



# VLOGGING TOWARDS IMPROVING STUDENTS' SPEAKING SKILLS

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## ABSTRACT

*To enable the students to speak English confidently and fluently is one of the major objectives of teaching English in junior high school in Paaralang Sekundarya ng Lucban Integrated School. Unless Filipinos have the fluency in the English language, it would not be possible to work in a globalized world. Hence it is very important to develop awareness among the students and motivate them to study English.*

*This paper is experimental in nature and the use of vlog in the classroom setting wishes to bridge up the gaps between the speaking ability of the students and the teaching- learning process.*

*The purposes of this research are: (1) to encourage teachers in using vlog in the teaching- learning process; (2) to encourage students to practice and improve their speaking skills through the use of vlog. The samples included 30 grade eight students of PSLIS. The researcher applied a purposive sampling technique. The type of research classroom action research through the use of vlog in improving the speaking ability of the selected students. It also utilizes the mixed methods of research integrating quantitative qualitative data which were obtained through group messenger and qualitative data collection were obtained with the use of speaking test survey questionnaire and rubrics. The result of the test and the result from the criteria was analyzed to know the improvement of the students' speaking skills.*

*It is concluded that there is no significant effect towards the speaking skills of the grade eight students through the use of vlog. Therefore, it is determining that videoblogging as an emerging tool, a popular trend on the Internet and a new way of media production has a lot to offer for educational settings.*

## I. INTRODUCTION

In recent years, blogging has become an exploding passion among Internet Communities. Internet is now a friend of everybody. It is a very popular phenomenon among people in daily life. As the world is getting narrower, along with the unboundary of all nations in the world, internet comes as a tool responsible for the changes. Internet plays a significant role in education field, as seen in many classes where there are many internet-based instruments work.

In English classroom, one of the latest approaches of teaching and learning English is by integrating technology into the classroom environment (Mutmainna, 2016). For many years, internet is a serious challenge of technology in people's lives. Through internet, people could text, chat, browse, call and make video call. Through internet people could also empower themselves by sharing stories in their own sites. This activity is called blogging.

Within the context of English as a Second Language (ESL) and English as a Foreign Language (EFL), using blogs has emerged as a language learning tool (Aydin, 2014). Research shows that the use of blogs plays an important role in developing interactions among students and between teachers and students in the target language. Blogs invite participation and have the potential to democratize a classroom since the learners are given the chance of equal participation (Mutmainna, 2016).

Blogging provides opportunities for developing one's English language skills in many ways (Mutmainna, 2016). Additionally, blogging helps in improving speaking ability among learners. Video blogging is now a new and popular trend in the blogging circle and differs from its parent, textual blogging, by offering audio-visual capabilities to communicate. EDUCAUSE Learning Initiative (2005) defines a video blog as a "web log (blog) that uses



video rather than text or audio as its primary media source". Vlogs combine images, audio, movies and text to personal reflections, expression of feelings, documentaries and stories. Video blogging (a term vlogger make his vlog) is usually done by speaking in front of the camera to tell about something that he likes, speaking a variety of tips, share whatever is in the mind, montage, some even making such a movie clip.

Video blogging or 'vlogging' as part of blogging trend tends to have a positive effect on improving learners' fluency, accuracy and accent or language complexity. Since vlogging is mostly oral, speaking is the major component being emphasized.

Speaking skill is fundamental for communication in comparison with the four skills used to learn a second and foreign language which are listening, speaking, writing and reading. Speaking is a crucial part of foreign and second language teaching and learning, where many students may face a lot of difficulties to express themselves in English, because of the influence of the mother tongue, the limited time for practicing the target or second language, the lack of vocabulary to express ideas, in addition to the lack of self-confidence or shyness (Asma 2016).

Speaking is considered as the most important skill for business and government officers as it is the main communication tool worldwide. Moreover, the teaching and evaluating of speaking is somewhat being ignored. It is also absent from the testing in every second and foreign language classroom since the objectivity of the testing is rather questioned. It should be raters who evaluate or judge the speaking ability of someone. Raters, not the teachers. Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that is difficult to practice and to achieve this goal the person needs to have the ability to speak, and perform fluently.

