

Fostering EFL Junior Highschool Students' Speaking Skill Through Vlogging Strategy

Rendi Wasto Wau

Corresponding Authors' Email: rendiwau12@gmail.com

Pendidikan Bahasa Inggris, Universitas Katolik Santo Thomas Medan

Kharisma Erikson Tarigan

Email: erik_tarigan2006@yahoo.com

Pendidikan Bahasa Inggris, Universitas Katolik Santo Thomas Medan

Fiber Yun Ginting

Email: teozam@ymail.com

Pendidikan Bahasa Inggris, Universitas Katolik Santo Thomas Medan

Abstract

In an era marked by technological advancements and a burgeoning digital landscape, the realm of education has witnessed a paradigm shift, particularly in language acquisition. This research embarks on an innovative exploration of the efficacy of vlogging as a pedagogical strategy to enhance the speaking skills of Eighth Grade English as a Foreign Language (EFL) students. This research was mainly conducted in order to prove that Vlogging Strategy could improve speaking skill of the eight grade students of SMP Santo Thomas 3 Medan in the Academic Year of 2022/2023. The study employs a classroom action research (CAR) approach, encompassing quantitative analysis of pre-test, formative tests, and post-test scores, complemented by questionnaire insights gleaned from student feedback and reflections. The data analysis showed the mean score increased from 58,8 in Pre-test with 20% of the students got score ≥ 75 , in Formative-test 70,56 with 40% of the students got score ≥ 75 , and 77,08 in Post-test with 76% of the students got score ≥ 75 . The findings underscore the transformative potential of vlogging in the EFL classroom. Quantitative analysis reveals a statistically significant improvement in students' speaking skills, accentuating the effectiveness of vlogging as a language learning tool. This research not only contributes to the existing literature on technology-enhanced language education but also pioneers the exploration of vlogging as a specific and innovative approach within the EFL context. Beyond statistical validation, the study delves into the practical implications for educators, advocating for a shift towards interactive, student-centric pedagogical approaches. It sheds light on heightened student engagement and motivation, showcasing vlogging's capacity to nurture creativity and authentic language practice. This research reinforces the broader narrative of technology's indispensable role in language education and underscores the contemporary necessity of digital literacy alongside traditional language skills.

Keywords: *Speaking skill, Vlogging Strategy, Second Language Acquisition, Classroom Action Research*

INTRODUCTION

Technology has a crucial role in both daily life and the realm of education. It is highly valuable in enhancing human existence, particularly in our modern and technologically advanced world. Technology facilitates and fosters the inclination of learners to engage in playful activities, so involving them in a distinct approach to the learning process. Technology affords learners the opportunity to independently participate, offering self-paced interactions, privacy, and a secure environment where errors are rectified and precise feedback is provided. Feedback enables learners to practice and concentrate on specific errors, so providing added value through its efficacy. The utilization of the Internet has brought about significant transformations in the realm of teaching and the improvement of English language acquisition. In addition, Bahadorfar and Omidvar (2014) asserted that technological tools such as the internet, podcasts, video conferencing, videos, and speech recognition software are highly effective for teaching speaking skills. Utilizing these tools has been recognized as a means of assisting students in enhancing their language abilities.

Technology may greatly enhance learning when it is employed to increase students' involvement in meaningful and intellectually genuine curricula. Technology serves as a tool. It should be chosen when it is the most effective instrument for kids to acquire knowledge. Technology may greatly benefit English language learners and improve the engagement of children with impairments. It is advisable for primary school children to use familiar technological tools into their academic curriculum. Teachers should demonstrate the use of technology to complement the curriculum, allowing children to witness the proper utilization of technology and gain exposure to increasingly sophisticated applications that they will eventually use on their own as they grow older.

Technology can serve as a means for creating significant projects that involve students in the process of critical thinking and problem solving. The authors Keser, Huseyin, and Ozdamli (2012) assert Technology enhances student collaboration as well. Collaboration is an immensely potent instrument for acquiring knowledge. Students collaborate to collectively develop projects or acquire knowledge from one another.

Speaking is the paramount aspect of human existence, employed to convey information. From the moment humans come into the world, they are instructed in the skill of communication mostly by their parents. Subsequently, reading and writing are instructed. By attaining proficiency in verbal expression, we can concurrently achieve mastery in interpersonal communication. Acquiring expertise will greatly enhance understanding.

