

## **STUDENTS' PERCEPTION ON THE USE OF ENGLISH VIDEO BLOG TOWARDS THEIR SPEAKING PERFORMANCE**

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### **Abstract**

This research presents the students' perception on the use of English video blog toward their speaking performance. Since English has become an international language, students, especially those who use English as a foreign language, are required to be able to master and develop their English speaking skills. During this pandemic of Covid-19, students are required to be more active in practicing speaking English so that their speaking skills continue to improve. Thus, students are required to use one of the method that is flexible and easy to use anywhere and anytime. Therefore, the researcher then conducted a research with the aim to give a detail description of how are the students' perception on the use of English video blog towards their speaking performance. In this study, the researcher used qualitative approach with descriptive qualitative design. The participants of this research were 10 students of fourth semester of English Department of University Islam Malang. The participants were chosen randomly. To explore the students' perception on the use of English video blog towards their speaking performance, an online-based questionnaire and an online-based interview were used as the methods of collecting the data. The instruments used in this research were questionnaire and semi-structured interview which was adapted from (Safitri and Khoiriyah 2017). The questionnaire used in this research was using Likert Scale. The findings showed that there were some of the students who faced a problem about the pronunciation which made the participants difficult to convey the ideas when making videos. However, the participants did experience that the use of English video blog was helpful for their enhancement of speaking performance. In addition, the participants also argued that English vlog was very beneficial for the students who wanted to improve their English speaking performance. All in all, the students have a positive perception on the use of English vlog as their learning media in improving their English speaking performance.

**Keywords:** Perception, English Video Blog, Speaking.

### **INTRODUCTION**

Speaking is the ability to produce sentences to express our idea, feeling, thought, or opinion to another people, Butar (2018:1). Speaking is important in second language learning because according to Lomri (2016:58), speaking is one of four skills that can be used in daily life routines and circumstances that are

based merely on sending and receiving messages. It means that we use speaking almost in our daily life in order to communicate with other people. Thornbury (2005: 20) also states that speaking is an activity in real life that is carried out by a speaker to convey his or her ideas to interact with the listeners. From this perspective, it can be concluded that speaking skills are very necessary for students.

Considering those statements, having good speaking skills are important, because of that teaching of speaking is very important as well. The speaking activity in the classroom should be meaningful for the students. It means that the speaking activities should not merely read the texts, but there should be a variation of learning activities. Butar (2018:1) state that the classroom speaking activities can influence the students' motivation to speak. When students find it interesting and the students can get benefits from it, their motivation will increase as well.

What has happened to English teachers are that they are of lack interesting techniques, methods, media and creativities in teaching. Most of the teachers still focus on the textbook to design the material. In addition, it is difficult to be implemented in the real-life situation, Butar (2018:2). Therefore the students cannot have enough opportunities to practice English especially to speak English outside the class. a lot of students struggle to learn speaking skill in the class. It is in line with Heriansyah (2012) who says that it is not enough and not a straightforward thing for the students especially for the majority of foreign language students to be able to learn and speak English well by only comprehending the rules of the grammatical and semantic. One of the obstacles experienced by the students is anxiety. Most of the students tend to not speak up in front of their friends in the class because they are nervous.

One of the methodology that can be utilized by the students to learn English is using English video blog. It increased the students' performance and learning motivation. It also increased their speaking especially in communication skill, disciplinary, social interaction, learning awareness, and motivation significantly. Besides, Watkins (2012:2) states that video blogging increases

student talk time. This video blog can be found on several platforms, including YouTube, Instagram, Facebook etc.

Video blogging is a recorded videos of someone's activity about their feeling, thought, or experience over a period of time. It can be about their daily life, things around them, information about something, or anything they are passionate about. Video blogging can be recorded easily anytime and anywhere they want by using technology nowadays, for example with phone cameras. Then the video can be posted on any social media platforms. The vlogging is seen by many educationalists as a potentially powerful instructional medium (Johnson, 2005) as well as a suitable teaching tool for this generation of students who grew up during the emergence of the World Wide Web and other digital technologies and are, therefore, regarded as digital natives (Considine, Horton & Moorman, 2009).

Regarding to the facts above, in order to know the perspective of the English students of fourth semester in University of Islam Malang on the use of English video blog as their means to learn speaking skill in English, the researcher is interested in conducting a research entitled "Students' Perception on the use of English Video Blog Towards Their Speaking Performance".

## **METHOD**

This study conducted in a descriptive qualitative design. "A qualitative research is a study to understand a phenomenon by focusing on the total picture rather than breaking it down into variable" (Ary, 2002: 24). Then The research method basically is scientific way to get data with special purpose and use (Sugiyono, 2014). In this research activity, the researcher was choosing 5 students who have used English vlog as the participants. The students are originally from fourth semester of English students in the English Education Department, Unisma Malang, especially, from the speaking class in the English education program. Moreover, the researcher would interview the participants who filled out the questionnaire. Therefore, these subjects of the study would help the researcher in finding the results regarding to the research problem of this study.