The goal is the ability of language learners to orally express their ideas. Once speaking goals have been determined, next step consists of questioning how they are going to be achieved. Thus, the researcher focuses on the students to improve their speaking skills to create and develop vlogs during the conduct of this study. The intent is to introduce this highly interactive technology to educators by mainly investigating its possible use for educational purposes.

#### **Statement of the Problem**

This paper aimed to implement video blog (vlog) as an audio-visual aid in the teaching learning process in improving the speaking skills among

students. It also encourages students to practice and improve their speaking skills through the use of vlog. The researcher aimed to determine the effectiveness of using vlog towards the improvement of students' speaking skills through their recorded videos.

This study aimed to answer the following:

1. What is the perception of students regarding the teachers lecture on vlogging?
2. What is the students level of speaking skills in terms of accuracy, confidence, fluency, and interest?
3. Do students' interest in vlogging significantly correlate to their speaking skills?
4. What is the level of students' interest in vlogging?
5. What is the difference between the level of performance in pre- vlog and post- vlog?

## **II. METHODOLOGY**

This study used classroom action research through the use of vlog in improving the speaking ability of the selected students. It also utilizes the mixed methods of research integrating quantitative and qualitative data collection.

The researcher used purposive sampling to determine the respondents of this study. It is composed of the selected thirty (30) grade eight students of PSLIS. The said respondents were chosen from three different sections based from their first and second quarterly grades They are part of the academic year 2020- 2021. The total populations of the students used would be for the implications of vlog in enhancing their speaking skills.

In order to obtain favorable outcomes in this research, the data analysis was taken into two types of data. First, the qualitative data were obtained through group messenger. Second, the quantitative data were obtained by speaking test questionnaire and rubrics.

- a. Questionnaire is given for the gathering of information from the respondents. The researcher used and modified a questionnaire as the main instrument in gathering necessary data. The researcher patterned the questionnaire from Farmer and Sweeney. At the end of the treatment, the learners would fill the Likert scale questionnaire that consisted of questions related to it. The questionnaire was devised to find out how the students perceived their speaking ability in terms of perception,



accuracy, confidence, fluency and interest after their post- vlog.

- b. Rubrics is used in order to assess students' speaking score based from their vlogs. Those speaking rubrics are analyzed by looking at the speaking criteria such as fluency and accuracy.

### III. RESULTS AND DISCUSSION

#### A. Students' Perceptions on Teachers' Lecture in Vlogging

The table below shows the students' perceptions on the teacher's lecture on vlog. This is composed of ten indicators where the students provide their level of agreement.

**Table 1. Students' Perceptions on the Use of Vlog in the Teaching- Learning Process**

The use of vlog in the teaching- learning process	Strongly Agree		Agree		Disagree		Strongly Disagree		Overall Mean
	f	%	f	%	f	%	f	%	
1. Increases academic achievement (e.g. grades).	18	60.0%	12	40.0%	0	0.0%	0	0.0%	3.60 (VH)
2. Promotes the development of communication skills (e.g., writing, speaking and presentation skills).	17	56.7%	13	43.3%	0	0.0%	0	0.0%	3.57 (VH)
3. Gives teachers the opportunity to be learning facilitators instead of information providers.	16	53.3%	12	40.0%	2	6.7%	0	0.0%	3.47 (VH)
4. Helps accommodate students' personal learning styles.	15	50.0%	12	40.0%	3	10.0%	0	0.0%	3.40 (VH)
5. Motivates students to get more involved in learning activities.	22	73.3%	8	26.7%	0	0.0%	0	0.0%	3.73 (VH)
6. Is effective only when extensive computer or technology resources are available.	5	16.7%	14	46.7%	9	30.0%	2	6.7%	2.73 (H)
7. provides opportunities to speak English.	18	60.0%	9	30.0%	3	10.0%	0	0.0%	3.50 (VH)
8. Helps me to do better on storytelling, expressing ideas, and others.	17	56.7%	13	43.3%	0	0.0%	0	0.0%	3.57 (VH)
9. Improves my personal communication skill on second language.	14	46.7%	14	46.7%	2	6.7%	0	0.0%	3.40 (VH)
10. Makes learning more interactive, descriptive, and visual	18	60.0%	11	36.7%	1	3.3%	0	0.0%	3.57 (VH)
<b>Overall Mean: 3.45 Strongly Agree</b>									

