
IMPROVING ENGLISH SPEAKING ABILITY THROUGH VLOGGING: AN INNOVATIVE BREAKTHROUGH FOR SUBURBAN BEGINNER LEARNERS IN ENGLISH COMMUNITY MUARA BUNGO

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ABSTRAK

Prodi pendidikan Bahasa Inggris STKIP Muhammadiyah Muara Bungo mencoba untuk membantu masalah Speaking mahasiswa dengan mendirikan suatu komunitas yang disebut dengan *English Community*. Penelitian ini bertujuan untuk meningkatkan kemampuan *speaking* mahasiswa di Muara Bungo melalui media *Vlogging*. Media ini dipilih karena mereka suka bermain gadget dan lebih tertarik untuk melakukan banyak kegiatan dengan gadget mereka. Penelitian ini adalah penelitian tindakan kelas. Populasi dalam penelitian ini adalah semua mahasiswa yang tergabung dalam komunitas Bahasa Inggris. Sampel dalam penelitian ini diambil menggunakan total sampling. Penelitian ini dilakukan dalam tiga siklus. Hasil penelitian pada siklus pertama menunjukkan bahwa mahasiswa mulai belajar cara dan teknik menggunakan *Vlogging* untuk mempraktekkan *speaking*. Pada siklus kedua mahasiswa mulai tertarik menggunakan *Vlogging* untuk belajar *speaking* dan mulai mempratekkan *speaking* melalui *Vlogging*. pada siklus ketiga mahasiswa sudah mampu mempraktekkan *speaking* dengan cara yang menyenangkan dengan menggunakan *Vlogging*. Selain itu dari hasil wawancara dengan mahasiwa, mereka menyatakan bahwa *speaking* dengan *vlogging* itu menyenangkan, mereka bisa menjadi manusia milineal yang mampu berbahasa Inggris. Dengan belajar menggunakan *Vlogging* mereka mendapatkan dua hal, yakni kemampuan berbahasa Inggris dan kemampuan menggunakan *Vlogging*. kesimpulannya, *Vlogging* mampu meningkat kemampuan mahasiswa dalam *Speaking*.

Kata Kunci: *Vlogging*, *Speaking*, English Komunity

ABSTRACT

English Language Study Program of STKIP Muhammadiyah Muara Bungo tries to help the students to solve their Speaking problem by establishing a community which called the English Community. This study aimed to improve students' speaking ability in Muara Bungo through *Vlogging*. This model was chosen because they liked to play gadgets and were more interested in doing many activities with their gadgets. This research was classroom action research. The population in this study were all students who joined as members of the English community. The sample in this study was taken by using total sampling. This research was conducted in three cycles. The results of the first cycle shown that students started speaking by learning ways and techniques of using *Vlogging*. In the second cycle, students began to be interested in using *Vlogging* to learn speaking and began practicing speaking through *Vlogging*. In the third cycle, students were able to practice speaking in a fun way through *Vlogging*. Based on the results of interviews with students, they stated that speaking through *vlogging* was fun, they could become millennial humans that could speak English. By learning to use *Vlogging* they get two things, namely the ability to speak English and the ability to use *Vlogging*. In conclusion, *Vlogging* could improve students' ability in *Speaking*.

Keywords: *Vlogging*, *Speaking*, *English Community*

INTRODUCTION

Nowadays, technology has a very important role as a means of learning English both in the form of software or hardware. Vlog is a technology in the form of software, which can be used by teachers to improve the ability of students to study English, especially speaking.

Several studies have shown the evidence that vlogs can be used effectively in teaching and learning languages, especially as efforts to facilitate speaking. Therefore, the existence of a vlog as one of the breakthroughs is really expected to improve students' speaking ability in learning English.