Rao (2019) asserts that speaking is the paramount skill among the four language skills for effective communication in the global context. Speaking involves engaging with adults in order to convey a message. It signifies that speaking is an innate ability that is exhibited by all individuals, including youngsters (as per Competence Based theory). Syllabus Oral communication is considered one of the fundamental skills that students should acquire proficiently. It has a significant function in facilitating communication. When engaging in oral communication, students encounter various challenges, one of which is to the language itself. Students are apprehensive about making mistakes. Speaking is a skill that involves the ability to produce language. Listening was inseparable from it. Verbal communication involves the creation of coherent and significant discourse. Communication has four key elements: the speaker, the listener, the message, and the feedback. Speaking and pronunciation are closely intertwined, as they motivate learners to acquire English phonetics.

In contemporary times, technology has assumed a significant role in facilitating the acquisition of English language skills, primarily through the utilization of software or hardware. Vlog is a software application that teachers presently utilize to enhance pupils' speaking abilities. In their study, Hamad, Metwally, and Alfaruque (2019) asserted that the integration of technology in teaching speaking has a beneficial effect on students' speaking skills, fluency, and pronunciation. Furthermore, it effectively addresses the challenges students face in speaking. Various research has advocated the notion that vlogs can significantly enhance language instruction and acquisition, particularly in relation to learners' linguistic complexity, grammatical accuracy, and fluency. Nevertheless, the emergence of vlogs as a cutting-edge technology is anticipated to enhance students' proficiency in spoken English during the learning process.

Today students live a highly technologically advanced society, with the majority of them use various forms of technology on a regular basis, such as texting and engaging in social networking (Samad et al., 2022). Students perceive these types of devices as valuable and highly pleasurable. These pupils, who are already familiar with such devices, will easily adapt to using technology in the educational setting. According to Christen (2009), if the learning environment aligns with the way students interact with the world, they will succeed in their education. The integration of technology in the classroom can revolutionize the learning experience by creating an engaging and dynamic educational setting.

Vlogging refers to the act of creating vlogs, which are creative videos produced by individuals to share their daily activities. Generally, a vlog is intended to offer amusing, distinctive, educational, or captivating content. Furthermore, vlogs can also serve as a platform for students to express themselves personally. A vlog, or video blog, is a type of weblog that primarily uses video as its content. It is typically linked within a blog post and is sometimes accompanied by accompanying text, images, and additional metadata to enhance the video's content. A vlog is a digital platform where individuals create and share video content in a blog-like format. This phrase can also pertain to the act of producing a video and sharing it on any online video blog. Video-blogging involves documenting personal experiences, current affairs, and events. During the initial stages of video-blogging, individuals would upload their videos onto the internet and occasionally share them on their own blogs.

According to Watkins & Wilkins (2011), some exceptional vlogs have emerged on YouTube, and students can be directed to them for extensive listening practice or for any other listening lesson that requires authentic English materials. The primary distinction lies in the fact that the medium utilized is video rather than text. Vlogging refers to the act of creating videos while following a structured format. Video production involves utilizing the camera as a primary tool for learning, enabling students to collaborate and employ a diverse range of language throughout the process and final outcome of creating videos. Video can augment simulations by offering insightful feedback and enabling students to observe and assess their own performance. Additionally, the inclusion of a video camera enhances the authenticity of media simulations.

Upon initial observation, it was evident that students showed significant potential in English speaking. However, a notable issue was their shyness and lack of confidence while engaging in verbal communication. Therefore, the writers endeavored to identify ways to address the problem of junior high school pupils' speaking abilities. Vlogging is a viable method to address the challenges faced by students, as it enables them to improve their English-speaking skills and boost their self-assurance.

According to Brokamp et al. (2012), vlogging is highly analogous to blogging and podcasting, which involve individuals sharing information or opinions on a website. Vlog, short for video blog, is a type of online activity that involves the use of visual, audio, and video elements. Vlogging is an abbreviation for "video blog," and web journal is an abbreviation for "web log." Essentially, a vlog is an online diary presented in video format. A vlog is a form of online broadcasting that allows individuals to create and share video content, serving as a visual autobiography and a means of communication. Vlog is a highly popular website in the current century. There are various benefits to using Vlog, such as individuals using it to share their personal experiences, to facilitate comments or opinions on specific topics, and even to serve as a medium in aiding the teaching and learning process. Research has demonstrated that the utilization of multimedia in education is more effective and efficient in enhancing student learning results. To demonstrate the efficacy of utilizing the Vlogging Technique in enhancing the oral communication abilities of eighth-grade students at SMP Santo Thomas 3 Medan.

