

## Video Blogging (Vlogging) to Enhance Students' Speaking Skill of IAI Ibrahimy Genteng Banyuwangi

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### ABSTRACT

This study was supposed to increase students' speaking ability by using vlog of the 1st semester Islamic law college students of IAI Ibrahimy Genteng Banyuwangi 2021/2022 academic year on class A and B. The study was focused on enhancing their speaking ability by watching the blogging of video. The classroom action research was the design of research. The members were 38 college students of class A and B.

The researcher gathered information on the checklist observation, field note taking and speaking performance by creating a vlog. The result of the research, the students speaking potential become stepped forward. In the cycle I, they were already incredible in making a vlog content material however some of them had been still making a few pauses and wrong pronunciation. For that reason, the researcher performed the cycle II and the students spoke greater fluently and as it should be and a number of them gained appropriate ratings. It became proven that the imply score in cycle 1 of class A changed into 73.92 and it was elevated 78.57 in cycle 2. While, the imply score of class B in cycle 1 and cycle 2 become 76. There had been no improvement but the criteria of fulfillment were achieved. By using vlog as the media in increasing college students speaking ability, they had been courageous to talk up for the duration of the teaching and learning. Thus, primarily based on the result, it may be inferred that vlog could enhance students' speaking overall performance.

### 1. Introduction

There are 4 capabilities in learning English particularly speaking, listening, writing and reading. Speaking is one of the language competencies that should be mastered by the students, for the reason that it's far the second one talent that is found out after hearing and it is the most effective ability of conversation in our life. This is potential to get out phrases even sentences to convey the idea, thought, opinion, and feeling to others. It's also crucial in second language acquisition as stated by Lomri (2016), that speaking is one of the four abilities that may be

utilized in our every day life exercises and situations to ship and get hold of messages. It can be inferred that we use this skill nearly in our each day existence if you want to speak with different people. Thornbury (2005) also says that the conversation is the activity by means of a speaker to deliver his mind to have interaction with the others in real existence. In step with Burns (2012), speaking ability takes place in actual lifestyles and includes cognitive manner, bodily, socio-cultural, and speakers' information. In our context, speaking English offers challenges to Indonesian freshmen as an overseas language. Ellis (2008) said that it needs greater effort in studying speaking skill if a person is having loss of English exposure and exercise. The hassle arises whilst students are reluctant to talk up due to a few motives. They sense fearful of making errors and feel unconfident when they talk in the front of public. They tend to turn out to be passive newcomers and feel fear to express their ideas.

This circumstance will make their speaking skill significantly reduced. When we speak, we are considering the man or woman we are talking to and wish our conversation means to them. Inside the same case, we have interactive techniques namely gestures, eye contact, facial expression, and body movement to convey our messages surely and use language functions to clarify our mean and keep the interaction. It is consistent with Bohari (2020) that interactive strategies are prompted by way of person elements as the following:

- (1) topical know-how
- (2) motivation to talk
- (3) teachers' comments throughout talking sports
- (4) be brave to convey opinion
- (5) pressure to carry out well
- (6) time for teaching

Thinking about the factors above, it is able to be concluded that speaking develops students' competencies based on components including pronunciation, structure, vocabulary, content, and fluency. To remedy this trouble, teacher or lecturers need to be capable of using media to attract students and make them have greater confident in speaking English. A technology may be applied to acquire that goal. Technology may be without a doubt beneficial to inspire the students and decrease the burden that they face once they communicate English as their communication. Therefore, having top speaking skill and teaching of English are very important as properly. This performance inside the study needs to be meaningful for them. The way that the speaking ability need to know not simply as word by word, phrase by phrase or sentence by sentence, but it should be more innovative and progressive within the learning. These activities can have an impact on the students' motivation to speak. Whilst they discover its thrilling and the students can get advantages from it, their motivation will growth as properly. In reality, a few instances confirmed that a few English teachers or academics are missing on the interaction of media creativities, the methods and the techniques of learning process. Besides, it is hard to applied in the real-life scenario, so that maximum of the teachers or lecturers nonetheless recognition at the students' worksheet to design the material. Consequently, the students don't have enough opportunity to speak English indoor or outdoor. To acquire the ones dreams, technology is one of the key phrases that need to be applied by teachers or lecturers to assist college students improving their English capacity in particular speaking skill. This ought to be taken under consideration when you consider that younger human beings these days are very connected to it. Whilst teachers or lecturers can employ technology intelligently in language getting to know, then students will feel extra relaxed to gain the language and may be extra active to exercise their language ability. Vlogging is one of the improvements in technology that can be