#### Legend:

- 3.40 – 3.99 Strongly Agree  
 2.80 – 3.39 Agree  
 2.20 – 2.79 Neutral  
 1.00 – 1.59 Strongly Disagree

The biggest percentage of the students *strongly agree* that the use of vlog motivates them to get more involved in the learning process (73.3%). More than half of the students claimed that the use of vlog increases their academic achievement (60.0%), provides opportunities to speak English (60.0%), and

makes learning more interactive (60.0%). With almost the same percentage are the items on development of their communication skills (56.7%), better expression of ideas (56.7%), and providing teachers opportunities to act as learning facilitators instead of information providers (53.3%).



This means that vlog can be used in the teaching learning process providing teachers the opportunities to act as facilitators where it also provides opportunities for the students to speak English and be more engaged in the teaching learning process.

According to Mr. Goldstein at *We are theMedia blog* as cited by Evrim Baran (2011), he considers teachers' role in videoblogging activities as being guides who facilitate students' videoblogging activities. Creating a learning community in which both students and teachers learn from each other, communicate and contribute to the teaching-learning process, videoblogging is likely to engender valuable educational outcomes.

A small percentage of students *strongly agree* that the use of vlog in the teaching-learning process is effective only when technology resources are available (16.7%). Some of them either *agree* on this indicator (46.7%), *disagree* (30.0%), or *strongly disagree* (6.7%).

The statement indicates that they pay attention to their pronunciation and try to sound as clear, with possible has the biggest percentage of the students

*strongly agree* (60.0%). Exactly half of the students claimed that before they speak, they think about how to make their message clear and precise (50.0%), and while speaking, they correct themselves if they notice that they made a mistake (50.0%).

This means that students tried to sound accurate while they are recording their vlogs. As cited in Thomas, 2009, vlog offers a comfortable and personal sites for people to practice the target languages. Doing the videos online offers learners the opportunity to practice their language skills anywhere and with little prior preparation, which keeps them involved in the process. Video blogging or 'vlogging' as part of blogging trend tends to have a positive result on improving learners' fluency, accuracy and accent or language complexity.

**B. Level of Students' Speaking Skills**

Table number 2 shows the level of students' speaking skills in terms of accuracy. The level of students' speaking skills was measured in terms of accuracy, confidence, fluency, and interest.

**Table 2. Level of Students' Speaking Skills in terms of Accuracy**

Accuracy	Strongly Agree		Agree		Disagree		Strongly Disagree		Overall Mean
	f	%	f	%	f	%	f	%	
1. I pay attention to my pronunciation and try to sound as clear as possible.	18	60.0%	10	33.3%	2	6.7%	0	0.0%	3.53 (VH)
2. Before I speak, I think about how to make my message clear and precise.	15	50.0%	12	40.0%	3	10.0%	0	0.0%	3.40 (VH)
3. When I speak, I put the stress on important words (speak them louder or for longer time).	9	30.0%	15	50.0%	6	20.0%	0	0.0%	3.10 (H)
4. While speaking, I think and try to apply grammar rules.	12	40.0%	13	43.3%	5	16.7%	0	0.0%	3.23 (VH)
5. While speaking, I correct myself when I notice that I made a mistake.	15	50.0%	14	46.7%	1	3.3%	0	0.0%	3.47 (VH)
<b>Overall Mean: 3.35 Often</b>									

**Legend:**

- 3.40 – 3.99 *Nearly Always*
- 2.80 – 3.39 *Often*
- 2.20 – 2.79 *Occasionally*
- 1.60 – 2.19 *Rarely*
- 1.00 – 1.59 *Never*



On the other hand, table 2 presents that less than half of the students think and try to apply grammar rules while speaking (40.0%). The statement that they put the stress on important words while speaking has a small percentage of students who *strongly agree* (30.0%). Some either agree on this indicator (50.0%),

disagree (20.0%) and strongly disagree (0.0%). This means that learners need to use their prior knowledge in word stress-- content and function words—and grammar to speak accurately.

