

## The Effect of Video Blogging as Learning Media for Students' Speaking Skills

 <https://doi.org/10.31004/jele.v9i1.473>

\*Sheline Feranda Lumintang<sup>1</sup>, Zainul Aminin<sup>2</sup> 

Universitas Negeri Surabaya

### A B S T R A C T

This study aims to find out the extent of the effect of using video blogging for students' speaking skills. This research bridges the gap between conventional language teaching practices and the preferences of today's learners who are accustomed to using multimedia content. This study used a pre-experimental method. Speaking tests are the research tool that will be administered to 36 students as a sample for this study. The results showed that the experimental class's average pre-test score was 57,3, and its average post-test score was 69,2. A Sig. (2-tailed) value of 0.000 was found in the independent sample t-test analysis findings, which is less than the predefined significance limit of 0.05. As a result, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. These findings indicate a significant effect of using video blogging as learning media for high school students' speaking skills.

**Keywords:** video blogging; learning media; ELT; speaking skills

#### Article History:

Received 15<sup>th</sup> January 2024

Accepted 14<sup>th</sup> February 2024

Published 29<sup>th</sup> February 2024



### INTRODUCTION

Technology integration has transformed a new teaching technique and opened up new opportunities for student engagement in today's quickly changing educational scene. Learning a language, particularly being fluent in English, is essential as international communication grows more and more important. Nevertheless, traditional methods of teaching languages sometimes fail to hold the interest and enthusiasm of learners used to interactive online settings. Though it appears that the usage of modern technology implemented thus far has not yielded adequate results, all teachers and students have implemented it in the learning process. Examples of this include using power presentations to convey the topic and focusing on practices. Not all groups have been able to acquire proficiency in English, a foreign language, despite efforts to employ current technologies. Speaking is one of the abilities that someone learning English has to get down pat.

Teachers and students must provide materials utilizing contemporary technology to help pupils learn to speak, and students must also provide feedback in the form of materials using contemporary technology. Speaking is essential to learning and communicating in English since it allows one to express ideas, feelings, thoughts, and experiences. (Linda A.R., Meida R.S., 2022) Speaking is a skill that enables us to share concepts and product knowledge. Speaking is a means of communicating ideas to both oneself and other people (Syaputri, W., 2020). In the era of globalization, language is crucial for effective communication in various aspects of life, including business, economy, society, tourism, and technology. English, an international language, is particularly important for mastering English due to advancements in technology and science. However, English language

\*Corresponding Author: Sheline Feranda Lumintang, e-mail: [Shelineferande@gmail.com](mailto:Shelineferande@gmail.com)

Authors' Contribution: a-Study design; b-Data collection; c-Statistical analysis; d-Manuscript preparation; e-Funds collection.

teachers often devalue spoken instruction, focusing on memorizing dialogues or repeating drills. Speaking training should focus on improving students' communication skills, enabling them to express themselves and understand relevant social and cultural norms (Nida Mufidah, 2017).

The goal of teaching speaking is to enable students to generate English speech sounds and sound patterns using the second language's rhythm, intonation patterns, and word and sentence stress. However, in reality there is no discernible impact of contemporary technology on students' ability to grow and enhance their speaking skills. Speaking well can help our desire to learn English for presentations as well as our profession, business, confidence, job opportunities, public speaking, interview participation, debate participation, and group discussions. Language skill is performing various communication tasks using the language in question. Speaking exercises seek to persuade others in addition to conveying ideas so that the other person will be receptive to what is being said. Speaking activities will be more productive and successful when listeners and speakers have an active reciprocal interaction.

For instance, a large number of Indonesian workers to work abroad, while a large number of Indonesians are employed by foreign businesses in Indonesia. According to information published on the Times Indonesia page, 70% of Indonesians want to work or pursue a promising profession overseas, according to a Boston Consulting Group (BCG) survey. Being able to communicate with others in English, an international language, is one of the most important considerations if you wish to work overseas. Nonetheless, Indonesia continues to be rated 81 out of 111 in the EF English Proficiency Index test results from 2022, which are based on 2.1 million adults in 111 countries & regions to determine their English proficiency. Indonesia's inclusion in the group of nations with "low proficiency" in English, along with China, Iran, Qatar, Japan, and many others, is no longer shocking (EF English Proficiency Index, 2022).

