

## **The Implementation of Video Blogging to Improve English Speaking Skill and English Learning Motivation of Eleventh Grade Students**

Arumsari<sup>1</sup>, Saly Kurnia Octaviani<sup>2</sup>, Suryanti Galuh Pravitasari<sup>3</sup>

<sup>1</sup>*Sistem Informasi, STMIK Sinar Nusantara Surakarta*

<sup>2</sup>*Manajemen Informatika, STMIK Sinar Nusantara Surakarta*

<sup>3</sup>*Teknik Informatika, STMIK Sinar Nusantara Surakarta*

[arumsari@sinus.ac.id](mailto:arumsari@sinus.ac.id)<sup>1</sup>, [saly@sinus.ac.id](mailto:saly@sinus.ac.id)<sup>2</sup>, [galuh.at.edu@gmail.com](mailto:galuh.at.edu@gmail.com)<sup>3</sup>

### **Abstract**

This research aims to (1) describe the influence of video blogging implementation to improve English speaking skill of eleventh grade students in SMK (Vocational High School) Analis Kesehatan Nasional Surakarta for Academic Year 2019/2020, (2) describe the influence of video blogging implementation to improve English learning motivation of eleventh grade students in SMK (Vocational High School) Analis Kesehatan Nasional Surakarta for Academic Year 2019/2020, and (3) describe the relation of English learning motivation and English speaking skill using video blogging.

This research applies descriptive qualitative to present the data which are collected with documentation. The subject of this research is the eleventh grade students in SMK Analis Kesehatan Nasional Surakarta for Academic Year 2019/2020 selected with purposive sampling. The data are video and questionnaire from the eleventh grade students in SMK Analis Kesehatan Nasional Surakarta for Academic Year 2019/2020.

From the assessment aspects of English speaking, the highest number of students take the score 4 with 38% students in grammar, 32 % students in vocabularies, 30% students in fluency, and 29% students in comprehension. Meanwhile, in pronunciation aspect, 33% students as the highest percentage acquires score 3. From these percentages, it shows that the implementation of video blogging is successful to increase the English speaking skill for eleventh grade students of SMK Analis Kesehatan Nasional Surakarta. From the English learning motivation questionnaires, 35% students strongly agree and 40% students agree showing the positive influence of video blogging as the media to learn English speaking for eleventh grade students of SMK Analis Kesehatan Nasional Surakarta in academic year 2019/2020. From the relation of English learning motivation and speaking skill, the high motivation of students to learn English produces the high score of English speaking skill for eleventh grade students of SMK Analis Kesehatan Nasional Surakarta in academic year 2019/2020.

**Keywords:** Video Blogging, English Speaking Skill, English Learning Motivation

## **INTRODUCTION**

The phenomenon of industry revolution 4.0 in Indonesia brings cyber physical systems, internet of things and network into people knowledge and experience. These young people called millennial generation learn and understand well this era. They are attracted to make a creative content for having an acknowledgment of their life including hobby through cyber world. Video blogging in Youtube becomes one of self-expression media that incredibly influences the Indonesian students, especially high school students having active social media. There are a lot of video bloggers in which the high school students can learn from. International video bloggers using English as the medium language can be a chance for them to learn English,

# INTERNATIONAL JOURNAL OF ENGLISH LINGUISTICS, LITERATURE, AND EDUCATION (IJELLE)

Vol.2, No.1, 2019, pp 59-64

ISSN Print:1566-102416

ISSNOnline:1566-105494

<http://journal.univetbantara.ac.id/index.php/ijelle/>

especially English speaking skill while they are having good times to make fun and creative video content. Meanwhile, speaking is one of the language skills used for the active communication. According to Harmer (2007:284), speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language “on the spot”. For English learner or non-English native speaker, this skill needs habit to adjust the real world English into their daily learning life for having its information and language correctly and appropriately. Moreover, According to Wallace (1978:98), oral practice becomes meaningful to students when they have to pay attention what they are saying. Students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation. Practically, after being given the English material at school, the high school students as English learner may probably forget the English vocabularies when they are talking with the local people around them. As a result, they have lack of motivation to learn English. They need communicative, realistic, and acceptable task or project to learn English speaking efficiently.

Motivation is a complex part of human psychology and behavior that influences how individuals choose to invest their time, how much energy they insist in any given task, how they think and feel about the task, and how long they persist to the task. It reflects in students’ choices of learning tasks, in the time and effort they devote to them, in their persistence on learning tasks, in their coping with the obstacles they encounter in the learning process.

There are many experts who have given the definition of motivation. Sardiman (2012) says that motivation can be considered as the overall driving force in students that lead to learning activities. Hikmat (2009) says motivation is the impetus or stimulus given to a person in order to have the will to act. Motivation is very important in determining the activity of learning, because a motivated group will be more successful than those who do not have the motivation (Hamalik, 2002).