In this qualitative research study, the researcher used two research instruments, namely questionnaire and semi-structured interview. The two instruments used in this study were adapted from a previous research expert named Safitri and Khoiriyah with their research which were carried out in 2017. Therefore, the researcher matched some of the questions from both the questionnaire and the interview in the form of short questions to be adjusted to the current research topic. The first technique of collecting the data was questionnaire. The questionnaire consist of nine questions, they are referred to measure the students' using English vlog interest and students' perceptions. The researcher also made the questionnaire through electronic media. The researcher was using Google Form as the media to spread the questionnaire. Google Form was chosen for the media due to it can make the informant feel easier to fill the questionnaire. The researcher has created the questionnaire in Google Form. Continuously, the researcher sent the link to Google Form via WhatsApp. This questionnaire used Bahasa Indonesia. And also, the participants who fills the questionnaire can answer it in Bahasa Indonesia. Furthermore, the researcher would say to the participants that all the data would be confidential so that the participants would not be worried about the information.

The second method that the researcher used in this study is an interview. The purpose of holding this interview is to obtain the necessary data related to the students' perception on the use of English video blog towards their speaking performance. In this session, the researcher will conduct the online-based interview. Because the current condition is still vulnerable and unstable due to Covid-19 which ultimately does not allow researchers to conduct face-to-face interviews with participants. Therefore, the researcher conducts the interview through WhatsApp application. There are five questions related to the impact of using English video blog on speaking performance.

## **FINDINGS AND DISCUSSIONS**

the researcher would present the result of the research data was taken from a questionnaire and interview, which is given to the students of speaking 4 class in the English education department, Unisma Malang. The students had to answer 9

questions of the questionnaire and 5 questions of the interview related to the use of English video blog toward their speaking performance. After the researcher had obtained the data, the next steps were to analyze the data to find the outcome of the data. The data that would be discussed came from the results of the data that were obtained through questionnaires made in the Google form and the second one was interview conducted through the WhatsApp application. In order to ease the readers, the researcher presented the results of the data separately into two parts. The first part was the result of data obtained through questionnaires and the second part was from the interview.

In the first part of the survey, participants were asked to fill out a questionnaire on a google form. As an important note, things that need to be known in the results section of this questionnaire are that the questionnaire consists of nine questions that must be filled out by participants to determine their background knowledge about English vlogs. Participants had to answer with what they experienced about using English vlogs.

1	Do you know English vlog	100% yes	
2	Do you use it	100% yes	
3	How long you expend in making/using E-vlog	40% more than 30minute	60% less than 30minute
4	What difficulties did you face when using E-Vlog	40% unconfident	60% less pronunciation
5	How effective does E-Vlog improve your speaking skill	80% strongly effective	20% effective
6	Do you think that using E-Vlog can help your speaking skills	80% strongly agree	20% agree
7	Do you think that using E-Vlog have many advantages on your speaking skill	100% strongly agree	
8	How often do you use E-Vlog to enhance your speaking skill	60% strongly often	40% often
9	Do you think using E-Vlog can contribute to your English vocabulary	100% yes	

In the interview section, most of the question was almost the same with the questionnaire questions. However, there were some additional questions to confirm and strengthen the respondents' answers in the questionnaire. Furthermore, in this part, the researcher interviewed by WhatsApp application. The students must be answered the interview question. In this part, the researcher presents the data of interviews which consist of five questions, that is:

In the first questions, the researcher asked the students about the familiarity to English vlog. Overall, all of the participants, they all agreed that they had been already knowing the English vlog.

Overall, based on the statement expressed by all of the participants, they all agreed that they had been already knowing the English vlog. Overall, the minority of the participants stated that using English vlogs was not very suitable because there are many other more effective ways to improve speaking skills other than by making English vlogs. However, The majority stated it was very suitable, because the current situation is still a pandemic and it is very difficult to meet people. Therefore, using English vlogs is very suitable because we can practice without a partner.

The third question of this interview, the researcher would like to know about the obstacle when the students used English vlog in improving their speaking skill. In this question, the students mentioned their barriers when they used English vlog. In short, there were still some of the participants who experienced obstacle in making English vlog such as, lack of vocabulary so that it was very difficult to explain something. However, the majority of the participants stated that they unconfident in front of the camera, doubted to their words and pronunciation.

The fourth question was also about students' opinion. In this case, the researcher wants to know the perspective of students in the development of their speaking skills after using English vlogs, whether their speaking improved according to the statements in the questionnaire or not. Therefore, in this interview the researcher made sure. In short, the majority of the participants stated

that English vlogs were very helpful in speaking skills, although they had different problems in the process, such as experiencing anxiety when in front of camera. However, the participant also said that English vlog was not very helpful for speaking skills, it was just suitable as a substitute partner because the situation is still a pandemic and it was very difficult to meet other people.

