

The Use of Vlogging (Video Blogging) to Encounter Students' Speaking Anxiety

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Abstract:

The ability of most senior high school students in Speaking English is still average and even tends to be low. Many students anxious to speak English. They think that English is difficult. Apart of their intelligence, the environment is also very influential in the development of students' speaking abilities. In order to overcome this problem, the utilization of vlogging could be useful to help the students to improve students' speaking anxiety, especially in explanation text which has medium difficulty. The purpose of this study is to improve the students speaking anxiety. This study was involved 31 eleventh grade students of MA Raudlatul Ulum. This study was a classroom action research which consisted of 1 cycles. Each cycle of this study involved of 2 meetings. During each cycle, the students have some stages to make their speaking improved. The result showed that the improvement of preliminary test to cycle test 1 was 25.9% improvement or 51,6% of total students of the students who do not already passed the criteria of success. This result proved that 1 cycle of the utilization vlogging still not yet to improve students' anxiety in speaking explanation text. However, the next cycle cannot be done because of the corona virus.

Keywords: Vlogging, Speaking Skill, Anxiety

Introduction

Speaking is one of skills in language learning that must be mastered by students. Speaking skill occupies an important position because it is characteristic of students' communicative abilities (Azmi, 2012). In other words, speaking ability does not only play a role in language learning but also plays an important role and other learning. Speaking basically is the ability of a person to issue, ideas, or thoughts to others through spoken language. Based on this understanding speaking does not merely convey the message but the process of giving message itself.

In ideal conditions, student at senior high school level should be able to use English in daily activity especially in classroom, even though the pronunciation and grammar are incorrect. At this level students also can

practice simple conversations with other. However, it cannot be achieved because there are problems that make them unable to speak up. Mahmoud (2016) states that there are some factors why students cannot speak English well such as inhibitions, nothing to say, low or uneven participation, and mother tongue use. Sometimes many students have a worry about their own abilities. They assume that their abilities are bad. This is the reason that makes them not confident to speak English. The biggest problem experienced by students is the anxiety in speaking English (Zeynali, 2015).

In preliminary research at XI grade student at senior high school Raudlatul Ulum, many reasons that make students are anxious to speak English. Apart of their intelligence, the environment is also very influential in the development of students' speaking abilities. Students in senior high school do not have confidence to speak English. They feel that speaking English is very difficult. They must use a formula to make a good and right sentence. They must memorize a lot of vocabulary to speak or understand other people's words. They think that people who use English to communicate is something that is unusual. We can know when there is a teacher or someone else using English to communicate, they laugh and respond only with the word yes / no. It becomes a habit and character of junior high school student. This habit is one of causes of students' anxiety in speaking. Students are fear being ridiculed by their peers. They are afraid their mistake in speaking becomes spotlight in their environment.

The teacher solves the problem used teacher centered. Most students write and listen to the teacher's information only. Merely 1 to 3 students seem to pay attention and occasionally practice what the teacher says. That made students passive and cannot train their mentally in speaking and this make them felt insecure about their abilities. They think that they do not have ability to speak English. The fact, they have a lot of potential in the field. For this reason, the role of the teacher is very important to be able to change their mindset by giving moral encouragement and fostering the mindset that English is not as difficult as they think and teacher must able to make learning activity more interesting and fun. Beside, teacher used several method and strategy that was applied by the teacher like discussion and role playing and but it cannot solve the problems of students.

Dealing with the reason above, the researcher analyze that the causes problem of the matter are; the first is teaching method used by the teacher. This is very influential on students' speaking ability. The teacher is not only a person who gives information or knowledge but, a teacher must able to act as interaction media in learning process. Related to this matter, researcher chooses Vlogging to encounter anxiety in speaking. Vlogging can improve students' speaking ability with the several ways, the first one is applying attractive and fun learning to reduce students' anxiety in teaching and learning. The second is improving the outlook, mindset and habits of students in English by instilling the interests of learns English language. Thus, based on that condition this study is conducted to investigate the vlogging in developing students' confidence in speaking English and to investigate the strength and weakness of vlogging in developing students' confidence in speaking English.