We might conclude that their education in Indonesia occasionally hindered their ability to communicate English fluently and masterfully with others. It's also conceivable that the instructor lacks competent public speaking abilities. Sometimes teachers still employ antiquated media, strategies, material, or methods to help students improve their speaking abilities, but the results are not as expected. One of the crucial things in the learning process is the use of media. Learning media, such as WhatsApp, Zoom, and YouTube, significantly improves the learning process by saving time and facilitating communication of new information. These tools, supported by data signals and internet quotas, facilitate effective collaboration between educators, students, and guardians. Educational researchers and policymakers must collaborate to enhance student abilities, with video blogs being a popular introduction media.

Technology integration into classrooms is one of the hallmarks of education in the twenty-first century. Digital tools and platforms are being used by educational institutions more frequently to improve the learning process and make education more flexible and accessible. Beyond the confines of conventional brick-and-mortar classrooms, virtual classrooms, online resources, and interactive learning modules have become essential elements of traditional education. One modern kind of multimedia content creation that has the potential to revolutionize education is video blogging. Video bloggers, also known as vloggers, produce and distribute videos on multiple platforms, providing a customized and visually captivating medium for information sharing and communication (Anil, B., 2016).

Producing a video blog or vlog requires advanced training to enhance linguistic abilities, which is a crucial component of vlogging. Students are encouraged to consider the type of material they want to produce and actively practice by creating videos. This approach boosts self-assurance and improves English language proficiency. They receive indirect instruction in one-way discussions and the ability to express themselves in front of the camera, which are essential for developing fluency in English.

By utilizing audio, pictures, and interpersonal connections, video blogging offers a special chance to improve language acquisition. Video blogging can be said as a learning media. With the media, students will be encouraged to write, speak, and imagine more, which will increase their motivation to learn (Tafonao, 2018). The ability to save time makes learning media indispensable as well. In other words, use of media in education can facilitate learning, particularly when it comes to explaining new and unfamiliar concepts to students. Considering everything that was discussed above, it is clear that educational media plays a critical role in raising students' curiosity about learning in elementary school.

Researchers believe that video blogging can help people become more fluent in English for at least three reasons. The first benefit of video blogging is that it exposes viewers to a range of English terminology, speech patterns, and accents from various content producers. This facilitates the understanding of linguistic variances and the improvement of listening abilities that are not achievable via conventional sources. Second, it's important to communicate concepts or information in a way that the viewer can comprehend while using video blogging. This procedure establishes a genuine communicative environment that facilitates speaking in daily contexts for purposes like elaboration, debate, and expression of personal opinions. Lastly, sites for video blogging allow for audience input. (Celce-Murcia et.al (2014) suggest that individuals can expedite their acquisition of English language proficiency by employing the comments and responses to enhance their contextual speaking abilities.

Rakhmanina and Kusumaningrum 2023 looked into the teaching of speaking through video blogging. They found that teaching speaking using video blogging worked well. Both the children's performance and their eagerness to learn increased. According to the results of another study, making a video blog enhances students' speaking skills and helps lower students' nervousness when teaching oral descriptive exams. The researcher's observations during the teaching and learning process, along with the students' achievement scores, served as evidence for this (Brilianti et al., 2020). There are shortcomings in the research design and the research location that need to be revised based on prior related research. The goal of this study is to investigate and evaluate the use of video blogging as a teaching tool to help students become more fluent in English speakers. However, by examining the use of video blogging to enhance language proficiency, this study seeks to close the gap between traditional methods of teaching languages and the preferences of today's students, who are used to utilizing multimedia information in a variety of contexts.

## METHOD

This research uses quantitative techniques. The goal of quantitative research is to gather information that can be measured and statistically analyzed to either confirm or deny competing theories of knowledge. In contrast, quantitative research collects data on pre-defined instruments that yield statistical data through the use of inquiry methods such as surveys and experiments. This study also makes use of quantitative experiments. Although experimental research is typically conducted in laboratories, it can also be utilized in social science research, including educational research (Sukardi, 2018). In other words, pre-experimental designs are not yet true experiments; the experimental research design that is being employed is a form of pre-experimental design because there are still external elements that influence how the dependent variable develops (Creswell, 2015).

This research is targeted to the objectives that must be met in order to comprehend how to analyze the language norms of negotiation texts with a focus on conditional phrases and witness the results of a therapy. In this study, the author used the one-group pre-test post-test design research method. The researcher will use "Thewizardilz" YouTube channel for this treatment. This YouTube channel was chosen because it provides social conditions or phenomena that occur in the vlogger. In the post-test, data will be obtained from the results of the experiment, whether or not there is effect in using video blogging as a learning media in

improving students' speaking skills. This research was conducted at the eleventh grade of *Sekolah Menengah Atas Negeri 1 Surabaya*.