English learning motivation of students in the education is important. Without motivation, the learning process doesn’t happen to the students. Hence, in education, the role of motivation is effective on students learning. Due to motivation, students do any task and achieve the goal. Motivation increases speed of work and a person is doing everything to achieve goal. Motivation increases the performance of learning. It provides energy and eventually learners achieve the task because it has a direction and performance of learner increases, in education from motivation effect on students’ success. Motivation is a factor of high or low of the goal (Brown, 2001). Motivation is a significantly important factor for academic learning and achievement across childhood through adolescence (Elliott and Dweck, 2005).

Video Blog as known as *Vlog*, in which spoken in oral, is an advanced idea of learning target languages, especially English. It serves an enjoyable and individual spots for people to practice English speaking skills. Learners will be offered chances to practice language skills anywhere and moreover without many preparations, which makes them in the process while doing the videos online (Thomas, 2009). Vlogger is the term for the person who is doing the vlog blogging or vlogging. Vlogging as part of blogging trend lean towards to give a positive effect on developing learners’ fluency, accuracy, and accent (Rakhmanina & Kusumaningrum, 2017). Speaking becomes the main component emphasized since vlogging is typically oral spoken. Vlogging requires the simple equipment as long as the person has smart phone with camera and video player. For uploading the video, the vloggers only need to connect the internet and post it to their social media. Since it is uploaded in their social media with viewers, people need to pay attention to their utterances, especially when they are using English in the video.

Project based learning is a model for classroom activity that are student centered and integrated with real world issues and practices (Yusoff, 2006: 3). This method fosters intellectual tasks to explore complex issues. Project based learning can bring challenge to students for learning English by doing creative activities themselves. This learning method

allows student to reflect their own ideas and opinion, and eventually make decisions to realize the project outcomes in learning process. There are six steps to project-based learning (Yusoff, 2006: 22-25). Those are (1) Starting with Essential Questions, (2) Designing a Plan for the Project, (3) Creating a Schedule, (4) Monitoring Students and Project Progress, Assessing the Outcome, and Evaluating the Experience.

Project-based learning through English video blogging invites high school students to be aware toward the gate of international challenging them to be more creative in better modern era. Students may get motivated to learn English while taking a step to the International gate where their creativity of video blogging can get acknowledged by people around the world. Therefore, this research applies project-based learning through video blogging for high school students at SMK (Vocational High School) Analis Kesehatan Surakarta (academic year 2019/2020) to improve their English speaking skill and English learning motivation.

## **RESEARCH METHODS**

This research applies qualitative descriptive to present statistical data form. The subject of research was 30 students of eleventh grade at SMK (*Vocational High School*) Analisis Kesehatan Nasional with academic year 2019/2020. These respondents were selected by using purposive sampling technique. The objects of research as the primary data in this research are blogging video made from the students per group and the students' questionnaires about English learning motivation. Its member consists of 3 - 4 students. For the video data, the students were given instruction for a making of video blogging with certain theme, "Telling a part of your school". The data were collected by having observation to the students' presentation of the video and giving the questionnaire about English learning motivation to the students in the session of evaluation.

## **RESULT AND DISCUSSION**

### ***The Influence of Vlog toward Students' Speaking Skill***

This first section of research findings focuses on the influence of Vog toward students' speaking skill. Each group was asked to make vlog by the teacher in this occasion. The content of every vlog was about their school description. Practically, they could tell about one part of their school though they conveyed their descriptions in various level of fluency. Generic structure, content, and grammar should be considered. The results of the students' vlog were analyzed by the researcher using speaking components adapted from Douglas Brown (2004). There were five components of speaking examined completely by the researcher. Those were comprehension, fluency, pronunciation, grammar, and vocabulary. Moreover, those components were assessed and put into five level of speaking in one based on the students' speaking performance on the vlog.

*Table 1. Students' Speaking result*

Aspects	Score				
	1	2	3	4	5
<b>Grammar</b>	12%	15%	25%	38%	10%
<b>Vocabulary</b>	15%	21%	26%	32%	6%
<b>Fluency</b>	10%	25%	22%	30%	13%
<b>Comprehension</b>	20%	24%	21%	29%	6%
<b>Pronunciation</b>	20%	26%	33%	16%	5%

The first discussion is the result of the students' speaking result. From the table 1, on the grammar aspect, there are only 10% of students reaching the highest score, 5. It means that few students make little mistakes in grammar. Then, there are 38% students reaching score 4. These students sometimes make mistakes in grammar, but it does not influence the meaning of sentence. For having score 3, there are 25% students reaching this middle level of grammar

# INTERNATIONAL JOURNAL OF ENGLISH LINGUISTICS, LITERATURE, AND EDUCATION (IJELLE)

Vol.2, No.1, 2019, pp 59-64

ISSN Print:1566-102416 ISSNOnline:1566-105494

<http://journal.univetbantara.ac.id/index.php/ijelle/>

aspect. It means that some students often make mistakes in grammar and it influences the meaning. Meanwhile, 15% and 12% students reach the poor levels of score 1 and 2 in grammar aspect. In these lower scores, there are many grammar mistakes from these students which produce the bad sentences and change the correct meaning of sentences. They eventually should rearrange sentence because their grammar mistakes are difficult to understand.

