

# The Effect of Video Blog (Vlog) to Students' Speaking Skill on Junior High School

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## Abstract:

In this study, researchers found English language learning problems that emerged from students, teacher strategies and learning facilities. This fear can hinder students' progress and self-confidence, some students do not yet have good English speaking skills, students still have difficulty telling their daily activities in front of the camera, so students take action. Researchers utilize technology that is often encountered by students in everyday life apart from learning English. The media is a video blog (Vlog). from this Video Blog can be the right solution because students can improve their English speaking skills as well as take advantage of technology.

**Keywords:** Speaking Skill, Video Blog, Vlog

## Introduction

In learning English, it is very important to continue to improve speaking skills (Berlinda Mandasari1, 2020). Every student must habitually practice their speaking skills, practice English by frequently making English conversations with their friends. Speaking skill is very difficult to obtain without frequent practice. Speaking skills direct contact with cognitive, physical, socio-cultural processes, all of which occur in real time and situations (Berlinda Mandasari1, 2020). However, speaking ability is indeed considered as one of the most crucial skills when learning a foreign or second language (Rao, 2019).

As we know that many students who study English still have difficulty developing their English speaking skills even though English has been taught for years from elementary school to university especially Speaking (Linguistics, 2021). The structure of spoken language is very different when compared to written. Written Word Have time to plan, edit, and proofread, whereas speaking skills are spontaneous. our personality, self-image, knowledge. Our ability to convey our thoughts to the world is reflected in the way we speak.

Teaching students to speak English requires more patience, because it is related to how students feel happy when learning English.

The researcher for the first presented one of the studies conducted by Ida Nurstaningsih, a student at Walisongo Negeri Islamic University with the title: Effectiveness Of Video Blogs (Vlogs) For Teaching Speaking Recount Texts. The findings from the data analysis showing significant differences in students' speaking ability before and after the video blogging training were interesting and encouraging. These results indicate that the use of vlogs as a language learning tool has the potential to improve students' speaking skills effectively. The significant difference between speaking ability before and after the training indicated that the video blogging training may have had a positive impact on the development of students' oral communication skills.

However, in evaluating research results, it is necessary to consider several factors. First, because this study uses a purposive sampling technique, the generalization of the findings is limited to the same population as the sample selected. As such, the results of this study may not be directly applicable to different student populations or different educational contexts. Learning There are already those who watch and make vlogs, but they are only used as spectacles or entertainment. Video blogs that can also affect students' understanding of English, especially to improve speaking skills.

## **Review of Literature**

Speaking is generally taught and categorized into four skills: listening, speaking, reading and writing. These skills fall into two categories: acceptance and productivity (Guebba, 2021). Teaching speaking is complicated, whether it's a productive skill or not speaking also requires the rapid activation of the speaker's knowledge and skills in real time (Lestari, 2020). Lack of opportunities to practice the language often and in different contexts can mean that students struggle to develop their speaking skills. Speaking is also considered as an interactive process because it embodies the interaction between two or more interlocutors under certain circumstances. Therefore, depending on the social context. The language used in formal situations is different from the language used in informal situations (Guebba, 2021). The cognitive aspect of speaking involves accessing vocabulary, grammar, and

linguistic structures in the brain to formulate coherent sentences. The physical aspect involves coordinating the vocal apparatus to accurately produce the desired sound.

According to (Ida Nurstaningsih, 2020). Speaking is considered a productive or active skill in language learning because it involves not only mental processes (such as thinking and generating ideas) but also physical actions to produce speech through the use of our vocal and vocal organs. This differentiates it from receptive skills such as listening and reading, which involve comprehending and understanding incoming information (Ida Nurstaningsih, 2020). And there are several purpose of speaking :

- a. **To Inform:** The first purpose of speaking is to make an announcement. It's about making information available to the general public that they don't already have. Your audience can use this information to understand something, perform new tasks, or improve their skills. The most important feature of an information topic is that its purpose is to acquire knowledge.
- b. **To persuade:** A second purpose of speaking is to persuade. When we tell a persuasive story, we try to get the listener to accept a point of view or take action that would otherwise be unacceptable. A persuasive speech differs from an informational speech in that it encourages the audience to take action, change their behavior, and change their way of thinking.
- c. **To Entertain:** The speaker aims to make the speech enjoyable and memorable for the listeners while delivering the core message. Ultimately, the success of any speech, regardless of its purpose, lies in how well the speaker connects with the audience, tailors the content to their needs, and delivers it in an engaging and compelling manner. Understanding the context, topic, and audience is crucial in crafting a speech that achieves its intended goals.