The first reason, the use of vlogs will build efficiency in learning, students who have social media and technology in the learning process can benefit from saving their learning process in the form of videos so that they can look back on their learning process. Several studies prove that vlogging is an effective way to be developed. The second reason, students who study English in a country where English is a foreign language (EFL) will get the opportunity to practice longer in using English, because the average time they practice is very limited. Finally, the idea of increasing talk time and training in English, which is certainly expected to improve students' speaking ability. Another benefit of this research is that it provides theoretical new ideas about how vlogging on YouTube can be used as a means to improve the students' ability to speak English.

In addition, the purpose of learning English in Bungo especially in English Community is to foster students' speaking skills because most students have low English speaking

skills. In addition, vlogging activities were chosen to make students able to have fun while learning English.

The success of this method is very important in this region considering the ability of English will be able to improve the quality of human resources in the developing city. In addition, the success of this research is also expected to motivate more students to study English because many students in the city think that English is very difficult to be learned. Based on the lecturers' observations in class, students struggled a lot in speaking. They cannot experience a significant increase due to lack of basic skills and low motivation to have more practice outside the classroom. Therefore, as lecturers who also teach them, researchers are interested in helping them by using something they like; playing gadget.

Vlogging

In this era, Computer Mediated Communication (CMC) can be used to encourage students to obtain learning objectives, meaningful "effective language learning". One of the best features of CMC is the existence of web-blogging which provides the application of vlogs. That existence can make it easier for students to achieve learning goals. Vlog is defined as a video component which provides a series of online broadcasts that is enabling everyone to create and post content and make it a collection of videos that function both as audiovisual life documentaries or as a means of communication (Biel: 2009). In addition, (Sun: 2009) defines it as a site where the author posts stories and or information about a particular topic in the form of videos.

Based on the explanation above, according to some experts, it can be concluded that video is one type of audio-visual media and can describe an object that moves together with a suitable sound or natural sound. This videos presents information, organizes processes, explains complex concepts, teaches skills, shortens or expands, and influences attitude.

Vlogging (Video-Blogging) or can be abbreviated as vlogging (pronounced Vlogging, not V-logging) or vidblogging is a form of blogging activities using the above video media using text or audio as the main media source. Various devices such as telephone cameras, digital cameras that can record video, or inexpensive cameras that are equipped with a microphone are easy capital for video blogging activities.

Videoblogging can still be called another form of internet television. Video blogging is usually also equipped with text or photo images, and for some video blogging, add other metadata.

The Significance of Using Vlogs in Increasing Students' Speech Ability

In vlogging activities, there are some important things that can be obtained as a positive impact from that. (Sun: 2009) claims some significance as an impact of vlogging, namely;

1) Motivating students

Vlogs will increase students' encouragement in speaking. The role of the Vlog is also the consumption of social media which is very commonly used by students in their daily activities. They prefer to use it

to express their ideas, feelings, and other creative things.

2) Owing Independent presentation

Vlogging is closely related to the use of social media. This has a psychological impact on students as they prepare their vlog concepts in English. They will make their best presentations on their vlogs. As a result, the use of vlogs significantly increases students' self-presentation especially in their speaking performance.

3) Duration of training time

Students studying English have limited opportunities to express their speaking skills. Students can only practice their English in class or special events that use English as a communication tool. By providing vlogs as one of the teaching media, students will get more opportunities to talk outside the classroom.

4) Autonomous learning

One of the benefits in autonomous learning is that students will get the meaning of learning in themselves. In addition, they are free to manage their ideas related to their learning process. Vlogging covers this condition and brings students to independent learning. Vlogging is one of the innovations to provide better teaching and learning processes, especially in speaking.

Vlogging Stages

Sun (2009) claim that there are several stages in the Vlogging activities found in his research. Each stage has their

own goals and a list of specific activities.

