer used vlog (video blogging) as a media that vlog is one of variation in the social networking site's blog, it is more interesting than a blog which has a textual genre. On the other hand, vlog brings a new revolution in the media usage, it can show visual expression available in video (audiovisual). As we know that blog (online diary) that is loaded with the posts that can be used to share information in media to a user on a web page. So that is why this research should be conducted based on development

on technology in nowadays to make students more interested to learn something.

Nowadays, the pervious study of vlog has investigated such as "A survey of video blogging" that has been studied from (Gao et al., 2010b), reveals that differences among IPTV, internet video, and vlogging service, Gao, and friends talk about how is vlog itself and also comparing with others kind. "Vocabulary learning and Vlogging" has studied by Gustafsson (2016) this previous studied an exploratory study of vocabulary learning by using vlogging and compared with orthodox written exercises, and talked about how videoblogging can impact in education who teachers can be videoblogger and students too, they can make a product that has variety of content is in videoblogging, especially in students, they can improve their ability in speech to promote something, telling about their activity, explain how to make something and else.

So that is why this research chose to analyze the same thing with the previous studies, it is about vlog but in the different case that vlog can influent to speaking skills or no, and how the impact of watching vlog to improve student speaking skills. Vlog is like being an interested thing among different field of study, and vlog also matches with multimedia computing machine learning, data mining, retrieval and human-computer interaction, on the other hand, it can be a new application in the future. vlog such as advertising will brings new opportunities and driving forces to the research in related fields.

Therefore this research was made to find out the influence of using vlog on students' speaking skills also trying to find new of media that is happening in nowadays as a helper students in speaking skills, and the writer believes that a new thing will bring an influence to the something.

2 SPEAKING SKILLS

Skill is an ability that has a capacity which getting through deliberate, systematic, and sustained in doing something. Speaking skills is the ability of the action to make sounds, or expressing the ideas and feeling through the language by speech. According to Mustikawati (2013) meanwhile, speaking is an ability for a learner in through the process of socializing in communication. Therefore, speaking skills are more important than other skills. Speaking can deliver a message from the speaker to the

listener to be understood. Moreover, speaking is the activity that can make someone more understandable in communication, because people can show their meaning through the speech.

According to Cameron (2001), speaking is the one skill which active use of language to express meaning so that speaking is more demanding than other skills. It means that in speaking activities should be added supports for the production of speech, not just give support for understanding the meaning.

Speaking is part of activity life that can take it for granted (Thornbury, 2005). So when someone begins to speak it means they know the language since they speak, they also know the production of speech from what they have said in a speech and it is obvious to know that speaking is an important thing to make communication with others. People can express their ideas through speaking to make other people understand each other. Speaking skills also are demanding skills who should develop in communication that can be understood well.

2.1 The Importance of Speaking

Speaking skills are notable part of the curriculum in language teaching, and it makes them an important object of assessment as well (Luoma, 2008). It means that language ability can be seen from language skills. And people in nowadays often to judge someone who can be good speaker by their language skills; how does someone speak well in their language. Most people are wanted to be a good speaker or have a good speaking. Sometimes they show their speaking skills and the purpose is to influence others to do the same like them that seems great to improve speaking skills in another person.

According to Moreover, Ramelan's study (as cited in Hibarrad & Bastidas, 2014) people who living everywhere, they often speak using by language, although they do not have any writing system to record their language. So the capability of speaking can be measured if a foreign learner is successful in learning speaking or no, but in dominating speaking skills can be shown not only from their performance when speak out, also we have to see it from another aspect like competence in using language itself.

All above descriptions tell that speaking is important in life, where people can deliver their ideas, information, or others. Speaking can deliver message verbally to make whole the process of transferring something easily to a social environment.

2.2 The Problems of Speaking Skills

In learning speaking, students as an object to receive the knowledge have some problems in speaking skills. According to Brown (2000), there are five problems in speaking skills, as follows:
Native language
It is an influential factor for a learner's speaking. "If you are familiar with the sound system of learner's native language, you will be better able to diagnose student difficulties. Many L1-L2 carryovers can be overcome through a focused awareness and effort on the learner's part."