The ultimate common goal that people can have when speaking in public is to have fun. It's important to note that while informative and persuasive speeches have specific outcomes in mind (educating and persuading, respectively), enjoyable speeches prioritize the interest and engagement of the audience.

## The Elements of Speaking

When learning speaking skills, students should pay close attention to several important points to improve their communication abilities like Seeking Feedback. that is Encourage students to seek feedback from teachers, peers, or language partners. Constructive criticism can help them identify blind spots and work on specific aspects of their speaking (Guebba, 2021). The elements of speaking can be explained as follows:

- a. **Pronunciation:** Pronunciation involves various elements such as intonation, stress, rhythm, and tone. These elements, along with other principles, contribute to how speech sounds in a language. Enhanced Communication: Proper pronunciation aids comprehension and facilitates effective communication. Even if a person's vocabulary and grammar are correct, poor pronunciation can hinder successful interactions.
- b. **Grammar:** Grammar is necessary to organize the correct order of spoken and written language. Grammar is often overlooked when speaking, especially for EFL learners, but grammar still plays an important role in speaking. When learning to speak, learners can have trouble understanding certain grammatical rules, so it is best to learn contextual grammar for communicative purposes to avoid confusion.
- c. **Speaking:** Speaking refers to the appropriate dictionary used in communication. Without proper Speaking, you cannot communicate or express your thoughts effectively, whether verbally or in writing (Bloemert et al., 2019). Grammar and speaking are fundamental aspects of language learning, and they both play crucial roles in communication and language proficiency.
- d. **Fluency:** Fluency is a significant milestone in language learning, indicating a high level of proficiency. Achieving fluency requires practice, exposure to the language in different contexts, and consistent effort to improve all language skills. Fluent speakers are better equipped to engage with native speakers, comprehend authentic materials, and function effectively in various linguistic and cultural settings
- e. **Comprehension:** When we speak, we need to pay attention to comprehension as words play a role in conveying messages and

information (Rao, 2019). The success of speaking depends on the success of conveying the message in a way that is conveyed to the interlocutor. Therefore, the speaker should produce speech that is clear and acceptable to the interlocutor or person who wants to receive the message

To address these difficulties, it is important to adopt effective teaching strategies and create a supportive learning environment. Providing ample speaking practice opportunities, encouraging a positive classroom atmosphere, integrating authentic materials and tasks, and promoting confidence-building activities can help students overcome these challenges and enhance their speaking skills. Additionally, encouraging students to seek out opportunities for English communication outside of the classroom, such as joining conversation clubs, engaging in language exchanges, or using online language resources, can broaden their exposure and provide valuable speaking practice. By acknowledging and addressing these difficulties, lecturers and learners can work together to overcome challenges and foster the development of effective speaking skills in English.

### **Video Blog (Vlog)**

Vlogging, short for "video blogging," is a popular activity using social media platforms, where individuals create and upload videos of themselves to communicate information or share experiences on specific topics. The term "vlog" is often used interchangeably with video blog (Ida Nurstaningsih, 2020).

### **The Weakness of Video Blog**

Although video blogs (vlogs) have gained immense popularity and become an important part of online content creation, they have several drawbacks (Guebba, 2021).

- a. **Limited Educational Value:** As you mentioned, vlogging is primarily used for entertainment purposes. While there are some educational vlogs out there, their format is generally not optimized for deep learning. Educational topics may require a more structured and detailed format,

making other media such as written articles or online courses more effective.