Review of Literature

Speaking

Speaking is a language that used to express an idea, feeling and to communicate with each other. Sometimes when two people talk to each other they start the conversation, but the conversation can be a formal or informal conversation that is why speaking divided into two parts. Based on the Al Nakhalah Mahmoud (2016) formal speaking occurs in a business or academic situation, or when meeting people for the first time. Then informal speaking is used with the family and friends, or people we know well. Not only divided into two part, but speaking also divided into two types. Brown (2001) explains there are two types of speaking they are monologue and dialogue. Monologue means that one speaker spoke without any responses or disruption, while dialogue is a conversation between two or more speaker with any responses.

According to Richards (2008) says speaking is the English language that important to enhance because the skill can show that someone can use English language and speak their idea to others in communication and other people should understand what other people say. Shiamaa (2006) speaking represents an interactive process that involves producing and processing or

receiving information to serve both interactional and transactional. Furthermore, Nunan (2003) mention that speaking is a productive skill which consists of systematic verbal utterances that carry out a meaning. In addition, Hughes (2007) explains that speaking is interactive and according to accomplish the pragmatic goal through interactive discourse with other speakers of a language.

Vlogging

Vlog is one of the most popular activities in this era. Moreover, some people get income due vlog as hobby. We can see many Youtubers who earn billions only from making videos including vlogs. Therefore vlog can also be applied as an interesting and alternative media in teaching speaking. It will attract students' interest in learning. Vlog is a kind of video which has been used as language learning and teaching media. With video, students have a chance to practice the target language in a more meaningful way and to develop useful strategies that can ease their learning process (Nikitina, 2009). According to Maulidah (2018) there are many stages to make a good vlog, namely conceptualizing, brainstorming, articulating, monitoring, and evaluating.

Speaking Anxiety

Speaking ability is a very important ability for students because speaking is a means for students to interact with society. But Mahmoud (2016) say that there are some problems experienced by students in speaking especially in English. The first problem is inhibition, speaking ability unlike listening, reading or writing, in speaking English students often afraid to express their opinions for fear of being wrong or because they don't want all attention focused on him cause what he said. The second is nothing to say, students often complain that they cannot think of something to say: they have no motive for expressing themselves beyond feeling guilty that they should speak. The third is Low or uneven participation, this problem often occurs in students in a study group because they are covered by students who want to dominate or they have small desire to show themselves to others. For the last is Mother tongue use, this problem comes because students prefer to use

mother tongue rather than English, this causes students feel awkward in using English in their daily activities.

Previous Studies

Maulidah (2018) on his article entitled “Vlog: The Mean to Improve Students’ Speaking Ability” showed that Vlogging can increase students’ speaking skill. It can intensify students’ motivation in learning speak English by providing fun and attractive learning process. Furthermore, it can make good presentation in students’ speaking performance. They will be able to interact in their environment to get many experiences in speaking. In the other hand, students get a occasion to build up their independent learning. Those several things make students to increase their own skill in speaking ability.

On the other hand, Wulansari (2018) with the title “Improving Students’ Speaking Ability through Vlogging”. From the conclusions of the study it can be said vlogging as an alternative oral communication strategy for enhance English speaking skill is evident to be fun and easy acces media. It also offers many benefit for learning process and multilingual peer learning. It enhance independent learning and provides many experience in improving speaking ability. vlogging can be the best media to improve students' speaking practice because of their habit of sharing and perfoms everything online.