used as a thrilling media to improve college students' skill due to the fact this media specializes in speaking for communication nowadays (Wulandari, 2018).

Nowadays, technology offers many capability for students to apply English that could motivate them and self assurance to talk. Teachers or lecturers must take benefit of such potential as a device, such a developing video-blogging in YouTube. Nataniel (2006) states that a video-weblog is a short for weblog which uses video as the center content material as it's miles related to a video weblog put up and normally accompanied by using supporting text, photo, and extra meta facts to offer a context for the video. This term is said with the aid of Gunelius (2019) that it's miles related to a video and publish it in any net video weblog. Vlog is regarding of your self, news around and occasion. Within the early day of a vlog, the humans add it in the internet and on occasion put up it in their very own weblog. Vlogging also known as podcasts, a time period that was used to consult each audio and video blog posts. Besides, a blog is recorded a person's pastime approximately their argumentation or idea at their time activities in the form of videos. It may be approximately their activities existence, somethings about them, records about some thing, or whatever they are obsessed with. Video blogging may be recorded without difficulty every time and anywhere they need, as an instance with smartphone, cameras or other sophisticated gadgets. Then the video can be sended in some net platforms. Due to that the students can also watch it without difficulty through their cellphone, computer systems and notebooks. Therefore students can browsing the video easily.

Considine, Horton & Moorman (2009) states that virtual technology is regarded as virtual natives. It means that with the aid of the use of a virtual technology, we also can learn the genuine source. In step with Thomas referred to in Rakhmania and Kusumaningrum (2017), the web videos offer beginners the chance to exercise their abilities on language everywhere or maybe no instruction, which continues them worried in the system. These days there are various technology based educational media which include cool animated film tale Maker, Sway, Powtoon, Quizlet, social media, weblog, online videos along with vlog, and many more that make college students easier to recognize the lesson and make students interest in it. Several researches have been accomplished in order to investigate using vlog (video-weblog) in enhancing college students speaking ability as conducted by means of Butar (2019) in her research. The research result showed that the effect of "Video blogging" should enhance college students' speaking struggling. It was proven by using the end result of the sphere notice and commentary check list from cycle to another cycle. The students were involved on communication actively through the usage of video blogging and met their interest. It also delivered them to the surroundings that they may convey their specific ideas to others. It is consistent with Qowiyuddin (2019) that there have been some consequences of their speaking ability. It changed into confirmed that they may attain 76% from 45 %. Wulandari (2018) also showed that vlogging as an opportunity oral communication method for improving English speaking ability. It turned into proven to be an amusing and a smooth to get entry to media. With the aid of the use of this vlog, the students are also offered possibilities for digital literacy competencies and multilingual peer studying. It encourages self sustaining learning and provides true environment to get publicity in speaking. In line with a few effects of the research above, the researcher became interested by accomplishing a classroom action research entitled "Video-Blogging a blog (Vlogging) to enhance students' speaking ability of IAI Ibrahimy Genteng Banyuwangi."