Table 3 shows the level of students' speaking skills in terms of confidence.

**Table 3. Level of Students' Speaking Skills in terms of Confidence**

Speaking Skill	Strongly Agree		Agree		Disagree		Strongly Disagree		Overall Mean
	f	%	f	%	f	%	f	%	
1.I feel relaxed speaking English when recording a vlog.	9	30.0%	15	50.0%	6	20.0%	0	0.0%	3.10 (H)
2.Although I know my English is not perfect, I encourage myself to speak up when I have something meaningful to say.	19	63.3%	10	33.3%	1	3.3%	0	0.0%	3.60 (VH)
3.I rehearse before presenting in class or in any speaking setting.	13	43.3%	17	56.7%	0	0.0%	0	0.0%	3.43 (VH)
4.I am worried about what opinion viewers might have of me when I speak English.	14	46.7%	10	33.3%	4	13.3%	0	0.0%	3.13 (H)
5.Although I am nervous just before to speak, I soon settle down after starting and feel calm and comfortable.	17	56.7%	11	36.7%	2	6.7%	0	0.0%	3.50 (VH)
<b>Overall Mean: 3.35 Quite Confident</b>									

**Legend:**

3.40 – 3.99 *Extremely Confident*

2.80 – 3.39 *Quite Confident*

2.20 – 2.79 *Somewhat Confident*

1.60 – 2.19 *Slightly Confident*

1.00 – 1.59 *Not at All Confident*

The biggest percentage of the students *strongly agree* that although they know their English is not perfect, they encourage themselves to speak up when they have something meaningful to say (63.3%) and although they are nervous just before they speak, they soon settle down after starting and they feel calm and comfortable (56.7%).

English speaking skills, as an international means of communication, are necessary for effective interactions amongst people. One cannot communicate effectively unless he/she is equipped with sufficient knowledge of vocabulary, grammar, culture, genre, speech acts, register, discourse, and phonology (Scrivener, 2005).

In the study of Sardiman in Pramita Sari in 2017, it states that the use of appropriate technique or

teaching media such as vlog is crucial in improving students' motivation and confidence to speak English. When the learning experience is positive and pleasant, it leads students to interact more frequently in English both outside and inside the classroom. Because the experience is enjoyable, the increased confidence, affected their motivation in a positive way.

The result also presents that students rehearse before presenting in class or in any speaking setting (43.3%) and they are worried about what opinion viewers might have of them when they speak English.

On the other hand, the statement they feel relaxed speaking English when recording a vlog has a small percentage of students who *strongly agree* (30.0%). Some of them either *agree* on this indicator





(50.0%), *disagree* (20.0%), or *strongly disagree* (0.0%). This means that students are afraid to speak in English but as soon as they settle down they can already feel calm and comfortable. Rehearsing what they have to say also help them to settle down.

MacCarthy (1972) in Oxford Dictionary (2009) states that when people are learning to speak a language, they are concerned mainly with two things;

first, knowing what to say- what words and phrases to use at any given moment, in any given situation- and second, being able to say it- able to perform the required actions, the movement necessary, for saying those words and phrases aloud.

Table 4 in the next page presents the level of students' speaking skills in terms of fluency.

**Table 4. Level of Students' Speaking Skills in terms of Fluency**

Speaking Skill	Strongly Agree		Agree		Disagree		Strongly Disagree		Overall Mean
	f	%	f	%	f	%	f	%	
1. I pay attention to my pronunciation and try to sound as clear as possible.	16	53.3%	11	36.7%	3	10.0%	0	0.0%	3.43
2. I make a mental outline of the main points before I speak	10	33.3%	20	66.7%	0	0.0%	0	0.0%	3.33
3. While speaking, I think of what I want to say in my 1 <sup>st</sup> language and then put it in English.	12	40.0%	15	50.0%	3	10.0%	0	0.0%	3.30
4. I practice using new words/expressions while speaking.	9	30.0%	19	63.3%	2	6.7%	0	0.0%	3.23
5. While speaking, I can deal efficiently with unexpected situations.	10	33.3%	17	56.7%	3	10.0%	0	0.0%	3.23
<b>Overall Mean: 3.31 Frequently</b>									