### Respondents

In their paper, Kerlinger & Lee (2000) recommended that the minimal sample size for quantitative research be 30 samples. There were 36 students majoring in language in the 11th grade, making up the population that also served as the sample for this study. Because researchers are limited to studying one class at a time, this is another rationale for using this pre-experimental research methodology.

### Instruments

In this study, the researchers will act as teachers in the classroom, using video blogging as a teaching tool based on curriculum-based lessons and school-determined learning resources. "Analytical Exposition" is the subject that researchers will be teaching. The school curriculum, or Merdeka curriculum, served as the basis for the selection of this content. The researcher developed a lesson plan and utilized video blogging for experimental group research. Data was collected through speaking and tests, administered pre- and post-tests to understand students' English thinking and communication. The pre-test involved a researcher discussing a relevant topic, while the post-test involved an experimental group presenting on a different topic. The researcher rates the test according to a set of standards, and they score the oral exam in accordance with those standards. The researcher uses the Speaking Scoring Rubric based on Brown & Abeywickrama (2010) and has certain factors in mind when grading the test.

### Data analysis

The data that has been collected will be analyzed and processed using statistical calculations through the Statistical Package for the Social Science Program (SPSS) v26. Researchers will analyze the normality test based on the Shapiro-Wilk theory, where the normality test will be considered normal if the test results explain a value higher than 0.05 ( $> \alpha = 0.05$ ). After that, hypothesis testing will be carried out. Acceptance or rejection of this hypothesis test is done using the following criteria: If the  $t_{\text{count}}$  value  $< t_{\text{table}}$  and the significance value  $> 0.05$  ( $\alpha: 5\%$ ), then the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected, and vice versa. Finally, researchers calculated the effect size based on Cohen's theory. The effect size in this case establishes the significance of the mean difference between two averages (Cohen, 1988).

## FINDINGS AND DISCUSSION

### Findings

Data for this study were gathered via the pretest and posttest findings, as well as from the researcher's treatment during in-class meetings. Following data collection, the researcher examines the information to support the developed hypothesis. This information is required to assess the effectiveness of using video blogging as a teaching tool in improving the speaking abilities of high school students'. As for after the test and treatment, the researcher got the scores of the samples, and made a summary of the scores as below:

Table 1. Summary of The Score Test

	Pre-Test	Post-Test
<b>Average</b>	57,3	69,2
<b>Min Score</b>	40	56
<b>Mac Score</b>	80	80

Prior to the experimental group being given the video blogging therapy, the average score for this group was 57.3. The students' lowest and highest scores were 40 and 80, respectively. In addition, the experimental group's average score increased to 69.2 after the treatment, with the students achieving the highest score of 86 and the lowest score of 56. In order to assist them enhance their speaking ability, video blogging was employed as a learning medium on analytical exposition content. As a result, the average score on the

pretest and posttest increased by 11.9. The results of the normality test in the study are shown in the table below:

Table 2. Normality of Pre-Test and Post-Test

	Test of Normality					
	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
<b>Pre-test</b>	.154	36	.030	.954	36	.140
<b>Post-Test</b>	.124	36	.177	.971	36	.444

These findings suggest that the data is normally distributed because the pre-test Shapiro-Wilk significance value is greater than 0.05 (Mishra, et.al., 2019). The significance value for the pretest score is 0.140. In the meantime, the post-test score had a significance value of 0.444. As a result, the researcher came to the conclusion that the results of the normality test indicated a normal distribution of data among participants' pre- and post-test answers. The hypothesis test made by researchers regarding the relationships between the variables in their study are called hypotheses. The purpose of this research hypothesis test is to ascertain whether the use of video blogging can help high school students' speaking ability. Therefore, the researcher used a paired sample t-test to compare students' scores before and after the video blogging treatment to assess the validity of the hypothesis.