- b. **Technical Limitations:** Vlogging often requires decent equipment such as a DSLR camera, high-quality microphones and video editing software. Not everyone has access to or can afford such a device, limiting the quality of vlogs and potential content creators.
- c. **Time-Consuming:** Creating a vlog can be a time-consuming process. The entire vlogging workflow, including brainstorming, recording, editing, and uploading, can take a lot of time and effort. This can be a challenge for creators with busy schedules or those who want to produce content frequently.
- d. **Internet Connectivity:** Since vlogs usually contain video content, a good internet connection is essential for uploading videos to platforms like YouTube and for viewers to access the content without buffering or other interruptions. In areas with limited internet infrastructure, vlogging may be less feasible for content creators and less accessible to viewers.
- e. **Content Saturation:** The popularity of vlogging has led to content saturation in certain niches. With so many vlogs available on YouTube and other platforms, it can be challenging for new vloggers to stand out and gain a large audience.
- f. **Privacy and Security Concerns:** Vlogging involves sharing one's life and experiences with the public, which can raise privacy and security concerns. Creators should pay attention to what they share to protect themselves and others from potential risks or negative consequences.
- g. **Short Attention Span:** In today's fast-paced digital world, many viewers have short attention spans. Vlogs may not always live up to this tendency, especially if the content is long or lacks interest from the start.
- h. **Reliance on Visual Content:** Vlogs rely heavily on visual elements to convey information and entertain the audience. This format may not be suitable for people with visual impairments or those who prefer to consume content through other media.

It is important that creators and viewers are aware of these limitations and consider alternative formats where appropriate. fourth is A good internet connection is required to upload and access vlogs (Rahmat et al., 2020).

## **Method**

This study used a pre-experimental design included in the quantitative approach with several sub chapters: Study design, study location and time, population, sampling, sampling techniques, data collection techniques, instrument validity and reliability, data analysis techniques, premise tests, hypothesis tests, and static hypotheses. This study used the pre-test as a starting point for research. It can also be said that the pret-test was used by researchers to test students' initial abilities before the implementation this study. This research used the pre-experimental research method (Pre-experimental). This section was used when implementing a Video Blog (Vlog) as a Speaking Learning Media. With the design of telling everyday events and mentioning at least 20 objects around them. This research involved 20 of scnd grade of students of MTs. Nurul Cholil 02. This analysis was carried out by 28 giving the students a Video Blog (Vlog) test. The pre-experimental method was carried out to determine cause and effect and the relationship between independent variables and dependent variables, so that in this section it was necessary to manipulate or treat research subjects (Samsu 2017: 120). The researcher gave a Post-test to students which used as a comparison result when the Video Blog as a medium for learning to speak has been implemented. This test aimed at first graders of Mts Nurul Cholil, 02 more precisely all students in a class of 20

## **Results and Discussions**

After the hypothesis testing phase has been carried out, the next stage is a discussion of the findings based on the theory of research objectives regarding the effectiveness of video blogs as a strategy to the student speaking skills. The final results show that the output of the paired simple t-test is there is an effect of using video blogs (Vlogs) on the speaking skills of class VIII MTs students. Nurul Cholil 02 with an average score of 38.65 pretest and

54.00 of posttest. this is the same as the research conducted by Ida Nurstaningsih, a student at Walisongo State Islamic University, Faculty of Tarbiyah Sciences (Ida Nurstaningsih, 2020). In this study it was found that the students' speaking ability was significant before and after the video blogging training. Therefore, it can be concluded that video blogging can improve students' speaking skills. Therefore, seeing the conclusions obtained, it is necessary to apply video blogs as a speaking learning system to support students' speaking skills, especially in grammar, fluency and pronunciation.

### Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair t 1	Pretest	30.80	20	5.043	1.128
	Posttest	47.80	20	8.154	1.823

Based on the output results above, it can be obtained an average pretest value of 30,80 and a posttest of 47,80 with a significant value (2-tailed) by  $0,000 < 0,05$ . So, it can be concluded that video blog (vlog) learning media on speaking skills shows that there is an average influence/difference by using video blog (vlog) learning media on speaking skills.

The problem that the researchers found that it was very difficult for students to be asked to make video blogs, students tended to feel shy and could not speak in front of the camera. This slightly hampered the student's research process. In the treatment process, several solutions were carried out to increase students' confidence in speaking English using video blogs (Vlogs). Students ask that during the treatment process the camera on the cellphone is turned off, the researcher asks that even though the camera is off, students are still asked to demonstrate using the camera such as making a Vlog video (Vlog).



## Conclusion

From the data in the previous chapter, the researcher finally got the result that Video Blog based on the results of the research, data analysis and discussion carried out, it can be concluded that there is an effect and influence of speaking learning media using video blogs (Vlogs) in discussing grammar, fluency and pronunciation in class VIII MTs Nurul Cholil 02. The data was statically analysed from analysis of Paired Simple T-Test from SPSS 2.1 program. The result of Paired Simple T-Test showed that there were differences in the speaking skills of students with an average score of 38.65 pretest and 54.00 of posttest. On the other hand, this method might be applied in other school.

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