The last interview's question was about the student's opinion or advice for the teacher or lecturer who wants to create or use English vlog as a media in teaching speaking subject. In this part, the students can give their opinion or advice after they used English vlog toward their speaking performance. All in all, it could be concluded that the participants had different opinions and suggestions, there was some suggestion that the participants mentioned for the next teacher can give some correction or comment for students in developing speaking performance by using English vlog. Not only that, the participants also suggested that the teacher should ask students to practice by doing conversations with other students. Then, besides that the teacher also asks students to talk directly, and improve their practice again.

Based on the findings above, although a few students faced a different problems in making English vlog related to the unconfident to speak in front of camera and worried about the wrong pronunciation, the researcher had analyzed and found that the participants of this study agreed that using English vlog can improve their speaking skill. It related to the theory from Rakhmanina & Kusumaningrum (2017) who said that video blogging can increase their speaking especially in communication skill, disciplinary, social interaction, learning awareness, and motivation significantly.

Additionally, most of the participants of this study think that using English vlog is effective, because it is compatible to use during this pandemic, where we are required to stay at home and of course it is very difficult to meet other people. Therefore, using English vlogs is suitable for us, because we feel free anytime and anywhere to practice our speaking skills without needing a partner anymore. It is in line with the theory stated by Gale and Kung, (2009) who said that vlog can be used anywhere and anytime for students and teacher as media which as one of the

way to increase students' speaking performance. Anil (2016) also adds that vlogs help improving students' oral skills because it allows them to practice their English either inside or outside the classroom, and they can get instant feedback from the teachers as well as watch their fellow friends performance in the video. Therefore, it is a very good idea to conduct a vlogging project in the English learning environment.

In addition, the participants felt that using English vlog as a means to develop their English speaking skills was very beneficial for them. It is in line with the theory from Hakim (2019) revealed that vlog can improve students' English proficiency. Other research also revealed that Vlogs are very effective to increase students' satisfaction in learning English as Second language (Shih, R. C., 2010). Not only that, the participants of this study also conveyed that the use of English vlogs is interesting as a learning medium, because students are more free to express their ideas and can be done outside the classroom without any time restrictions. It is related to the theory stated by Hadijah, Rondiyah and Murwantono (2019) who said that students many feel more comfortable sharing thoughts and ideas through vlog. Vlog allows students to share their ideas and showing their knowledge related to their material.

According to the subjects of this study, they became more enthusiastic when learning through English vlog, because English vlog had given them a new learning experience and a freedom to convey what they like, So they could practice speaking English in relax and fun way. It is in line with the theory from Hsu, (2013) who said that the use of vlog still tends to be a daily activity that is still closely related to student life. The use of vlog as one of the media that can be used for learning, it is still seen as a hobby and not in educational settings. When the video is displayed at the appropriate phase in the teaching process, it helps the effectiveness of teaching.

## **CONCLUSIONS AND SUGGESTIONS**

According to the research analysis, it is concluded that the use of English vlog played a pivotal role in improving the students' speaking skill. In fact, all of the students argued that all aspects in their speaking ability had improved, such as



pronunciation and fluency, the number of a vocabulary, and their grammar knowledge. Then, students were giving their opinion that the reason why English vlog played a significant role in developing their English speaking skill was because it is very easy to apply, as well as easy to use. Overall, the students' perceptions regarding the use of English video blog on their English speaking skills were positive.

The suggestions for the Speaking Lecturers, they should select an attractive content or topic of the video blogging such as things which is phenomenal or related in daily life. Thus, students can be interested and enjoy when they are watching, listening to the videos and discussing about the materials. Second, lecturer should provide more time for students to discuss, practice or memorize their materials. Third, lecturer should explain more about what parts they have to present, so the students will not be confused when they organize and present the materials. And the last, lecturer should give them a plus point if the students are active during their friends performance.

For the students, they should realize that speaking skill is not instant skill to master. They have to practice regularly. Therefore, they are not supposed to think that speaking English only occurs in the class. They can start by small group to make simple conversation either inside or outside of class. The students are supposed to maximize the technology to make all simpler. They have the Hand Phone, so they can use it to serve the material, examples of lesson. Social media is not restricted for daily life, but it also functions as the educational tool. If they are not ready to speak up in front of people, they can start it by making their own world in virtual.

For future researcher, the researcher expects there will be an innovative way to make video blogging more suitable for students. In other word, the researcher says that video blogging could be implemented in their daily habit, like opening the channel in social media platform. In other word, the researcher does the trial to make a competition of video blog that gives more engagement to the students.

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