Sun (2009) proposes a series of chronological processes for implementing vlogging in teaching and learning. These steps include conceiving, brainstorming, articulation, monitoring, and evaluation. Students must develop a comprehensive plan for the assigned topic and generate ideas for the content they wish to provide. During this stage, students are granted autonomy, allowing them to exercise their freedom in selecting and determining the content they choose to incorporate into their vlogs. Subsequently, students must engage in practice and rehearsal prior to the recording process. Sufficient practice is a crucial aspect for enhancing one's speaking proficiency. Students require both sufficient language exposure and opportunities for language utilization. Watkins (2012) affirms that vlogging enhances students' oral communication by increasing their speaking time and providing additional opportunities for practicing vocabulary and grammar. Moreover, vlogging aids in reducing shyness, boosting confidence, and fostering fluency. During the process of practicing and filming, it is essential for students to closely observe and assess their vlogs. They must possess a thorough understanding of the appropriateness of material and its precision. Finally, vlogs are assessed. Students have the option to engage in self-correction and seek input and feedback from their classmates or teachers. Students incorporate the feedback provided to enhance their vlogs. Creating vlogs by following the aforementioned stages necessitates students to repeatedly review and practice.

Over the past few years, there has been a noticeable increase in the prevalence of YouTube video content in the form of video blogs (VLOGs). Vlogs serve as public platforms for individuals to freely express themselves, with the creators having full control over the content showcased in their videos (Misoch, 2014). While there is substantial literature on the use of technology in enhancing English language learning, especially in developing speaking skills, there remains a specific gap in understanding the impact of vlogging as an educational tool for Eighth Grade EFL (English as a Foreign Language) students. Previous studies have predominantly focused on traditional methods of teaching speaking skills or have explored the use of technology in a broad sense, such as through online platforms, digital storytelling, or virtual classrooms. However, the specific application of vlogging - creating and using video blogs - as a strategy to enhance speaking skills in EFL learners is not extensively explored, particularly at the middle school level. This research aims to fill this gap by investigating the effectiveness of vlogging in improving the speaking skills of Eighth Grade EFL students.

By addressing these areas, this study seeks to contribute to the evolving landscape of technology-enhanced language learning and offer practical insights for educators looking to incorporate innovative methods in their teaching practices.

METHOD

The present study employs a Classroom Action Research (CAR) approach. CAR is research that has the purpose of improving the quality of learning both from the side of process and the learning outcomes obtained by students in the overall teaching and learning process. Kemmis, McTaggart, and Nixon (2014:18) state, “CAR as a term of cycle from the step of change is conducted to put plans into action observing what happens and reformulate the plan of what has happened”. It means that to begin the CAR, the teacher must focus on the thing that happens in the classroom. Winter and Giddings (2001:8) state, “Action research is the study of a social situation carried out by those involved in that situation in order to improve both their practice and the quality of their understanding”. It means that in teaching learning, they need socialization each other to develop their knowledge through practice. This model could be visually illustrated as follows:

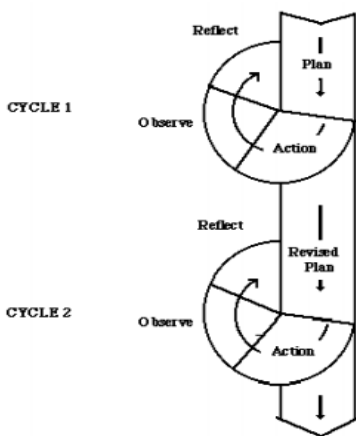


Figure 1. CAR Cycle

Participants

The research participants consist of eighth-grade students from SMP Santo Thomas 3 Medan, specifically from Class VIII-2. The class comprises a total of 25 students, with 13 being male and 12 being female. The author selected this class due to the findings of a preliminary investigation, which revealed that a significant number of students in class VIII-A struggle with speaking skill.