**Legend:**

- 3.40 – 3.99 *Almost Always*
- 2.80 – 3.39 *Frequently*
- 2.20 – 2.79 *Sometimes*
- 1.60 – 2.19 *Seldom*
- 1.00 – 1.59 *Never*

The result presents that the students pay attention to their pronunciation and try to sound as clear as possible with almost half of the percentage of *strongly agree* (53.3%).

This means that pronunciation is one of the important factors in speaking skills that may be a barrier in communication if one mispronounced a word. As cited in Safitri and Khoiriyah, another element which is crucial in speaking English is pronunciation where English sound and voice is produced. If any mistake happens in pronouncing an English word, misunderstanding will happen to the listener. Then, communication will not occur.

The statement that they think of what they want to say in their 1<sup>st</sup> language and then put it in English got 40.0%. Two indicators have the same percentage (33.3%) do they make a mental outline of the main points before they speak and they can deal efficiently with unexpected situations while speaking. A small percentage of the level of students' speaking skills in terms of fluency *strongly agree* that they practice using new words/expressions while speaking (30.0%). Some of them either *agree* on this point (63.3%), *disagree* (6.7%), or *strongly disagree* (0.0%).

This means that students are second language learners of English therefore it is easier for them to



create a gist of what they have to say in the first language. They also memorize the gist so they would not be lost while speaking. Torres (2018) mentioned that when understanding what speaking truly means, there is a misconception about memorizing the language rather than analyzing and producing it. Hence, students should not memorize speaking as part of language learning but they should construct meaning,

produce, receive and process information. However, there is a gap between acquisition and production of the speaking skill in an L1 and the learning and production of an L2, since they do not share the same language components.

The level of students' speaking skills in terms of interest is shown in Table 5.

**Table 5. Level of Students' Speaking Skills in terms of Interest**

Speaking Skill	Strongly Agree		Agree		Disagree		Strongly Disagree		Overall Mean
	f	%	f	%	f	%	f	%	
1. I deliberately try to expand my vocabulary in English.	15	50.0%	13	43.3%	2	6.7%	0	0.0%	3.43
2. I read aloud materials to practice speaking in English.	10	33.3%	18	60.0%	2	6.7%	0	0.0%	3.27
3. I pay attention to how people explain complicated ideas in English.	16	53.3%	12	40.0%	2	6.7%	0	0.0%	3.47
4. I try to learn English from good presenters or speakers who speak clearly and convincingly.	17	56.7%	10	33.3%	3	10.0%	0	0.0%	3.47
5. If I don't understand a word or something else that I hear, I use my gadget to check about it online.	14	46.7%	12	40.0%	4	13.3%	0	0.0%	3.33
<b>Overall Mean: 3.39 Probably</b>									

**Legend:**

- 3.40 – 3.99 *Definitely*
- 2.80 – 3.39 *Probably*
- 2.20 – 2.79 *Possibly*
- 1.60 – 2.19 *Probably Not*
- 1.00 – 1.59 *Definitely Not*

With almost the same percentage of the students who *strongly agree* that they try to learn English from good presenters or speakers who speak clearly and convincingly (56.7%), and they pay attention to how people explain complicated ideas in English (53.3%). Half of the students strong agree that they deliberately try to expand their vocabulary in English (50.0%).

This means that learning English is also a mental process of mimicry and imitation. It would be easier for the learners to learn if there is a pattern.

In the study of Guterres and Quintas 2017, they found that in order to help students develop their speaking proficiency, teachers should use audio-visual aids like vlog to support learning in the classroom.