## 2. Methods

This take a look at used a classroom action research as a design e to improve students' speaking skill that appropriate with the design of this study. As stated with the aid of Burns (2010) the action study is spontaneous practice thinking that aims to find out the state of the problems through members so that will solve them, convey out changes and improvements to them. The research of classroom action is likewise aims to overcome the difficulty acquiring knowledge about the process. Thus the design of research can be a design that overcomes problems in schools by using several actions. Based on it, this seemed as the proper way for the teacher or lecturer within the class because it makes a speciality of seeking solutions to issues found in the course of teaching and learning. This has four stages in repeated cycle, in keeping with Kemmis and Taggart in Burns (2010), it has the technique cyclical that includes several stages, namely the plan, observation, action, and reflection. The result of the first cycle 1 are utilized to decide the need for the next cycle until the problem is resolved by utilizing the method or even the media. Therefore, teachers or lecturers can using the approach several time with some changes within the cyclical method to make sure the higher end result or resolve the trouble.

The participants of this study were the 1st semester of Islamic law college students (HKI) in 2021/2022 academic year of IAI Ibrahimy Genteng Banyuwangi. There had been 38 college students found and researched in two exclusive instructions. They had been 28 college students in class A and 10 students of B class. They were taken into consideration to have good enough understanding and potential in English as pondered from their day by day overall performance score particularly in studying and writing sports even additionally they had problem in speaking. They showed little enthusiasm for these activities and in general, produced easy and unelaborated sentences for some practices particularly in speaking. College students additionally showed much less initiative and unconfident to volunteer to speak up or ask questions. As a consequence, the researcher acquired the data through data collection for the duration of the remark. This data collection was carried out using the field notes taking and data sheets, as a guide to see the interactions, participation, and student activities that occur in the teaching and learning process. This study was performed in cycles in which the first cycle needed three to four meetings whereas the second cycle needed 3 meetings.

In collecting recorded data, the using technique in the study was the assistance of using observation sheets, and field notes to find out the teaching and learning process through the application of video blogging to teach speaking in class. The researcher also executed the data by measuring students' speaking performance at each meeting via video blogging. Record series equipment in this study was obtained from observation sheets, video recordings, field notes, and student speaking tests. Recorded data obtained from the process of data series were analyzed by reflecting on the recordings taken to find out the improvement in students' speaking performance. Data taken from video recordings and assessment tables have been collected to determine the development of students' speaking skills from one cycle to another.

## 3. Result

The findings of the researchers have been discussed based on the results of observations and field notes at several stages of learning in the classroom and carried out in cycles. In the first cycle, the researcher planned by preparing observation sheets and some field notes and the material to be discussed. After that, the acting stage was carried out in two meetings, namely on Monday, September 28<sup>th</sup>, 2021 for class B and Tuesday, September 29<sup>th</sup>, 2021 for class A for the first meeting. Thus, the second meeting of each class was taken on Monday, October 4<sup>th</sup>, 2021 and

Tuesday, October 5<sup>th</sup>, 2021. Time for English subject is 90 minutes. There were no students who were absent in the first cycle. In this cycle, the students were given a specific topic to be discussed for speaking practice for the second meeting. In the first meeting, the students were given a vlog on the screen in order to give them ideas how to make a good vlog. Then, the researcher gave them some criteria and limitation in making a vlog. After that, in the next meeting, they were asked to make a vlog anywhere about the topics given. The topics given to the students were procedural how to do something and the topic about description things. Thus, they have chosen one of them. Then, the researcher gave different topics for the students in the first cycle in order to make them more creative and active to speak up by using a vlog.

After the action in this cycle was done and the scores were taken, the researcher made an observation and a reflection of it. After the reflection was done, the scores of the students had not been achieved yet. Some of them still had a minimum score even their score were under the minimum standard score that was 70 for each class. Besides, the criteria and the limitation of the vlog were not as the researcher said before. Some of them made out of the box vlog. So that, the cycle 2 was conducted to meet the criteria of success. The students score of class A and B in cycle 1 can be seen as follows:

**Table 1.** The Score of Class A in Cycle 1

<b>NO</b>	<b>INITIAL NAME</b>	<b>SCORE</b>
1	ANM	70
2	AUR	60
3	DRM	80
4	LH	60
5	MAS	90
6	QN	80
7	N	60
8	RAN	75
9	RF	70
10	SA	85
11	WM	80
12	SNL	80
13	SW	90
14	AH	60
15	AFL	85
16	MR	80
17	MHAS	90
18	NM	60
19	DAL	90
20	MSR	70
21	MKK	60
22	MHAM	50
23	MIF	50
24	MS	85
25	NA	60
26	NU	85
27	RM	80
28	MKAW	85
<b>TOTAL</b>		<b>2070</b>

**Table 2.** The students Score Table of Class B in Cycle 1

<b>NO</b>	<b>INITIAL NAME</b>	<b>SCORE</b>
1	NT	50
2	FH	50
3	MAA	80
4	MAM	80
5	MFR	90
6	MFS	75
7	AB	85
8	FAA	90
9	FNA	75
10	NA	85
<b>TOTAL</b>		<b>760</b>

In this cycle, the acting stage was held on Monday, November 15<sup>th</sup>, 2021 and Tuesday, November 16<sup>th</sup>, 2021. The English subject was done in 90 minutes. There were no students who were absent in the second cycle. The results showed that cycle to cycle experienced a greater increase. This can be seen from their performance based on field notes and the average score of students in cycle II is better than the previous cycle. In this cycle, students were given the same topic as the previous one to encourage them to make speaking appearances using vlogs. The following is a table of student scores in cycle 2 of class A and class B:

**Table 3.** The students Score of Class A in Cycle 2

<b>NO</b>	<b>INITIAL NAME</b>	<b>SCORE</b>
1	ANM	65
2	AUR	80
3	DRM	80
4	LH	85
5	MAS	85
6	QN	90
7	N	80
8	RAN	80
9	RF	65
10	SA	90
11	WM	80
12	SNL	90
13	SW	90
14	AH	65
15	AFL	70
16	MR	85
17	MHAS	85
18	NM	80
19	DAL	80
20	MSR	70
21	MKK	70
22	MHAM	65
23	MIF	70
24	MS	80
25	NA	80

26	NU	80
27	RM	90
28	MKAW	70
<b>TOTAL</b>		2200

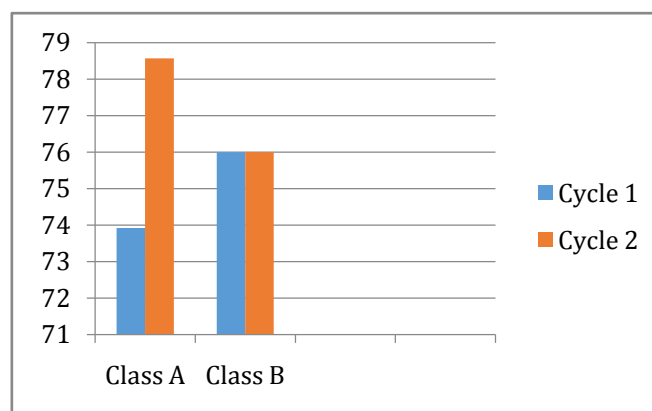
**Table 4.** The students Score Table of Class B in Cycle 2

NO	INITIAL NAME	SCORE
1	NT	70
2	FH	65
3	MAA	80
4	MAM	80
5	MFR	80
6	MFS	70
7	AB	70
8	FAA	85
9	FNA	80
10	NA	80
<b>TOTAL</b>		760

**Table 5.** The Mean Score of Class A and Class B Students' Speaking Skill in Cycle 1 and Cycle 2

No	Class	Mean Score (1 <sup>st</sup> Cycle)	Mean Score (2 <sup>nd</sup> Cycle)	Description
1	Class A	73.92	78.57	Achieved
2	Class B	76	76	Meet the need of criteria

The following is the tabulation of the mean scores from the students' speaking performance in cycle 1 to cycle 2:

**Figure 1.** Students' Speaking Performance Mean Score

From the Figure above, we can conclude that the mean score of the cycle 1 to the cycle 2 had increased. In cycle 1, Class A means score was 73.92 but then it was increased 78.57 in cycle 2. It means that there was an improvement and had achieved the indicator of success after given an action by making a vlog in Class A. Meanwhile, in Class B, the mean score was 76 and it was also

76 in cycle 2. It means that the use of vlog for this class had no improvement but there had been achieved the criteria of success.