Instrument

The data in this study are collected in the form of quantitative data. The data is derived from the pre-test and post-test scores of the students. Observation aims to observe and understand all aspects of the teaching and learning process, including the teachers, students, and classroom environment. The author utilized field notes as a means of personally evaluating the classroom situation during the teaching and learning process. The study also employed a questionnaire to

obtain further information regarding the students' interests during the teaching and learning process. During the initial meeting, the authors administered a speaking exam where students are required to create a self-introduction discussion in the form of a vlog recording or video. The maximum duration for this task was 2 minutes, and students were given the freedom to choose their own topic. The speaking test was conducted twice, once during cycle one and once during cycle two, for all students.

Data Analysis Technique

In the data analysis phase, the study collected pre-test, formative test, and post-test scores from the participating students to comprehensively assess the development of their speaking skills throughout the study. To analyze this data, we employed statistical software, including SPSS (Statistical Package for the Social Sciences) and Excel, to rigorously evaluate the results. Descriptive statistics, including measures such as mean, median, and standard deviation, were utilized to provide a concise summary of the data, facilitating a clear understanding of the overall trends. Additionally, we conducted inferential statistics, specifically t-tests and ANOVA, to determine the statistical significance of any observed improvements in speaking skills by comparing the pre-test and post-test scores. This quantitative approach allowed us to quantitatively measure the effectiveness of the vlogging strategy in enhancing the students' speaking abilities.

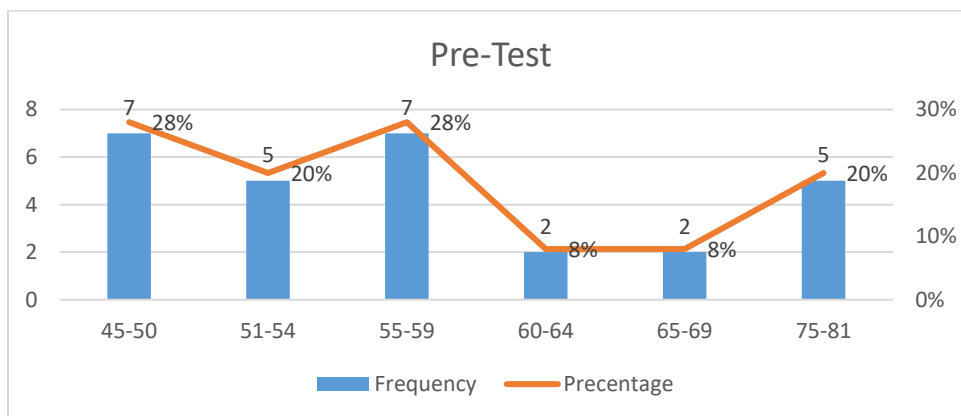
FINDINGS AND DISCUSSIONS

Findings

The quantitative data were taken from the test result of pre-test, formative-test, and post-test.

From the table of pre-test score interval and frequency, the writer presented the data of pre-test in the histogram.

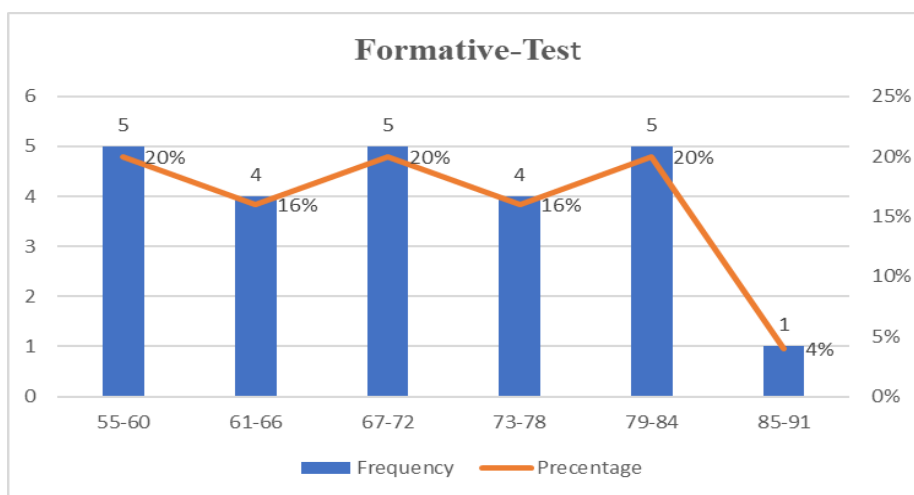
Table 1. The Histogram of Pre-test



From the histogram of pre-test, there are 7 students (28%) who occupied in score interval 45-50. There are 5 students (20%) who occupied in score interval 51-56. There are 7 students (28%) who occupied in score interval 57-62. There are 2 students (8%) who occupied in score interval 63-68. There are 2 students (8%) who occupied in score interval 69-74. There are 5 student