Table 3. Paired Samples Statistics Result of the Pre-Test and Post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
<b>Pair 1</b>	Pre-Test	57.3	36	11.25	1.87
	Post-Test	69.2	36	7.07	1.17

The increase in EFL students' mean scores before and after treatment is displayed in the table. The mean score was 57.3 (SD = 11.25) prior to the treatment, and it was 69.2 (SD = 7.07) following the treatment. There is an average difference between the scores before and after treatment because the mean score after treatment is higher than it was before treatment. As a result of using learning media in the form of video blogging in EFL classes, students' speaking skills have improved. Additionally, we consult the Paired Sample t Test table to determine the significance of the average difference. The primary table in the output that displays the test's outcomes is the Paired Samples Test table. The significance value (2-tailed) in the table illustrates this.

Table 4. Paired Sample T-Test Result of the Pre-Test and Post-Test

Paired Samples Test									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig (2-tailed)
					Lower	Upper			
<b>Pair 1</b>	Pre-Test – Post-Test	-11.88	6.02	1.00	-13.92	-9.84	-11.83	35	.000

The output table shows that there was an average 11.83 points difference between the students' pretest and posttest results. The negative t-statistic result, specifically 11.83, implies it is larger than the normal t table (2.03) with a df of 35, suggesting that the students' average pretest score is lower than the posttest score. Aside from that, a significance value (2-tailed) score of 0.000, or a value less than 0.05, is displayed in the output table to indicate significant differences between student learning outcomes in the pretest and posttest data. so that there are notable or meaningful differences between the before and after findings. Descriptive statistics show that the before and after are smaller than the prior. It can be concluded that although there are differences between before and after treatment, they still have a

significant impact. This also means that the null hypothesis ( $H_0$ ) is rejected. Meanwhile the alternative hypothesis ( $H_a$ ) is accepted.

To determine the influence between two means, the researcher employed Cohen's  $d$ , a sort of measure. The idea that using video blogs as a teaching tool in the classroom can improve students' speech has been investigated by researchers. The purpose of the hypothesis test, however, is only to ascertain the  $p$ -value, or significant value, which denotes the presence or absence of an impact but cannot pinpoint the precise measure's level. In these circumstances, the effect size is utilized to determine the significance of the mean difference between two means. The effect size formulation of  $d$  (Cohen, 1988) was employed by the researchers in this study to quantify the impact of video blogging media on students' pretest and posttest results.

$$d = \frac{(Mean_2 - Mean_1)}{Pooled\ SD} = .$$

$$Pooled\ SD = \sqrt{\frac{(SD_1^2 + SD_2^2)}{2}} = \sqrt{\frac{(11,25^2 + 7,07^2)}{2}} = 9,39$$

$$d = \frac{69,2 - 57,3}{9,39} = \frac{1190}{9,39} = 1,267$$

The participants' effect size test result is 1.267 based on the computations above. The effect size was deemed large by the researcher based on the treatment group ratings. This result demonstrates the highly substantial effect that using video blogging as a teaching tool has on senior high school students' ability to speaking. The researcher found that high school students, particularly grade eleven, in the experimental group, received learning benefits from video blogging learning media, specifically on analytical exposition material related to the Merdeka curriculum. The study revealed a significant difference in students' pre-test and post-test scores, indicating the effectiveness of video blogging as a learning medium in improving speaking abilities.

### Discussion

Out of 36 students in a study, 30 had poor pre-test scores, resulting in only six achieving the highest possible score of 70-80. This suggests students struggled with pronunciation, grammar, vocabulary, fluency, and comprehension when speaking. Research by Rakhmanina and Kusumaningrum (2023) supports this, stating that video blogging can improve speaking skills and increase student enthusiasm, highlighting the need for further research on this topic. The study found that students' speaking ability in an experimental class using video blogs (vlogs) improved significantly after a post-test. The average pre-test score was 57.3, while the average post-test score was 69.2. The use of YouTube's features, particularly video blogging, allowed students to discover a wealth of educational content. The average post-test score was higher than the pre-test score, indicating a significant improvement in speaking ability. The  $t$ -test results showed a significance value of 0.000, lower than 0.05, indicating a significant improvement in students' speaking abilities.