- 1) Conceptualization. The first stage is conceptualization in which he is involved in making vlogs plans. Sun (2009) in his research found that the most difficult thing faced by students is when they try to decide on a particular topic. (Watkins: 2012) claims that it will be effective if the teacher provides several topics or questions as options for students before creating a blog. Some examples can be: Self introduction, to demonstrate something to students in their preparation, interviews with friends or group members into the student's native language using a smartphone or laptop) class, or reaction to the assigned reading
- 2) Brainstorming. At the Brainstorming stage, students begin to make vlog concepts; what they want in the video. They make scripts and translate them from host languages (Indonesian) to languages (English). It is a continuation of the previous stage with practical results and is guided by certain topics.
- 3) Articulation. In other words, we can call articulation an action in which students practice before they start recording their speaking activities. However, it is possible to edit videos before uploading. They can also include pictures, songs, words or whatever
- 4) Monitoring. Both monitoring and articulation seem to be done together. Before uploading a video, students need to check the video content, according to

or not referring to the rubric score given by the teacher. When it's finished; upload and students monitor the video again to check.

- 5) 5) Evaluating. At this stage, students carry out self-correction activities related to their project. They might also ask their friends to give opinions about it. If they find a mistake in the concept, etc., they can repeat making vlogs. This reflection will help students consider and consider several aspects mentioned as criteria before creating a Watkins: 2012 vlog.

RESERACH METHOD

This research was classroom action research. This research was conducted at Bungo (STKIP Muhammadiyah Bungo). The subject of this research were all members of English Community. They were chosen though total sampling. They were chosen as the subject since they had problems in speaking. This research was conducted in three cycles. Each cycles consisted of sequence steps: planning, action, observation and reflection. Kemmis, Stephen & Robin McTaggart (1998). Stated that there are four steps to class action research. They are plans, actions, observations, and reflections.

- 1) Plan. In this phase, researchers will identify problems in their classrooms and develop action plans to overcome those problems. The problem that was clearly identified in this study was the difficulty of students in learning English. To overcome this and

make some improvements in this problem, researchers developed an action plan that uses Vlogging. Some activities. The method or way to achieve the stated goals is written not to exceed 600 words. This section is completed with a research flow chart illustrating what has been done and will be done during the proposed time. The flow chart format can be a JPG / PNG file. The research chart must be made in full with clear phases, starting from the beginning how the process and outputs are, and targeted performance indicators. In this section, it is also necessary to fill in the tasks of each proposing member according to the proposed research stage. Increased students' ability and motivation in learning English important to do in this phase such as designing lesson plans, arranging research schedules, preparing research instruments, and making teaching materials (media power points, etc.).

- 2) Action. Researchers will teach students by following the steps designed in the planning phase. There are four meetings in each cycle.
- 3) Observation. Observations will be made by researchers to see the activities of students and teachers. The observation sheet will be used by collaborators. In addition, the observer will also note important things to discuss later after class time. In addition, the teacher himself will also make observations during the action.
- 4) Reflection. In this phase, researchers together with collaborators will discuss the results of observations to evaluate the teaching-learning process that

has been done in class. Based on the results of the discussion, the researcher will decide whether the next cycle is necessary or not. If they find difficulties in the teaching and learning process, then they will carry out the second cycle.

The researcher collected the data using qualitative and quantitative method. Qualitative method consists of observation, field notes and interview.

- a. Observation, the researcher did an observation dealing with the real situation of the teaching and learning process
- b. Field notes, notes or field notes are descriptions and accounts of events in the research context which are written in relatively factual and objective style. The researcher made notes in each observation done. The researcher made notes to all activities during the lesson and also noted about the students' reaction and response to the learning.
- c. Interview, the teacher conducted interviews from pre-research, in the process of action and at the end of the research. The researcher made interviews to the teacher and the students. In the pre-research, the researcher made interviews in order to know what problems both the teacher and the students faced especially in reading lesson. The interviews were given in the process of the action and at the end of the research aimed to know how far Vlogging influences the students' Speaking.