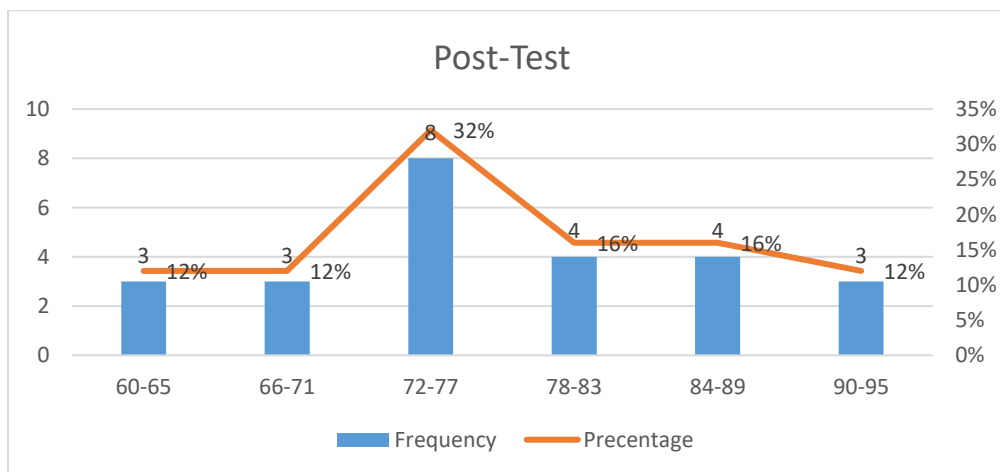
(20%) who occupied in score interval 75-81. Based on the calculation, it seems There are 5 Student meet mastery minimum criteria (KKM) because minimum criteria in that school is 75.

Table 2. The Histogram of Formative-test



From the histogram of formative-test, there are 5 students (20%) who occupied in score interval 55-60. There are 4 students (16%) who occupied in score interval 61-66. There are 5 students (20%) who occupied in score interval 67-72. There are 4 students (16%) who occupied in score interval 73-78. There are 5 students (20%) who occupied in score interval 79-84. There are 1 Student (4 %) who occupied in score interval 85-91. Based on the calculation, it seems there are 10 Students meet the mastery minimum criteria (KKM). Because minimum criteria in that school is 75.

Table 3. The Histogram of Post-test



From the histogram of formative-test, there are 3 students (12%) who occupied in score interval 60-65. There are 3 students (12%) who occupied in score interval 66-71. There are 8 students (32%) who occupied in score interval 72-77. There are 4 student (16%) who occupied in score interval 78-83. There are 4 students (16%) who occupied in score interval 84-89. There are 3 Student (12 %) who occupied in score interval 90-95. Based on the calculation, it seems there are 19 Students meet the mastery minimum criteria (KKM). Because minimum criteria in that school is 75.

Table 4. The histogram of percentage of students' achievement who got score ≥ 75 from pre -test, formative-test and post-test