2.2.1 Age

In general, the problem of speaking is the age factor. Children's skills acquire speaking skills faster than an adult.

2.2.2 Exposure

The exposure about speaking should be given details to students before the teacher teaches, and the class should be focused on speaking skills so that the students draw their attention and interest.

2.2.3 Innate Phonetic Ability

Actually, the ear can be a tool for language to listen what the speaker said. People manifest a phonetic coding ability that others can help in speaking skills.
Identity and language ego
The others factor problem is identity and individual's ego. Identity as a human is an attitude toward speakers/listeners of the target language and should be better in controlling each ego, like intonation.

2.2.4 Motivation

It is an important thing in learning to speak, students will be lazy to speak if they do not have a motivation and concern for high attention.

2.3 Teaching Speaking Techniques

Teaching speaking techniques are important for the teachers who teach their students, to know what the steps to achieve the goals in speaking are. According to Brown (2007), speaking teaching technique is a way which focuses on the use of language for meaningful in the communication.

On the other hand, the technique is a way to takes place or steps as a bridge in language teaching in the classroom. According to Brown (2007), there are seven points principle of designing speaking techniques;

2.3.1 The Technique

It is used as the wrapper spectrum of a learner needs, from the language based focus on accuracy to message-based focus on interaction, meaning, and fluency.

2.3.2 Motivation Technique

It can appeal student's interests and goals to their need for knowledge, and for achieving competence.

2.3.3 The Authentic Language

It can be used to encourage language in meaningful context. Use original language in meaningful contexts and interaction to motivate the students in learning the target language.

2.3.4 Feedback and Correction

It is used to provide the appropriateness. Using the kinds of corrective can be a feedback that is appropriated for the moment in a learning process.

2.3.5 The Natural Relationship between Speaking and Listening

There is the natural relationship between speaking and listening; Speaking and listening cannot separate each other, they are correlated to achieving the goals in speaking skills or listening. Skills in producing language are often initiated through comprehension.

2.3.6 Oral Communication

Oral communication can give students opportunities to initiate their speech orally. A good typical classroom interaction is characterized by teacher initiation of language. We ask the question, give direction, and provide information, and students have been conditioned only to "speak when spoken to".

2.3.7 The Development of Speaking Strategies

The development of speaking strategies; Students have a chance to practice such strategies like asking for clarification, confirming and understanding the English language.

That has explained that the techniques of teaching speaking are used to push students to speak and get the value of target language. The teacher can be a model to explain or demonstrate of speaking materials for their students, and every technique has a different usage. All the techniques are important to help student and teacher achieving the goals of teaching-learning in the target language.

2.4 Speaking Assesement

This section will explain about the speaking assessment that each assessment has criteria to be explained, this is speaking assessment that will be used in the observation as follows:

According to Hornby (1995), pronunciation is the way to speak, and the way in which words are pronounced. It means that pronunciation is the important point in language to speak.

2.4.1 Grammar

Grammar is the system and structure of language. Grammar and pronunciation are correlated each other that grammar should be filled by the knowledge into words order inflection and derivation into the other meaningful features of the English language.

2.4.2 Vocabulary

Vocabulary is an array of words known or used by a person in trade, profession, etc. If someone has many vocabularies, it will be easier for him to express his idea (Hornby, 1995)

2.4.3 Fluency

Fluency as the quality of being able to speak smoothly and easily, it means that someone can speak without any indecision, and someone can speak fluently even though he or she makes errors in pronunciation and grammar.

2.4.4 Comprehension

The production and comprehension of language are a factor of our ability to perceive and process stretches of discourse, to formulate representations of meaning not just from a single sentence but from referents in both previous sentences and following sentences. It means that comprehension is being understandable in something that someone during learning something.

3 VIDEO

A video is the one of technology where there are capturing, recording, processing, transmitting reconstructing a sequence of the image representing scenes in motion and can fill the sounds is in it. The video is like a tool which that can record the picture and the audio to be one. According to Alanferdika (2014) video is the display of recorded the pictures on the television-type screen. In media format that added a cathode-ray screen to present an audio and pictures can be referred to a video.