Method

The design of the research is Classroom Action Research. Classroom action research is a systematic collection of information designed to investigate the problem in the class and as one problem-solving strategy that consists of processes in detecting and solving problems. According to Greenwood & Levin (2006, p. 3) defined that action research is social research conducted by a team include researcher, communities, or member organizations to improve the context of education and the situation of the participants. The action research conducted by a team called collaborative action research that means the researchers conduct research and the activities together with an English teacher in the class. This research was conduct through four stages: action plan, implement. observe, and reflection.

The research was conducted in MA RaudlatulUlum, especially in XI class. It is located in PakaanDajah, Galis, Bangkalan. Connecting with the English learning and teaching process, MA RaudlatulUlun has 2 English teachers. The English subject is one days a week. The school consists of 6 classes and the facilities supporting the English teaching are whiteboard, board marker and LCD projector. The subject of this research is students in the XI grade of MA RaudlatulUlum in the academic year 2019-2020. The researcher chooses XI Putri with 31 students.

The data of this study were obtained through the observation during the teaching and learning process, interview to the teacher and the students. Meanwhile, to collect the quantitative data, the researcher gave the pre-cycle test and cycle test to the students. In this study, the researcher accomplished several steps to analyze the data, namely reduction, conclusions, and presentation.

Results and Discussions

Preliminary Research

In the preliminary research, the researcher conducted the preliminary test in order to measure the students' writing ability. This test was conducted in 5th of April 2020 at XI class. The number of the students that followed this test is 31 students. In this test, the students were given an instruction to make an explanation about the crafts they made before with the benefits and selling points of these products. The result of the preliminary test could be seen as follows:

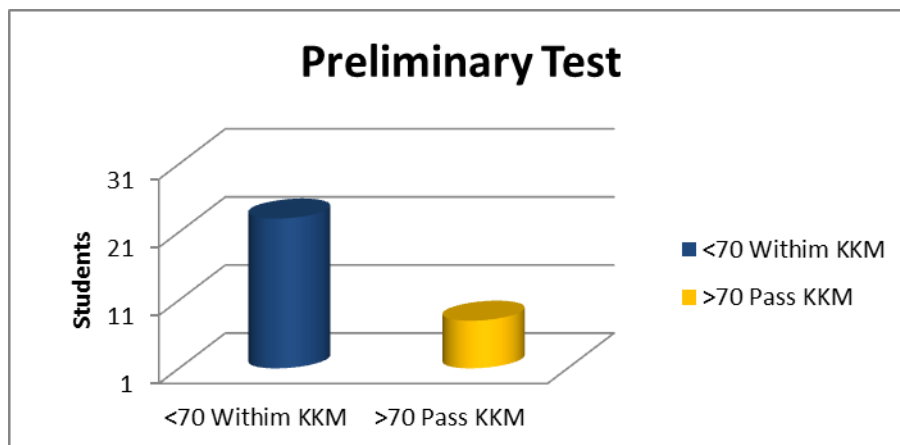


Chart 1 : 'The Result of Students' Preliminary Test

Cycle 1

1. Planning

In this planning stage, the researcher prepared the research needed at the acting stage. These needs include observation sheets, field notes, lesson plans and vlogging stage. Before making a vlog, students must know about the vlogging stage so that the researcher prepared a sheet containing the contents of vlogging stage. Then the researcher prepared observation sheets and field notes. All of these instruments are used to observe the teaching and learning process carried out in the classroom. This feature involves the performance of teachers and students.

Furthermore, other instruments that must be prepared are lesson plans. In cycle I, the researcher needs two different lesson plans because in cycle 1 there are two meetings so that, one lesson plan is needed for each meeting. Students are also instructed to prepare a discussion in a vlog that they made in accordance with the material and the material at that time is about cause and effect.