These kinds of teaching aids are very important for students since it is the only way to provide them with an exposure to the authentic foreign language. So audio-visual aids give students the opportunity to see and hear the foreign language as it is used by native speakers in real life situations

Less than half percentage (46.7%) states that if they do not understand a word or something else they hear, they use their gadget to check it online. A small percentage of students *strongly agree* that they read aloud materials to practice speaking in English (33.3%). Some of them either *agree* on this item (60.0%), *disagree* (6.7%), or *strongly disagree* (0.0%). This means that lack of



vocabulary, and the arrangement of the words, and wrong pronunciation prevent students from speaking and communicating in foreign language such as English.

Gabrys and Bielska (2013) claimed that the lack of vocabulary does not influence learners in their speaking abilities only, but also it enhances their understanding, their listening comprehension in this way they may face difficulties in responding and

continuing the communication process if there is a word or an expression that is unfamiliar with the respondent

### C. Relationship between the Teachers' Lecture and the Students' Speaking Skills

Table 6 shows the students' perceptions on the use of vlog in the teaching-learning process and how this approach correlates to their speaking skills.

**Table 6. Relationship between the Teachers' Lecture and the Students' Speaking Skills**

Speaking Skills	r-value	p-value	Degree of Correlation	Analysis
Accuracy	0.543	0.004	Moderate	Significant
Confidence	0.422	0.033	Moderate	Significant
Fluency	0.545	0.004	Moderate	Significant
Interest	0.467	0.026	Moderate	Significant

#### Legend:

- ±0.80 – ±1.00 *Very strong*
- ±0.60 – ±0.79 *Strong*
- ±0.40 – ±0.59 *Moderate*
- ±0.20 – ±0.39 *Weak*
- ±0.00 – ±0.19 *Very weak*

There is a *positive* and *moderate* relationship between the use of vlog in the teaching-learning process and the students' speaking skill in terms of accuracy. The relationship is *significant* ( $r=0.543$ ,  $p=0.004$ ). This means that teacher's approach the students readily correct themselves whenever they commit mistakes in pronunciation, grammar and vocabulary. Torky (2006) defined that the focus in speaking was on motor perceptive skills. Thus, speaking is the production of signals to show verbal response to listener. In delivering information, speakers tend to use their abilities in order to provide clear information for listener.

A *significant* correlation was found between the teacher's use of vlog and the students' confidence ( $r=0.422$ ,  $p=0.033$ ). The relationship is moderate and positive. This means that the as the teachers use vlog in the teaching-learning process, the students gradually learn to speak up and say something meaningful. Asakereh and Dehghannezhad (2015) mentioned that students' self-confidence and self-efficacy was increased as they observed "similar others" who were fluent English speakers. Students were motivated and worked harder as they realized that they were making progress in their use of English for self-expression.

From the table, it can be seen that ( $r=0.545$ ,  $p=0.004$ ) indicating a *positive* and *moderate* relationship between the use of vlog in the teaching-learning process and the students' speaking skill in terms of fluency. The relationship is *significant* which means that students were able to speak with ease and speed.

As cited in Rakhmanina and Kusumaningrum (2017), video blogging or 'vlogging' as part of blogging trend tends to have a positive effect on improving learners' fluency, accuracy and accent or language complexity. Since vlogging is mostly oral, speaking is the major component being emphasized.

The use of vlog in the teaching-learning process correlates with the level of students' speaking skills in terms of interest. There is a *positive* and *moderate* relationship between the two. It is *significant* ( $r=0.467$ ,  $p=0.026$ ). This means that with the students who are motivated and interested to learn has a great difference in their pre and post- vlog. There was an interaction between teaching strategies, motivation and interest. The teaching strategies that are used by the lecturer in the class give a big influence for the success of the teaching and learning process. Good teaching strategies in the class challenge students to acquire a





better learning and increase students' motivation and interest (Rakhmanina and Kusumaningrum, 2017).

#### D. Level of Students' Interest in Vlogging

Table 7 and 8 shows the level of students' performance in the pre and post vlog assessment of the learners.