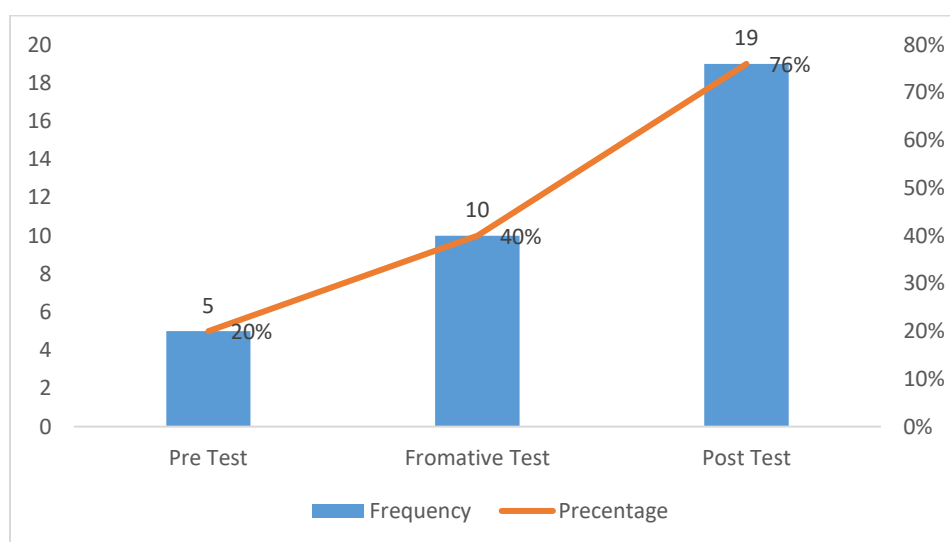
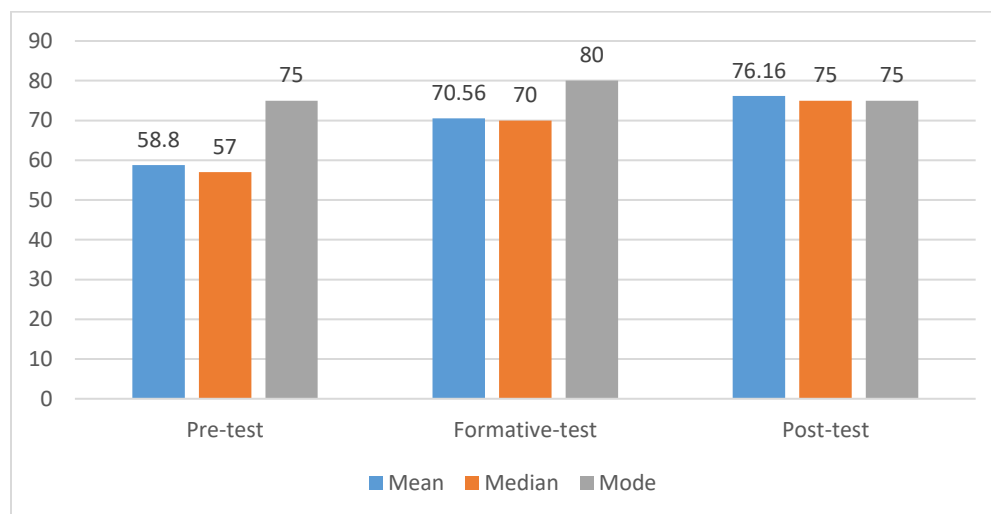
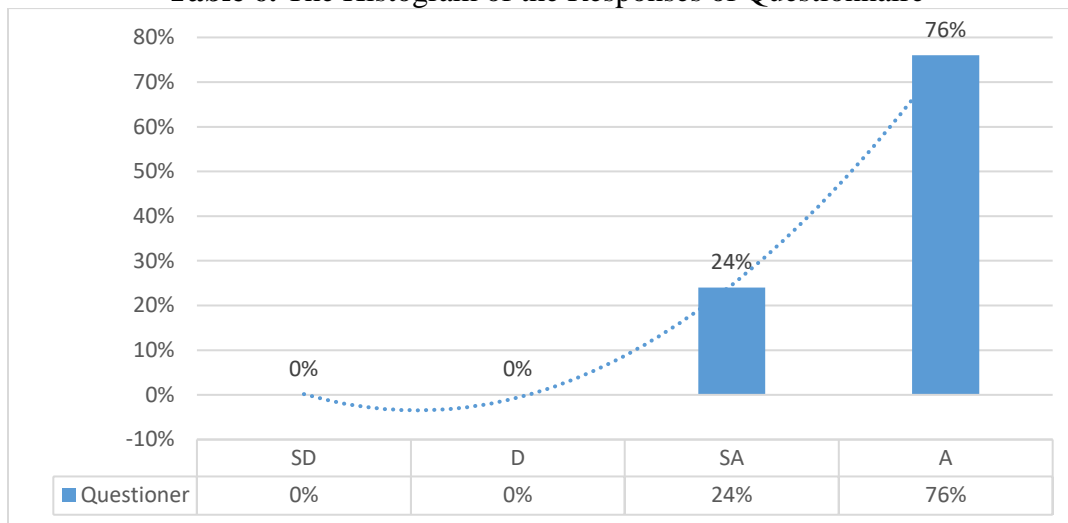


Table 5. The Histogram of Quantitative Data



From the result of the test students’ scores, it was concluded that the students mean score increases. It could be seen from the mean score pre-test, formative-test, and post-test. In pre-test, the students’ mean score is 58,8 while the students’ mean score in formative-test is 70,56 and in post-test is 76,16. Then the mode and median of the students’ score in post-test is higher than pre-test and formative-test. It means that there is an improvement of the students’ speaking skill through Vlogging Strategy.