2. Acting

The second stage is action of the research. The researcher applies the instruments that have been made at the planning stage. The first meeting of cycle 1 was held on Sunday, April 19, 2020 for 90 minutes. At the first meeting, the researcher introduced himself to all students and explained the research objectives. After that the teacher begins teaching using the lesson

plans that have been made by the researcher. After that, she explained about explanation text through power point media and textbooks. After that the teacher introduces about vlogging and explains its function, benefits, and steps to make a vlog. Then, she explained about the vlogging stage. After the teacher's explanation was finished, the teacher showed several examples of vlogs from Indonesians and foreigners that were displayed on LCD projector

The second meeting of cycle 1 was held on Sunday, 13 of March, 2020 for 90 minutes. The teacher begins class by asking one of the students to lead a prayer. After that, the teacher warms up the students by asking about yesterday's lesson and their difficulties when making a vlog. Next, the teacher asks students to show the vlogs they have made on the LCD projector one by one. Then, she gave instruction to students to pay attention to the vlog and doing self-correction about their vlog. After that student also asked to give correction about vlog that was played. Next, the teacher provides some correction to students about their mistakes one by one. The teacher shows that students make mistakes in several aspects such as vocabulary spelling mistakes, grammar mistakes, intonation and etc. After that, she asked the students to taking note about their mistake and redoing the vlog with pay attention to their mistake.

3.Observation

In the first meeting, the classroom situation was quiet. The students paid attention carefully to teacher's presentation about explanation text. Some of them write down the materials on their note book. After making sure that all students understand the lesson, the teacher explains about vlogging. Then the teacher played some vlog on LCD Projector. Some students looked very serious watching the video and some of them are laughing because the content in the video. Then, the teacher asked the students to make a video script that they would make and change it from L1 to L2 and do a record of their vlog as homework.

In the second meeting, the teacher asked the students one by one to show their videos. Many students laughed when they saw their friends' videos. It make students were red-faced to show their own videos so that they covered their faces with the book they brought. When they asked about the mistakes of their videos, most of them just replied that they could not speak

English and there were also those who answered that they were not fluent in speaking. Then, the teacher also asked about the video that their friends showed, most of them just commented on the expression of their friend in the video and some also commented on the way it was pronounced. When students display the video the teacher was taking notes about the video then, she gave positive comments by praising their video to appreciate it and students' mental not drop. After that, she conveys these mistakes to students one by one and at the end of the meeting the teacher asks students to redoing the vlog as homework.

4. Reflecting

In this stage, researchers and English teachers evaluate teaching and learning outcomes. Based on field note data and observation sheets, students had made a little progress. They have tried to participate in the learning process by responding to the material. Not only that, the students also showed their joy in helping each other in doing the task. The researcher saw improved progress from the first and second encounters in cycle 1 by analyzing their errors and scores. In addition, the researchers also evaluate for the vlog they have created. Some students were interested in seeing and giving opinions on their friends' videos. Some of them are still confused about how to evaluate themselves and evaluate others.

After evaluating student activity, the researcher also calculated the student's cycle 1 test using the Brown rubric score. The aim was to see if the teaching method could bring about positive improvements in their writing skills. Here the results of the cycle test 1:

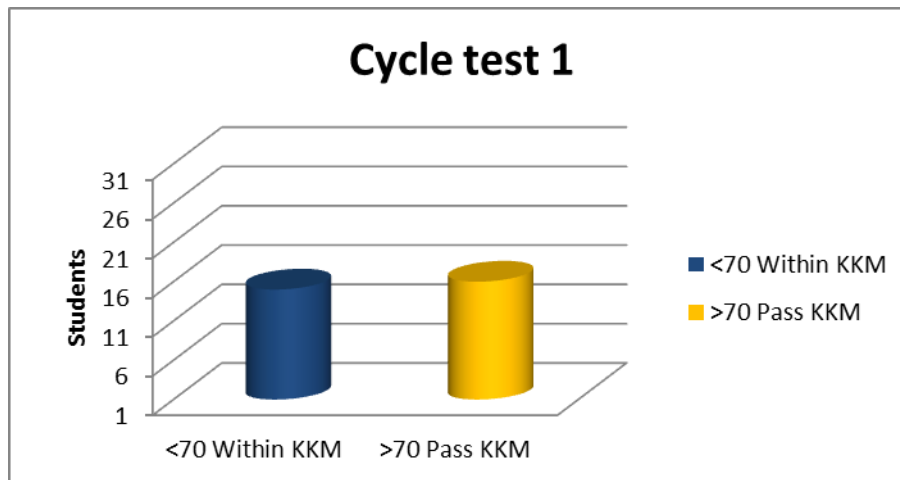


Chart 2: The Result of Students' Cycle Test 1

The result showed that the improvement of preliminary test to cycle test 1 was 25.9%. Knowing the improvement of the cycle test 1, 51.6% of the students who already passed the criteria of success, the next cycle were not conducted because of corona virus and online schools cannot be conducted because student in MA RaudlatulUlum mostly from Islamic boarding school. Thus, it is regretted that this research is only conducted in 1 cycle. From all of the calculation above, the researcher interpreted the result of preliminary test and cycle test 1. Here the researcher described the results through the chart below:

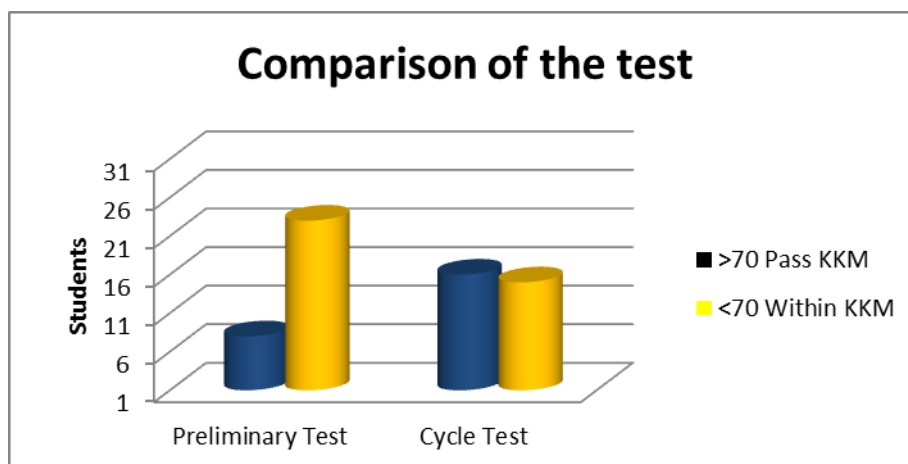


Chart 3: The Comparison of the Test

The chart above showed that the number of students who experienced improvement on their speaking test grew. The comparison can be seen on the Blue which showed the students who got score above 70, meanwhile the yellow chart showed the number of students who got the score below 70.

Conclusion

In this research, the researcher used classroom action research in eleventh grade of MA Raudlatululum. From the discussion in the previous chapter, it was found that Vlogging as a method in learning activity gave positive effect toward students' speaking ability. This can be seen from the score from the improvement in preliminary to cycle test. Applied vlogging in learning activity made students easier to correct their mistakes in speaking ability, because they can evaluate their mistakes by doing selves correction and other corrections. Vlogging also made students applied social component in learning activity. Those are things that help student increase their confident and improve their speaking ability. Even though need more time to be applied, but it can be solved by applied lesson plan.

The improvement can be seen of the students mean score from 57.3 to 71 with the percentage improvement 25.8% from preliminary test to cycle test. From the result of the result of the discussion also found that there are 16 student or 51.7% of the students who already passed the KKM from 25.8% in preliminary test. It can be seen that the average of the students had improved in their speaking ability even the increase was not significant. However, from the percentage of students who passed KKM, it can be said that these result have not yet to reach indicator of success. It means that the next cycle needed to pass indicator of success, but it cannot be done because of corona virus. Some students are from Islamic boarding house and daring school and online school cannot be done.

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