**Table 7. Level of Students' Performance in the Pre-test**

	Grammar	Pronunciation	Vocabulary	Fluency	Content	Total
Lowest score	1	1	1	1	2	8
Highest score	4	3	4	3	4	15
Mean	2.00	2.07	2.10	2.10	2.70	10.97
Standard deviation	0.743	0.521	0.662	0.712	0.702	2.266
Analysis	<b>Fair</b>	<b>Fair</b>	<b>Fair</b>	<b>Fair</b>	<b>Satisfactory</b>	<b>Satisfactory</b>

**Legend:**

3.40 – 3.99	<i>Excellent</i>	16.0 – 19.99	<i>Excellent</i>
2.80 – 3.39	<i>Very Satisfactory</i>	12.0 – 15.99	<i>Very Satisfactory</i>
2.20 – 2.79	<i>Satisfactory</i>	8.0 – 11.99	<i>Satisfactory</i>
1.60 – 2.19	<i>Fair</i>	4.0 – 7.99	<i>Fair</i>
1.00 – 1.59	<i>Needs Improvement</i>	0.0 – 3.99	<i>Needs Improvement</i>

Based on the pre-test scores, the students showed *fair* performance in grammar ( $M=2.00$ ,  $SD=0.743$ ), pronunciation ( $M=2.07$ ,  $SD=0.521$ ), vocabulary ( $M=2.10$ ,  $SD=0.662$ ), and fluency ( $M=2.10$ ,  $SD=0.712$ ). A *satisfactory* performance was recorded in

content ( $M=2.70$ ,  $SD=0.702$ ) and in their total score ( $M=10.97$ ,  $SD=2.266$ ). This is because the students had no prior knowledge or lecture received from the teacher. The result of their pre- vlog is based solely on their interpretation and prior knowledge of what vlog is.

**Table 8. Level of Students' Performance in the Post-test**

	Grammar	Pronunciation	Vocabulary	Fluency	Content	Total
Lowest score	2	2	2	2	3	11
Highest score	4	4	4	4	4	20
Mean	2.73	3.00	2.80	3.00	3.73	15.27
Standard deviation	0.691	0.587	0.664	0.525	0.450	2.318
Analysis	<b>Satisfactory</b>	<b>Very satisfactory</b>	<b>Very satisfactory</b>	<b>Very satisfactory</b>	<b>Excellent</b>	<b>Very satisfactory</b>

**Legend:**

3.40 – 3.99	<i>Excellent</i>	16.0 – 19.99	<i>Excellent</i>
2.80 – 3.39	<i>Very Satisfactory</i>	12.0 – 15.99	<i>Very Satisfactory</i>
2.20 – 2.79	<i>Satisfactory</i>	8.0 – 11.99	<i>Satisfactory</i>
1.60 – 2.19	<i>Fair</i>	4.0 – 7.99	<i>Fair</i>
1.00 – 1.59	<i>Needs Improvement</i>	0.0 – 3.99	<i>Needs Improvement</i>

Based on the post-test scores, the students showed *satisfactory* performance in grammar ( $M=2.73$ ,  $SD=0.691$ ). A *very satisfactory* performance in pronunciation ( $M=3.00$ ,  $SD=0.587$ ), vocabulary ( $M=2.80$ ,  $SD=0.664$ ), and fluency ( $M=3.00$ ,  $SD=0.522$ ).

An *excellent* performance was recorded in content ( $M=3.73$ ,  $SD=0.450$ ) and a *very satisfactory* performance in their total score ( $M=15.27$ ,  $SD=2.318$ ). This means that that the teacher's lecture made a difference in improving students' interpretation and



know-how of vlog. Thus, making an improvement in their post-vlog results.

#### E. Difference in the Students' Performance

Table 9 presents the difference in the students' performance in terms of the different factors in speaking skills.

**Table 9. Difference in the Students' Performance**

Performance	Mean		Mean difference	t-value	p-value	Analysis
	Pre	Post				
Grammar	2.00	2.73	0.73	-6.279	0.000	<i>Significant</i>
Pronunciation	2.07	3.00	0.93	-8.764	0.000	<i>Significant</i>
Vocabulary	2.10	0.80	0.70	-5.460	0.000	<i>Significant</i>
Fluency	2.10	3.00	0.90	-7.449	0.000	<i>Significant</i>
Content	2.70	3.73	1.03	-10.179	0.000	<i>Significant</i>
Total Score	10.97	15.27	4.30	-19.501	0.000	<i>Significant</i>

The students showed fair performance in grammar during the pre-test and satisfactory performance during the post-test. A significant difference was noted on their pre-test and post-test scores in grammar ( $t=-6.279$ ,  $p=0.000$ ). This shows that while speaking students are able to correct themselves when they notice that they made a mistake. The script used during the recording process helped improve their grammar. Grammar is important to help students deliver ideas and information using good structure of English. Moreover, good grammar helps students understand and perceive information (Mandasari and Aminatun 2019).