Table 6. The Histogram of the Responses of Questionnaire



Based on the result of questionnaire:

SD : Strongly disagree

D : Disagree

SA : Strongly Agree

A : Agree

The results determined that the students' attitudes towards the teaching and learning process of speaking skills using the Vlogging Strategy were positive, and their speaking skills also shown improvement as a result of utilizing the Vlogging Strategy.

Discussion

The use Vlogging Strategy was applied to improve the students’ speaking skill to the seventh-grade students SMP Santo Thomas 3 Medan. As the collaborator the English teacher and the writer collaboratively discussed the result of the study. They concluded that the use of Vlogging Strategy could be the effective way to help students in speaking. It was shown in histogram and table 4.4. In which the mean score of each test improved. The mean score of pre-tests was 58,08, formative-test 70,56, and the post-test 77,08. Those scores showed that the second cycle was better than the first cycle. Besides that, the improvement can be seen from the observation sheet, field notes and questionnaire. Most of students are more active and enthusiastic during the process of teaching and learning.

The study reveals compelling insights into the effectiveness of vlogging as a pedagogical tool for enhancing the speaking skills of Eighth Grade EFL students. The quantitative analysis showcased a significant improvement in students' speaking abilities, supported by the comparison of pre-test and post-test scores. We meticulously conducted statistical analysis using advanced software, including SPSS (Statistical Package for the Social Sciences) and Excel, and harnessed descriptive statistics such as mean, median, and standard deviation to succinctly summarize the data, offering a comprehensive overview of the learning outcomes. Furthermore, the application of inferential statistics, encompassing t-tests and ANOVA, facilitated the determination of the statistical significance of the observed enhancements in speaking skills. This quantitative approach underscores the efficacy of the vlogging strategy in promoting language development.

In alignment with educational technology literature, our findings accentuate the pivotal role of innovative technology-driven methods in language acquisition. The study pioneers the exploration of vlogging as a potent educational tool within the EFL context. Beyond statistical validation, our research delves into the practical implications for EFL educators, advocating for a shift towards interactive, student-centric pedagogical approaches (Baharuddin, et al. 2021). Notably, our investigation uncovered heightened student engagement and motivation, shedding light on the power of vlogging to nurture self-expression and authentic language practice. This extends the discourse on the integration of technology in education and highlights the significance of digital literacy in contemporary classrooms. While acknowledging the study's limitations and its specific grade-level focus, the research paves the way for future investigations that can broaden the horizons of vlogging in language education, exploring its impact across diverse age groups and language skills.

CONCLUSION

Overall, the study breaks new ground in the realm of English as a Foreign Language (EFL) education by unveiling the transformative potential of vlogging as a strategic tool for nurturing speaking skills in Eighth Grade students in Indonesia today. The research's novelty lies in its pioneering exploration of vlogging as a specific and innovative approach, hitherto underrepresented in the context of language acquisition. The quantitative analysis unequivocally demonstrates the tangible improvement in speaking abilities among students, accentuating the effectiveness of the vlogging strategy. This evidence-backed efficacy positions vlogging as a promising pedagogical asset, reinforcing the broader narrative of technology's indispensable role in language education.

The findings are not confined solely to statistical validation; they extend into the practical sphere of education. EFL instructors can draw inspiration from this study, considering the adoption of vlogging as a dynamic, student-centric approach to language teaching. The observed surge in student engagement and motivation underscores the appeal of vlogging, emphasizing its capacity to amplify language learning through creative self-expression. Furthermore, our research contributes to the ongoing dialogue surrounding the integration of technology in education. It underscores the contemporary necessity of digital literacy alongside traditional language skills, signaling a transformative shift in the way we perceive language acquisition. In essence, the present study not only advances our understanding of language acquisition but also illuminates a promising pathway for educators, offering fresh perspectives and novel strategies to foster language development in the modern classroom.

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