

The effect of vlog media on speaking skills for the elt students during the outbreak covid 19 pandemics

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ABSTRACT

This study aims to investigate the effect of vlog media on speaking skills for the elt students during the outbreak covid 19 pandemics. This is a quasi-experimental study. This research took place at Department of English Education, Universitas PGRI Madiun. The sample of this research is the second semester students. Random sampling was used in this study. There were 64 students involved in this study: 32 of them belonged to the experimental group and the rest belonged to the control group. Test results from the experimental class and the control class' pre- and post-tests were used as the data to be interpreted. The researcher used statistical calculations from the independent t-test (SPSS) to analyze the data from the post-test. Based on the description of the result of the study, it can be stated that the use of vlog media in teaching speaking is very nice and interesting. It can encourage the students to perform their skill in using English language. Future researchers are encouraged to use vlog media with other design of the study.



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1. INTRODUCTION

At this time we know that on earth there are various kinds of diseases, especially the covid-19 virus disease. The spread of this virus has made all the affairs of the world difficult, from an economic, social, cultural point of view, especially education. During the pandemic it is difficult to carry out activities outside the home, because the government has issued regulations for its citizens to stay indoors. If they want to go out, they have to keep their distance and wear masks, people are also prohibited from gathering because this virus will spread more easily if we gather together. Therefore, education during this pandemic is carried out online teachers, parents and students are required to understand using technology so that learning can run well.

In learning English, we need four skills that must be mastered, namely listening, speaking, reading and writing. Of the four mentioned, speaking skills are quite difficult if the learning is done online because this skill requires hands-on training and practice. Speaking has a meaning where a language activity is used to communicate with other people or show a language skill. Wijaya (2018) states that an application that uses language is defined as "speaking". Lestari (2019) mentions that speaking is a very important skill to communicate in language learning. This skill must be trained continuously so that communication is carried out well. The teachers expect their students to communicate well using English, but many students also fail to develop their speaking skills in English. That's due to lack of vocabulary mastery, motivation to practice, fear of being wrong, and lack of attention in practicing in class or at home. In order for the training to run

smoothly and effectively, the need for support and motivation from teachers and parents to assist students in learning English speaking communication, this is also important to prepare students for their future in the world of work later. This is a challenge in conducting an effective learning process during the outbreak covid 19 pandemic for the ELT students pertaining to the use of technology.

Technology has a relationship with the process of learning English. This has become a means of learning English in the form of software and hardware. Technology has also been equipped with the internet which can connect us to the outside world. Therefore, the Internet plays an important role in the world of education. Mandasari & Aminatun (2019) state that in English classes the internet has become popular for teachers and students. In online learning, we have many media that can be used to practice improving English speaking skills, such as vlogs. Safitri & Khoiriyah, (2017) state that this video blog can get a wider experience. Although learning is done through the media, English speaking skills are really needed.

Teachers have been required to always make new innovations in learning English speaking skills, especially with this pandemic period, where learning is not done face-to-face but through online media. Speaking is the most difficult skill to teach in learning English during a pandemic. Then, (Pinatih, 2021) state that all basic speaking skills cannot do it alone but we depend on each other. Fahmi & Sidiq (2019) say that many language students feel embarrassed or have difficulty speaking not because they do not have language skills, but because they lack confidence. To avoid obstacles and complaints from students, it is necessary to make various pleasant efforts so that language students can master their self-confidence and reduce their shyness. Therefore, we need media to help students in practicing their speaking skills.

Media can also make teaching and learning activities more creative, innovative and interesting. And now the use of technology has become a natural thing for the younger generation so that a teacher is also required to be able to innovate. Gagne and Briggs (1975) say that learning media includes the tools used for teaching materials. In other words, learning media is a tool used to convey the content of the subject matter. Now the use of technology media has become a natural thing for the younger generation so that a teacher is also required to be able to innovate. With the continuous increase in technological knowledge, the need and digital ability to work and become a second language according to the changing face of the world. When learning is done online students will quickly feel bored in participating in learning without using interactive media according to (Ariantini et al., 2021; Widjayanti & Gunawan, 2018).