A significant difference was noted on the students' pre-test and post-test scores in pronunciation ( $t=-8.764$ ,  $p=0.000$ ). This is because the students became aware that they have to speak fluently and enunciate the words well. In Mandasari and Aminatun (2019) note that pronunciation helps students produce good sound and English voice. Besides, good pronunciation leads students to have a better interpretation. Incorrect pronunciation results to misunderstanding. Thus, pronunciation is considered as an important tool in speaking.

A fair performance was shown in vocabulary during the pre-test and very *satisfactory* performance during the post-test. It resulted to ( $t=-5.460$ ,  $p=0.000$ ) where a *significant* difference was noted on their pre-test and post-test scores in vocabulary. The students' vocabulary increased since they wrote a script before recording the post-vlog. They also become aware of choosing appropriate words in the context of their post-

vlogs. As cited by Mandasari and Aminatun (2019), vocabulary is important to help students in delivering ideas and information. Without vocabulary, students cannot meet the objective of learning English.

It also shows the pre-test and post-test scores in fluency ( $t=-7.449$ ,  $p=0.000$ ) which has a *significant* difference. This is because the students practice their speaking skills making it easier for them during the recording process. Harmer (2007) also states that when speakers want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.

From a *satisfactory* result in content during the pre-test to an *excellent* result during the post-test. A *significant* difference was noted on the students' pre-test and post-test scores in content ( $t=-10.179$ ,  $p=0.000$ ). This is because the lessons on the use of vlog focused on the personal and daily lives of the students which is natural and aesthetic. Content refers to the idea delivered by students. Content is also important because it helps students manage their ideas during delivery. Safitri and Khoiriyah (2017) state that through E-Vlog students consider the expression and the content of the video in Vlog which turn out to be more natural and interesting than any written blog. It states that through E-Vlog students consider the expression and the content of the video in Vlog to be more natural and interesting than any written blog.

The students showed *satisfactory* performance in their total score during the pre-test and very *satisfactory* performance in their total score during the post-test. A



significant difference was noted on their pre-test and post-test scores in their total score ( $t=-19.501$ ,  $p=0.000$ ). This means that vlog can be used in the teaching- learning process. Baran (2012) adds that when used effectively in educational settings, videoblogging may redefine classroom borders expanding learning experiences outside of the school to the community connecting school, students, teachers, administrators and parents in a learning community.

#### IV. CONCLUSIONS

Based on the findings, it is therefore concluded that there is no significant effect towards the speaking skills of the grade eight students through the use of vlog. There is no significant relationship between the students' interest in vlogging and their speaking skills. There is no significant relationship between the students' perception on teacher's lecture on vlogging and their speaking skills. Thus, the null hypothesis was accepted.

In connection, it is used as a basis for a highly acceptable pre- and post-vlog implementation in the teaching-learning process.

#### V. RECOMMENDATIONS

Based on the conclusions drawn from the study, the following recommendations are hereby offered.

1. Vlog as the media to help students' enhance speaking skill is an effective teaching strategy and could be used in the teaching- learning process.
2. Videoblogging activities may meet the needs of today's students who are surrounded with these highly dynamic and interactive technologies.
3. Students' interaction with producing and publishing media and sharing it with a community may improve their communicational and technical skills which are required for them to be successful and competent citizens in the society.
4. When used effectively in educational settings, videoblogging may redefine classroom borders expanding learning experiences outside of the school to the community connecting school, students, teachers, administrators and parents in a learning community.
5. Longer time may be needed in the conduct of pre- and post- vlog.

6. Further study may be considered to enhance the future research.

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