Second, the technique of collecting the data using quantitative method is a test. In this research, the researcher used Speaking test type for

both pre-test and post-test. The result of the test was analyzed to know the students ability in speaking. In analyzing qualitative data, the researcher analyzed the result of the observation done during the teaching and learning process by using Constant Comparative Method as suggested by Strauss and Glesser in Moleong (2004: 288 289). They say in general, the data analysis includes data reduction, data classification, data synthesis, and ended by action hypothesis.

RESULT AND DISCUSSION

This research was conducted in 3 cycles. Each cycle consists of 4 main steps, namely: planning, implementation, observation and reflection. Soccer learning by using vlogging refers to the stages suggested by Sun et al (2009), namely: (1) making vlog concepts by making vlog planning, choosing vlog topics. But at this stage the vlog topic is determined by the researcher so that there is uniformity in the vlog topic that will be created. (2) brainstorming, at this stage, students begin to make scrip) (in Indonesian and translate it into English. (3) practice articulation. At this stage students practice to recite and practice intonation in speaking English. they will make a vlog recording. (4) monitoring, at this stage they must check video clarity (pictures and audio), theme suitability with content, use of language and articulation in the vlog that has been made, then the last stage is (5) evaluation. this stage the students do

self correction according to the following assessment rubric:

CONCLUSION

Based on the results of the research cycles that have been conducted, the use of vlogs to improve basic English skills for young people in the Muara Bungo English learning community, the following data is obtained: in cycle 1, the researcher asked the participants / club members to prepare content about introducing self. Then they are asked to make a script and practice to recite the script that has been made. The script that is pronounced must be translated into English according to good and correct English language rules. After practicing, students are asked to make vlogs and upload them on Youtube. But before being uploaded, they were asked to check for themselves the vlog that was made in accordance with the rubric provided by the researcher. This first cycle is carried out for 2 times face to face with the same topic. The reason why the researchers chose the same topic was so that participants were familiar with the vlog topics they created and they could convey the contents of the vlog smoothly. From the results of observation, participants feel interested and eager to make a vlog. They also tried to make the vlog in the best possible style. But there are several obstacles faced in cycle one namely: most participants are still rigid in using vlogs, some feel insecure about recording videos themselves, technical obstacles related to video editing and copying. In the records of the results of cycle one showed

unsatisfactory results. Then the research must proceed to cycle 2.

In cycle 2, researchers asked participants to create a vlog with the theme My Family. This theme was chosen because it is familiar and close to the daily lives of participants. Just like cycle 1, this cycle begins with preparation to make a script about the family. The scripts that are made are then translated into English. Next they practice reciting and using the right intonation. Once they are ready, they are welcome to make their own vlogs. They are allowed to make property in the form of pictures, or vlogs directly with their family members at home. Next they have to upload it on YouTube. After uploading, they are asked to cross-check with other participants. Corrections made include correction of grammar, pronunciation and intonation, audio and video clarity and compatibility of content with the theme. Family topics were also made in 2 meetings. In this cycle 2, parsipan has shown significant development. They have started to believe in themselves. The content has started well. Vlog edits have also improved. But the note in this cycle is the use of English grammar which is still a mess. This will be an improvement point in cycle 3.

This research continues to cycle 3. The third cycle begins with preparing content about My Holiday. In this cycle participants are asked to make a Vlog in tourist attractions in their city. This is done at the same time as an effort to promote the existing tourist attractions in their place to the outside world. As usual, participants must make a script

and translate it in English. This time the grammar is in the spotlight of improvement. Because based on the results of cycle 1, participants had difficulty in making content with the correct English order. To overcome this problem the researchers asked participants to do peer corrections before making vlog records. Furthermore, after they are ready, they make a vlog at a tourist spot in their city and then upload it. Like the steps in the previous two cycles, in this cycle the participants carry out a self evaluation of the uploaded vlog. Corrections made include correction of grammar, pronunciation and intonation, audio and video clarity and suitability

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