Media updates continue to be carried out and applied in learning English speaking skills. Unconsciously in developing students' speaking skills. During the current pandemic, it is indeed very difficult to carry out teaching and learning activities, because it is limited by government regulations to keep a distance so as not to add people who are exposed to the Covid-19 virus. With these regulations, we as educators will certainly need a media that can be used for learning. Of course, the government also provides solutions to overcome this obstacle by providing suggestions for several media for activities in the learning process so that it continues to run well.

Vlog is one of the interesting video media because in it there is a lot of information conveyed by the creator. The use of Vlogs can be chosen by the teacher as a variety of media to improve students' speaking skills. The speaking skills to be achieved include fluency, grammar, pronunciation, accuracy, content, etc. Vlogs can be used as a product in measuring students' speaking skills because students can convey information according to the ideas they get. Many scholars conduct the study on vlog video in speaking classroom (Lesatri, 2019; Maulida, 2017; and Marzuki & Nurpahmi, 2019). Anrasiyana et al (2022) mentions that the students are interested in creating vlog video in their speaking classroom. The students are very enthusiastic in creating a vlog because they would have confidence in perform their task in the video as the result they would have improvement in speaking skill. So, in making Vlogs, creativity and innovation are needed so that the resulting videos can be interesting. Making Vlogs as a product is very suitable to be applied to students in this millennial era because they already understand and use many platforms. In addition, making Vlogs will require them to speak freely and naturally for the sake of a good video. Furthermore, Mandasari & Aminatun (2020) suggest to the future researcher can uncover a broader area finding the impact of vlog toward students' self-regulated learning. Thus, the researchers are interested in conducting this study.

The purpose of this article is to investigate the effect of vlog media on speaking skill for the ELT students in the outbreak covid 19 pandemic. It is hoped as a reference for teachers, lecturers and students in developing new learning innovations during the pandemic. Certainly, during a pandemic like this we need interesting media in the process of learning English skills.

2. RESEARCH METHOD

This research is a quantitative research with the type of experimental research. This is a quasi-experimental study to investigate the effectiveness of vlog video in helping students in speaking skill in the teaching learning process. To measure student achievement in this study, the researcher employed

quantitative data analysis. Test results from the experimental class and the control class' pre- and post-tests were used as the data to be interpreted. Their learning outcomes are assessed using the data gathered. Data collected from the pre-test before the treatment was given and then post-test.

This research took place at Department of English Education, Universitas PGRI Madiun. The sample of this research is the second semester students. Random sampling was used in this study. There were 64 students involved in this study: 32 of them belonged to the experimental group and the rest belonged to the control group. Therefore, speaking test was used as research instruments to collect data. The speaking test in this study was conducted twice, the first as a pretest and the second as a posttest. First, all students completed the speaking performance, which was a pre-test. It consists only of guiding words to help them complete the task. The next day, they were given the task of speaking performance a post-test which consisted of the same guide words from the pre-test. After marking the two tasks, the teacher analyzed the scores and presented the difference in the pre-test and post-test scores in a line chart.

In this study, researchers collected data using speaking test was done in the Pretest and Posttest. The technique used to collect information is a speaking test (that was conducted on pretest and posttest). The test used to collect student scores in this study was a speaking performance test. In the test, students are asked to perform their speaking skill based on the teacher's guidance. Then after that the teacher makes a line chart to assess the student, so the value is in the form of a diagram.

The test findings were obtained by using a group discussion procedure using vlog video which was applied to the experimental class to measure the results of students' speaking performance. This information was collected from the experimental and control classes. The researcher used statistical calculations from the independent t-test (SPSS) to analyze the data from the post-test.