Furthermore, Video is a valuable learning tool widely available in educational institutions (Capsuto, 2000). In addition, Sowntharya et al. (2014), said audio visual Media, especially videos are definitely acknowledged as one of the most effective tools in education and training. It means that video can be as a media of audio-visual effects in teaching learning.

Students should have an opportunity to watch the video in or out of the classroom; it can make them feel so interested in the learning process. They have to increase their ability in speaking through imitating is in the video. According to Russell, James, & Sharon (2004) that teachers can use video to introduce a topic of the study, to present content, to provide remediation, and to promote enrichment and etc. So, video have many purposes is in the video in teaching-learning, it depends on the teachers to choose one of the varieties that the teachers need to deliver they material for their students. Furthermore, Berk (2009) states that the contiguous presentation by using the verbal and visual technique as in videos with integrated dialogue and narration is better for novices and visual learners.

In the other hand, the examples of the media platforms the younger generation use is *YouTube*, to share and stream videos. Base on the statement above, this is one line impact that teacher could use to attract and to improve their students' skill of learning English especially speaking. One of video on *YouTube* that can be

used in teaching learning is a vlog.

3.1 Vlog

Vlog is becoming a popular activity in the video nowadays as described by (Snelson, 2013). According to Mogallapu (2011) video blog (vlog) is the new thing of blogs form which has received increased attention over the years. Blogs have built of the textual genre of personal publishing, but in nowadays it develops to be visual genre expression like vlog that adaptation in audio-visual was developed by Gao et al. (2010). It is supported by Gao et al. (2010) that combining of the ubiquitous, grassroots blogging with the richness of expression available in video, video blogs that will be an important thing in a future world of Web-based journalism and as a powerful new media adjunct to our existing televised news sources.

Vlog has brought a new revolution in multimedia usage. It means that vlog can be the interesting thing for the students to learn. The student can see is in the vlog from vlogger that made vlog from their speech, see how do they speak well, intonation, expression, articulation and else. It all can be a thing that is an example for the students, because is in the vlog someone always talks as depend as their varieties such as they made about daily life, how to make something, advertisement, etc.

According to Snelson (2013) "vlog for a variety of reasons, including the desire to alleviate boredom, vlogging for fun, because friends were doing it, to build confidence or improve their speaking skills, to document their experiences, share information, or connect with others."

3.2 Teaching Speaking with Vlog

According to Harmer (2007), the purposes of video-based activities is can be used in a video-based lesson. Vlog is the latest technologies which can open new ways of communication through public- created media. When vlogs began as a new technology and is a trend on the internet today. It has different content such as diary life, advertisement, procedural (how to make something) and etc.

Russell et al. (2004) said that "the trend today is delivery of video media as short, concise segments that teacher can assemble in a variety of ways to support a variety of utilization scenarios". Moreover, Richard & Renandya (2002) state that it is better to exposed a short (3-5 minutes) size of the

segment of video thoroughly and systematically rather than playing with a long sequence which is likely shown in less active viewing on the part of your students. It means that vlog is appropriate for teaching-learning. Supported by Richard & Renandya (2002) in teaching-learning using video that there are some ways to help the teacher teach or planning video lesson effectively and exploit the video to be effective, as follow:

Guiding the students to use video; toward appreciating video as a language learning tool in learning something. Teachers should to lead their students to an appreciation of video as a valuable tool for language learning. It can help them to view skills which they can apply as in the video.

Making the video as an intact part of the course; Video with the right content potentially in language learning is achieved when it is used as an integral part in the course, beside, on the other ways is to introduce or expose a theme or topic that is already being part of the curriculum that is has been deal with the textbook in the school.

Using short sequences of video; it is difficult to specify an exact sequence length without identifying a particular video sequence. It is better to exploit a short (three until five minutes) of video's time, video thoroughly and systematically rather than to play a long sequence which is likely to result in less active viewing on the part of the students, because if the teacher gives a long sequences, students will be bored in teaching learning in the class.