### CONCLUSIONS

Students' speaking abilities significantly improved after receiving treatment, and they enjoyed using video blogging learning resources. The study's findings indicate that the  $t$  value (11.83) that was computed is greater than the  $t$  table (2.03). This bolsters the alternative hypothesis put up by the researcher, which states that students' speaking abilities are impacted by the use of video blogging, particularly in the eleventh grade. The researcher anticipates that this research will yield useful information because of its good findings, particularly for EFL teachers, students, and future researchers. The researcher acknowledges that there have been challenges or flaws in the research process, making it less than ideal. One could argue that there is a limit to the objectivity of employing video blogging to help

*The Effect of Video Blogging as Learning Media for Students' Speaking Skills*

students' with their speaking. Because this research is pre-experimental and lacks a comparison group, it is not really possible to conclude that video blogging is a good medium. The fact that the researcher only looked at one participant group and that there was no comparison group is the study's main weakness. As a result, extrapolating the study's conclusions to a broader demographic or to another location is not feasible. We hope that more research will be done on this subject, preferably at different educational levels, employing a comparison group, and with a bigger sample size from an institution. Further research is required on the use of video blogging as a learning tool to enhance other language components or skills, such as writing (grammar), reading (spelling), and vocabulary.

## ACKNOWLEDGEMENTS

To God the Trinity who always guides and enables the author, so that the authors can go through the study period until this final project is completed properly. The author also remembers to express gratitude to everyone who made the preparation of this paper go well, including:

1. Surabaya State University, the university where the author is studying;
2. To the lecturer and also the author's supervisor who has guided and provided input in writing this thesis;
3. Two beloved parents, Mr. Stevri Lumintang and Mrs. Danik Lumintang, who are never absent in providing all forms of support, sincere love, and hard work to provide the best for the author;
4. All lecturers of English Education Study Program, for their knowledge, support, teaching, and guidance during the study period;

## REFERENCES

- Anil. B. (2016). Top-Up Students Second Language Talk Time through Vlog. *Indonesian Journal of EFL and Linguistics*, 1(2), 129–143. <https://doi.org/10.21462/ijefll.v1i2.9>
- Brilianti. Dani Fitria. Fauzi. Arief Zul. (2020). The Effectiveness of Making Video Blog (Vlog) to Minimize Students' Anxiety in Public Speaking on Descriptive Text Material. *Basis UPB*, 7(2).
- Brown. H. D. & Abeywickrama, P. (2010). *Language assessment: principles and classroom practice (2nd ed.)*. Pearson Education Inc.
- Celce-Murcia. M., Brinton, D. M., & Snow, M. A. (2014). *Teaching English as a Second or Foreign Language*. National Geographic Learning.
- Cohen J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. Routledge Academic.
- EF English Proficiency Index. (2022). *The World's Largest Ranking of Countries and Regions by English Skills*. <https://www.ef.com/wwen/epi/>
- John W. Creswell. (2015). *Penelitian Kualitatif dan Desain Riset: memilih di antara Lima Pendekatan*. Pustaka Pelajar.
- Kerlinger. Fred N. & Howard B. Lee. (2000). *Foundations of Behavioral Research. 4th Edition*. Harcourt Inc.
- Linda A.R., Meida R.S., and J. (2022). The Effect of Gallery Walk Technique towards Students' Speaking Skill. *Journal of English Language and Education (JELE)*, 7(1), 123–129. <https://jele.or.id/index.php/jele/article/view/260>
- Mishra, P., Pandey, C. M., Singh, U., Gupta, A., Sahu, C., & Keshri, A. (2019). Descriptive Statistics and Normality Tests for Statistical Data. *Annals of Cardiac Anaesthesia*, 22, 67–72. [https://doi.org/10.4103/aca.ACA\\_157\\_18](https://doi.org/10.4103/aca.ACA_157_18)
- Nida Mufidah. (2017). Strategi Belajar Berbicara Bahasa Inggris. In *IAIN Antasari Press, Banjarmasin*.
- Rakhmanina. Lisa, & K. D. (2023). The Effectiveness of Video Blogging in Teaching Speaking

*The Effect of Video Blogging as Learning Media for Students' Speaking Skills*

*Viewed from Students' Learning Motivation. Proceedings of the Fifth International Seminar on English Language and Teaching.*

Sukardi. H. M. (2018). *Metodelogi Penelitian Pendidikan: Kompetensi dan Praktiknya (Edisi Revisi)*. Bumi Aksara.

Syaputri, W., other. (2020). Tantangan dalam Meningkatkan Kemampuan Berbicara Mahasiswa dengan Metode Pembelajaran Wawancara. *Jurnal Educatio FKIP UNMA*, 6(1).

Tafonao. T. (2018). Peranan Media Pembelajaran dalam Meningkatkan Minat Belajar Mahasiswa. *Jurnal Komunikasi Pendidikan*, 2(2).

<https://journal.univetbantara.ac.id/index.php/komdik/article/view/113>