3. RESULTS AND DISCUSSION

The study's findings are presented in this section. The components of this finding are categorized as descriptive, normality, homogeneity, and hypothesis testing. The descriptive, normality, and homogeneity criteria are used to examine the pre-test data. To demonstrate if the two study groups are homogeneous, homogeneity is presented. Post-test data is then also examined using descriptive, normality, and hypothesis testing. The results of this study are described in detail in the following description.

Table 1 shows group statistics for pretest data

Group Statistics					
	Contr Group	N	Mean	Std. Deviation	Std. Error Mean
Expe group	1.00	32	81.8125	1.40132	.24772
	2.00	32	80.8750	1.18458	.20941

Table 1 demonstrates that the results for both groups are extremely close. From the table 1, the mean for variable 1 is 81.8125. the mean for variable 2 is 80.8750. The Standard Deviation for condition 1 is 1.40. The standard deviation for condition 2 is 1.18. The number of participants in each condition is (N) 32. The mean from condition 2 is less than condition one but with a deviation that is not too different. The experimental group displays a mean score very close with the control group. Both of the two groups in the descriptive shows are relatively small. It is clear that both traditional teaching techniques and the usage of vlogs promote students to talk more clearly in class.

Table 2 normality of pretest data

Tests of Normality							
	Contr Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Exper Group	1.00	.188	32	.006	.882	32	.012
	2.00	.252	32	.000	.899	32	.006

a. Lilliefors Significance Correction

Table 2 shows the normality of pretest data which shows two variables are analyzed using two methods, namely Kolmogorov-Smirnova and Shapiro-Wilk. The data for the pretest are in a normal distribution, as shown by table 2. It is evident from the two groups' sig.value results, which, when employing Shapiro-Wilk, show.012 and.006 respectively. Shapiro-Wilk is used in this study because the participant was under fifty. It is thought to be appropriate for this study.

Table 3 homogeneity of the two groups

		Independent Samples Test								
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
VAR00001	Equal variances assumed	2.915	.093	2.890	62	.005	.93750	.32437	.28909	1.58591
	Equal variances not assumed			2.890	60.328	.005	.93750	.32437	.28873	1.58627

The data in Table 3 indicates that the two groups are homogeneous. As can be observed from the independent t-test results, the significance threshold of tolerance is exceeded by the sig. value of .093 in Levene's Test for Equality of Variances. It implies that both of the two groups are equally proficient in speaking English based on the data from the pretest. It is more than 0.05, then the researchers have met the assumption of homogeneity of variance and can interpret the independent sample t-test along with its means and standard deviations from the first table. In the Sig. column above shows the number 0.093, this shows that the table has met the assumption of homogeneity of variance and can interpret the independent sample t-test along with its means and standard deviations.

Table 4 shows group statistics for posttest data

Group Statistics					
	VAR00002	N	Mean	Std. Deviation	Std. Error Mean
VAR00001	1.00	32	81.8125	1.40132	.24772
	2.00	32	80.4063	1.52102	.26888

Table 4 demonstrates that the results for both groups are extremely close. The experimental group displays a mean score of 81.8125, while the control group displays a score of 80.4063. Both of the two groups in the descriptive shows are relatively small. It is clear that both traditional teaching methods and the usage of vlogs promote pupils to talk more clearly in class.

Table 5 normality of post test data

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
VAR00001	1.00	.333	32	.000	.691	32	.010
	2.00	.322	32	.000	.714	32	.008

a. Lilliefors Significance Correction

Based on table 5 shows the data for the posttest are in a normal distribution. It is evident from the two groups' sig. value results, which, employing Shapiro-Wilk, show .010 and .008 respectively. Shapiro-Wilk is used in this study because the participant was under fifty. It is thought to be appropriate for this study.