Introducing ourselves to the material; treat the video material as seriously as any other language teaching material. The teacher has to learn the materials before presenting or expose it in the classroom.

Treating the video as both a visual and an audio text; it means when during planning the lessons, it is important to allow the video's script, and also the video sounds that can make the video is ready and clear to give to the students.

Designing lessons that provide opportunities for repeated viewing; the video should be repeated often because once is not enough to remember, not all of the students are getting understood so fast. Native levels of language proficiency also must be considered, because the students will see and hear a sound of the video.

Planning activity for three stages; teachers can promote an active viewing and increase students' comprehension and recall by planning video-related lessons for three stages of Activities: previewing,

viewing, and post-viewing.

The ways of the used of the video has been explained, it means that there are seven ways to make the teacher teach easily when they use video as a learning media in delivering the material or the message that the teacher will give to the students. The material is in the vlog, the vlogger actually might talk more and describe what the activities they are doing, because vlog is like the presentation style video, where someone who makes it has to talk more and explain what is in the video they record.

4 METHODOLOGY

4.1 Design

According to Creswell (2012), a quantitative method involves the collection of numerical data which is obtained from test, questioners, checklist, and survey. The researcher uses a quantitative method to know the influence of using vlog to improve students' speaking skills, and this study has one class for collecting data by pre-test and post-test. This research used a quantitative method and a pre- experimental design. As Sugiyono (2009) described in this pre-experimental design especially in one- group pretest-posttest, one class has an accurate result because there is a comparison of the condition before and after giving the treatment.

4.2 Paricipant

The participant's population is the student of one junior high school at 9th grade in Bandung. Every class has the average amount 40 students. According to Creswell (2012), a population is a group of individuals who have the same characteristic. The writer chooses the 9th grade of one junior high school in Bandung. The other hand that population is the individuals or units are in the one group, there is not available data for all individuals in a population (Hanlon & Larget, 2011). It supported by Arikunto (2010) if a population is more than 100 the sample in between 10% until 15% or 20% until 25%, and if the sample less more than 100 the population may be chosen all.

4.3 Instruments

4.3.1 Validity of Test

The validity of the test is the extent to measure the instrument than it can be used or no by Adefioye (2015). It explained that before the instruments tested to the object of observation, it should be a measure that the instrument is measure through tested it to the other objects. Validity test was tested in the different class but the same grade to knowing that the instrument is measure to be used.

4.3.2 Pretest, Treatment, and Post-test

In the process of instruments, there are three steps after validity has done. The pre-test was given to reveal the students' speaking skills before giving treatment. The purpose of pre-test is to know the condition of the score before the students get the treatment. The researcher will give some pictures to the students then she instructs them to choose one of the pictures and describe it orally. The treatment gave some vlog. This process of teaching with vlog should be exposed in the several times, so that the students can understand the content of vlog, can imitate how to pronoun words well, good grammar and else. The last one is post-test. A post-test is a measure of some attribute or characteristic that is accessed for participants in experimental after treatment (Creswell, 2012). Post-test was given a result after students have been given the treatment in the teaching-learning process. The researcher gave some vlog to students then she instructed them to choose one of vlog and describe it orally. The result will be seen before and after taught using vlog in experimental class to improve students' speaking skills.

4.4 Data Analysis

This research used the pre-test and post-test to analyze the effect of vlog to improve students' speaking skills before and after exposed with a vlog. The process of analysis data is conducted after all research data is collected which involve several statistical processes, According to Subana (2000) there are formulas to count the normality of data as below:

4.4.1 Determining the Normality of Pre-test and Post-test Data

IF (x2 count) < (x2 table), this data is normal
IF (x2 count) > (x2 table), this data is not normal
4.4.2. Determining the hypothesis by Using T-test formula

X1 = mean of post-test of the experiment group
The hypothesis: accepted H0, if t table < t count < t table, in term H0 rejected.