#### **4. Discussion**

In the end, from the results of the evaluation above, the findings of classroom action research are good. Students' speaking ability increases through the use of video blogging (Vlog) as a medium. It helps students to learn and enjoy the fun process of speaking by getting new experiences in a different way. They found out a way to pronounce the phrases earlier than they made the video. In addition, they should re-pay attention if they're no longer sure about what they listen and they are able to ask their pals assist in the class that they were nevertheless harassed. By making vlogs, they have to get more information about what they are going to talk about and they also want to provide insight by seeing how the vlogger conveys information to viewers. As a way to imitate the vloggers in conveying the information they mentioned. Finally, vlogs should also provide an opportunity for them to practice their listening skills as well. This result proven that the students had good ability in this ability, in particular they showed that they might make themselves comprehensible in the presentation. This factor showed that the students' rating nonetheless needed to improve significantly because a number of the students didn't achieved the category as properly specially in class B.

The researcher as well as the lecturer on this study, expected the students to have higher score in each cycle. In reality, college students still had difficulties in the use of the suitable diction for the duration of the pastime that they introduced collectively. Besides, they decide that it becomes difficult to speak without pauses and fluency in enunciating words. Based on the observation checklist, it can be concluded that at this first meeting, out of 38 students, they were usually extraordinary in delivering material. Based on unanimous observations in field notes, there are several notes for teaching and learning processes, lecturers and students. The conditions in the first cycle were not conducive because it was the first time making a vlog, and I was also confused about what to say in the vlog. However, this result was extremely good, but we couldn't count on that it became already work well due to the fact everything could be better or worse if the speaking practice may be done regularly. The ones were additionally supported by Bilbao et al (2009) once they assure that using vlogs develops college students' possibility to study, watch and pay attention to the records in any format for gathering understanding, collaborate with others to amplify and deepen their information and use technology to acquire new expertise as well as to organize and present knowledge. Furthermore, Hung (2011) states that vlogs provide students with visual illustrations, relief from time constraints, self-assessment, a wider target market and peer learning. Thus, the researchers concluded the prediction of the action hypothesis that video running blogs (vlogs) can improve the speaking skills of IAI Ibrahimy Genteng Banyuwangi students in the 2021/2022 academic year.

#### **5. Conclusion**

Finally, the researcher concluded that the application of "Video blogging (Vlog)" could improve students' speaking skills. This is proven through the results of observation notes and complementary checklists from cycle I and cycle II. It had been proven that the mean score in cycle 1 of class A turned into 73.92 and it was increased 78.57 in cycle 2. While, the mean score of class B in cycle 1 and cycle 2 become 76. The students had been actively concerned in conversation whilst they felt the vlog met their interest, and additionally could carry them to the environment that they might convey their specific ideas.



Video blogging (vlog) can help students to more actively participate in speaking to express what they think in their minds. As a result, based on the results, it can be concluded that vlogs might want to motivate students' speaking performance. Covering all the findings, this research states that the use of this media can improve their speaking ability positively.

## 6. Acknowledgments

In this study, the researcher wishes to say big thank you for helping and praying from all contributors, specifically to all the English learners inside the law Islamic study program, the college students of Sharia of the first semester of English 1 course who had participated in this full semester.

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## Appendices

If there is more than one appendix, they should be identified as Appendix A, Appendix B, etc. Formulae and equations in appendices should be given separate numbering: Eq. (A.1), Eq. (A.2), etc.; in a subsequent appendix, Eq. (B.1) and so on. Similarly for tables and figures: Table A.1; Fig. A.1, etc.