Table 6 Hypothesis testing

		Independent Samples Test								
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		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
VAR00001	Equal variances assumed	3.008	.088	3.846	62	.000	1.40625	.36560	.67543	2.13707
	Equal variances not assumed			3.846	61.588	.000	1.40625	.36560	.67533	2.13717

Based on the result in table 6 shows the result is significant. It can be seen from the result of independent t-test of t-test for Equality of Means shows the sig. value of .000 which is under .005 of significance level. Thus, it is stated that H0 is rejected and H1 is accepted. The table above shows about independent sample t-test from post-test data of both VAR00001 and VAR00002. Based on the output above, the value of Sig. (2-tailed) is 0.000. It means the score of significance is less than $\alpha=0,05$ ($0,000<0,05$). Then it can be concluded that (H0) is "there is no significant difference in the Lower and Upper students" is rejected and (H1) is "there is significant difference in the Lower and Upper students" is accepted.

Based on the description of the result of the study, it can be stated that the use of vlog media in teaching speaking is very nice and interesting. It can encourage the students to perform their skill in using English language. The following is the implication and interpretation using vlog media in speaking class.

Vlog is a media video that help the students to join the teaching learning process in class very well. Vlog is a blogging that contains video, images, sound, and text. This vlog is made in the form of a video or entered into an event to be uploaded to a platform called YouTube. Baran (2007) vlogs have become a new way of communicating through media that is currently popular. Harmer (2001) states that videos can stimulate students' stimulation, they can provide feedback by evaluating and making students' thoughts realistic. In other words, videos can make the learning process short and simple. Several studies have tested the effectiveness of vlogs uploaded by the YouTube platform in learning English skills. Most of the results issued stated that vlogs can make it easier for students to speak. YouTube is a video sharing platform where people will make videos and be included as users, which can be used as a medium to communicate and socialize with other users, and they can vote and comment and allow followers to enter into users' lives (Hussin et al., (2020); Lewis et al., (2011); Hill & Miller, (2013)). This vlog can also increase their confidence when they practice speaking in English. And the vlog also makes it easier for teachers to assess them in English. These vlogs have been considered as effective tools in enhancing the learning experience. It is highly recommended for staff for tourist attractions to learn how to teach YouTube into the teaching and learning process (Phoong et al, 2019).

So, the use of vlogs in the English Speaking in the teaching learning process is very good. Using video blogs to teach speaking can improve students' speaking skills in terms of acceptable pronunciation, correct grammar, and proper vocabulary. Teachers should be able to take this approach as an alternative in overcoming barriers to learning English speaking skills during the COVID-19 situation. Teachers must also design assessment techniques that are comprehensive and authentic to determine whether students have achieved the ability to master the material or not. This has been based on a study (Ersan et al, 2022) that students have very high enthusiasm and feel happy when learning takes place and motivate students to communicate in English.

Vlogs is familiar in modern generation because most of young creates Vlogs to record their activities. Vlogs as a product of learning are expected to be able to improve students' speaking skills. In making Vlogs, students are required to be creative in producing interesting videos. On the other hand, in learning and teaching process to improve the students' speaking skills, using Youtube as a digital media can be for references of the teachers. Nurhajati (2018) has conducted research to solve the problem of improving students' speaking using Project Based Learning as a method and Vlog as a learning outcome. The teacher can ask students to form groups and compose a narration before making the video. After compiling a simple narrative, students will take videos and upload them to their respective Youtube accounts.

Thus, the use of vlog in speaking class is effective in helping the students to communicate using English. It is familiar in modern generation because most of young creates Vlogs to record their activities. It is as a product of learning are expected to be able to improve students' speaking skills. In making Vlogs,

students are required to be creative in producing interesting videos. The students have very high enthusiasm and feel happy when learning takes place and motivate students to communicate in English.

4. CONCLUSION

This section provides the conclusion of the study. The use of vlog media in speaking skill can encourage the students to speak confidently in front of the other friends. This media is very attractive and interesting. Vlog is a media video that help the students to join the teaching learning process in class very well. Vlog is a blogging that contains video, images, sound, and text. vlogs have been considered as effective tools in enhancing the learning experience. This study limits only on vlog media in the teaching speaking for special case. It is conducted for limited time. Future researchers are encouraged to use vlog media with other design of the study.

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