4.4.2 Determining Gain

Table 1: Determining Gain

Percentage	Degree
0-0.3	Low
0.3-0.7	Medium
0.7-1	High

5 CONCLUSION

5.1 The Result of Normality of Pre-test and Post-test Data of the Experimental Class

5.1.1 The Result of the Pre-test in Experiemntal Class

Table 2: Result of Pretest

Experimental Class Pre-Test			
Students	Score	Students	Score
Student	63	Student	43
Student	50	Student	53
Student	57	Student	57
Student	63	Student	53
Student	53	Student	60
Student	63	Student	50
Student	47	Student	53
Student	63	Student	60
Student	57	Student	53
Student	60	Student	67
Student	60	Student	57
Student	53	Student	63
Student	60	Student	50
Student	53	Student	60
Student	63	Student	53
Student	53	Student	60
Student	53	Student	53
Student	53	Student	57
Student	60	Student	63
Student	60	Student	57
Student	47	Student	53

A pre-test in experimental class was conducted to acquire the students' score of test before the treatment was used. In the pre-test, the students should describe one of the pictures that they have to choose as a presentation material in descriptive context.

5.1.2 The Result of the Post-test in the Experiemntal Class

Table 3: Result of Posttest

Experimental Class Pre-Test			
Students	Score	Students	Score
Student	90	Student	73
Student	87	Student	73
Student	76	Student	73
Student	87	Student	83
Student	87	Student	83
Student	87	Student	80
Student	77	Student	77
Student	87	Student	80
Student	90	Student	80
Student	83	Student	93
Student	83	Student	70
Student	83	Student	80
Student	77	Student	80
Student	70	Student	77
Student	83	Student	80
Student	80	Student	77
Student	80	Student	80
Student	80	Student	77
Student	77	Student	80
Student	83	Student	83
Student	83	Student	80

Post-test in experimental class has been done to know the students' score of test after the treatments were given. In posttest, the students were given some vlogs. The have to choose one of three vlogs to be described as a presentation material in descriptive context. Then, they describe it orally and individually.

5.2 The Result of Hypothesis Test

Table 4: Result of Hypothesis Test

No	Aspect	Pre-test	Post-test
1	F count		20.39
2	F table	1.99	

In determining hypothesis by using a t-test, if count< table, it can be interpreted that H0 is accepted and Ha is rejected. Whereas, if count > t table, it can be interpreted that H0 is rejected and Ha is accepted. Based on the calculation, ttable on significance 5% with df = 82 is 1.99, while count

is 20.39. It means that count (20.39) > ttable (1.99). It can be concluded that H0 is rejected and Ha is accepted. In other words, there is a statistically significant improvement in students' score in speaking skills.

5.3 The Result of the Gain Score

Table 5: Result of Gain Score

No	Aspect	Score
1	Experimental Group	0.56

Based on the table, index gain score is 0.56. It means that the score is between 0.30–0.70 (0.30< 056<0.70) with medium category. Therefore, the improvement of the students' speaking skill using vlog is in the medium category.

6 CONCLUSION

There is significance difference improvement when the students were given the treatment of using vlog to improve their speaking skills. This session is determined by the improvement of students' speaking skills after treatment by testing the index gain. Testing the index gain has been analyzed before. Based on the analysis, index gain score is 0.36. It is located between 0.31 – 0.70 with the medium category. So, the improvement of students' speaking skills using vlog is medium.

In this conclusion, after conducting the research, the observer concluded that vlog is an important media to help students in teaching learning process, especially in teaching speaking. It has proved by the statistical data explained above that the vlog can improve students' speaking skills with the medium category in its improvement.

In addition, the use of vlog as a media is effective to improve students speaking skills, by using vlog students feel comfortable because they saw the real activity that the vlogger exposed in their personal journal. Besides the students as a viewer can get benefits such as vocabularies, pronunciation, expression, and else. Students can be able to imitate how to say something in the foreign language through exposed vlog. It made students more interested than watch other videos because the vloggers showed the real activity which the video was edited by added emotions, made sequences part of activities, music, so that students do not get bored during vlog was playing. Another conclusion for the

future researcher is to make a vlog as a product that can make students can be involved directly in making the vlog and we can see in the students' development of their speaking skills.

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