### Appendix A

**Table A.1** Scoring Rubric of Speaking Performance

No.	Criteria	Rating Score	Description
1	Pronunciation	5	Having few traces of foreign language
		4	usually intelligible, aware of definite accent
		3	Pronunciation problem wishes concentrated listening and from time to time result in false impression
		2	Very hard to understand about pronunciation hassle, most often be asked to repeat
		1	Pronunciation hassle makes speech in reality unintelligible
2	Grammar	5	Make few (if any) substantial errors of grammar and word order
		4	sometimes makes grammatical errors or word orders mistakes
		3	Make common errors of grammar and word order, which from time to time distract meaning
		2	Grammar and word order mistakes make comprehension hard,
		1	frequently make mistakes in grammar and word order
3	Vocabulary	5	Use of vocabulary and idioms is without a doubt from native speaker
		4	every so often the usage of irrelevant phrases and must rephrases thoughts because of lexical and equities
		3	frequently using the wrong words communication incredibly because of insufficient vocabulary
		2	Misuse of phrases and really confined vocabulary make comprehension pretty hard
		1	Vocabulary dilemma so severe as to make conversation simply not possible
4	Fluency	5	Speech as fluent and attempt much less as that of native speaker
		4	speed of speech seems to be slightly affected by language problem
		3	velocity and fluency are instead strongly suffering from language problem
		2	generally hesitant, frequently forced into silence by way of language hassle
		1	Speech is so halting and fragmentary as to make conversation surely not possible
5	Comprehension	5	appears to recognize everything with out issue
		4	recognize nearly the whole lot at regular speech despite the fact that every so often repetition can be essential
		3	understand of most of what is said at slower than regular velocity with out repetition
		2	Has exceptional difficulty following what is stated. Can realize handiest "social verbal exchange" spoken slowly and with frequent repetitions
		1	can not be stated to recognize even simple conversation

*(Adapted from Jacobs et al in Hughes, 1989:104)*

## Appendix B

**Table B.1** The students Score Table of Class A in Cycle 1 and Cycle 2

NO	INITIAL NAME	SCORE (Cycle 1)	SCORE (Cycle 2)
1	ANM	70	65
2	AUR	60	80
3	DRM	80	80
4	LH	60	85
5	MAS	90	85
6	QN	80	90
7	N	60	80
8	RAN	75	80
9	RF	70	65
10	SA	85	90
11	WM	80	80
12	SNL	80	90
13	SW	90	90
14	AH	60	65
15	AFL	85	70
16	MR	80	85
17	MHAS	90	85
18	NM	60	80
19	DAL	90	80
20	MSR	70	70
21	MKK	60	70
22	MHAM	50	65
23	MIF	50	70
24	MS	85	80
25	NA	60	80
26	NU	85	80
27	RM	80	90
28	MKAW	85	70
<b>TOTAL</b>		2070	2200

To find out the mean score of the students' speaking skill, the following formula was used ():

$$M = \frac{\sum x}{N}$$

Note:

M : Mean score

$\sum x$  : Total score

N : Total students

Thus the Mean score of Cycle 1 is:

$$M = \frac{\sum x}{N}$$

$$= \frac{2070}{28}$$

$$= 73.92$$

The Mean Score of Cycle 2 is:

$$M = \frac{\sum x}{N}$$

$$= \frac{2200}{28}$$

$$= 78.57$$

## Appendix C

**Table B.2** The students Score Table of Class B in Cycle 1 and Cycle 2

NO	INITIAL NAME	SCORE (Cycle 1)	SCORE (Cycle 2)
1	NT	50	70
2	FH	50	65
3	MAA	80	80
4	MAM	80	80
5	MFR	90	80
6	MFS	75	70
7	AB	85	70
8	FAA	90	85
9	FNA	75	80
10	NA	85	80
<b>TOTAL</b>		760	760

Thus the Mean score of Cycle 1 is:

$$M = \frac{\sum x}{N}$$

$$= \frac{760}{10}$$

$$= 76$$

Thus the Mean score of Cycle 2 is:

$$M = \frac{\sum x}{N}$$

$$= \frac{760}{10}$$

$$= 76$$