From the table 1 focusing on vocabulary aspect, there are only 6 % students reaching the highest level, score 5. It means that some students used vocabulary and expression like native speaker when speaking in front of the camera. Meanwhile, 32 % students get score 4 in vocabulary aspect. It means that some students used few of vocabularies which are not suitable with the context. Then, there are 26% students reaching the middle level, score 3. It means that the half of their English description used vocabularies which were not suitable. Moreover, the conversation in the group becomes limited and clumsy because these students don't have many vocabularies to produce. In the lower level, there were 21 % and 15 % students get the score 5 of vocabulary aspect. It means that at that time they used wrong vocabularies. They had no choice to use these vocabularies because of the limitation of the vocabularies in their mind. As a result, their descriptions are difficult to understand and the conversation is impossible to occur.

From the table 1, in fluency aspect, there are 13% students reaching the highest score. It means that their speech is fluent as a native speaker. At the following score, there are 30 % students in this score 4 of fluency aspect. It means that their fluency is disturbed by language problem. In the next level, there are 22% students reaching score 3 of fluency aspect. It means that their fluency is disturbed more by language problem. In the last level, there are 25% students in score 2. Meanwhile, 10% students are in the lowest level, level 1, having meaning that their speech is frequently hesitant and jerky. In this lowest level, sentences may be left uncompleted. Their sentences are so fragmentary that conversation is virtually impossible.

From table 1 in the comprehension aspect, there are only 6% students reaching score five. It means that they understand all sentences that they produce without any difficulties. For the next level, there are 29% students reaching score 4. It means that they understand almost all the sentences although there are few of repetitions in certain parts. At the third level, there were 21% students reaching score 3. It means that they understand most of what she/he talks in speaking slowly. For the lower levels, there are 24% students in score 2 and 20 % students get score 1 of comprehension aspect. In these levels, they are difficult to understand what she/he talks. Mostly, they are not aware what they are saying. They cannot understand, even in simple conversation.

From the table 1, in pronunciation aspect, there are 5% students reaching the highest score. It means that they are easy to understand and they have native speaker's accent. Then, there are 16 % students getting score 4 of pronunciation aspect. It means that they are easy to understand with certain accents. For the middle level, there are 33% students getting score 3 of pronunciation aspect. It means that there are some problems in pronunciation insisting the viewer should be more focused on its pronounced words even though sometimes there are still misunderstanding. In the last level, there are 26 % students in second level and 20% students in the lowest score. It means that most of their words are difficult to understand because there are problems in pronunciation. They are mostly asked to repeat the poor pronunciation since their wrong pronounced words are difficult to understand.

## ***Students' English Learning Motivation***

The research findings show a variety of results that reflected the complexity of examining motivation in students' learning. Moreover, several studies in the foreign and second language field have acknowledged the social and contextual influences on individual motivation. The most important thing is these studies are concerned with the students' learning motivation in speaking skill used by eleventh grade students of SMK (Vocational High School) Analis Nasional Kesehatan Surakarta for academic year (2019/2020).

*Table 2. Percentage of Students' English Learning Motivation*

<b>Strongly Agree</b>	<b>Agree</b>	<b>Strongly Disagree</b>	<b>Disagree</b>
35%	40%	10%	15%

From the result of students' English learning motivation conducted by 30 students, it showed that there are 35% students that strongly agree and 40% students agree. It means that the implementation of vlogging as one of effective media in learning speaking for high school students was really great. Moreover, it shows that the implementation of vlogging makes students interested in learning speaking. It also can motivate the students to improve their English speaking skill. Meanwhile, there are 10% students that strongly disagree and 15% students disagree about the usage of vlogging as a median in learning speaking.

Based on the analysis above, it shows that the English learning motivation through vlogging gives positive and significant effects on English speaking skill. Thus, the motivation to learn English is one of the important variables that should be considered to improve speaking skill beside the assessment of English speaking. Eventually, students who learn with high motivation are expected to achieve high speaking skill.

## **CONCLUSION AND SUGGESTION**

### ***Conclusion***

Based on the results and discussion, we can conclude as summary as follows:

- a. Most of eleventh grade students at SMK (Vocational High School) Analis Kesehatan Surakarta for academic year 2019/2020 acquire score 4 in most of assessment aspects speaking skill, in which, 38% students in grammar, 32 % students in vocabularies, 30% students in fluency, 29% students in comprehension. Meanwhile, in pronunciation aspect, 33% students as the highest percentage acquires score 3. From these percentages, it shows that the implementation of vlogging as a teaching and learning media is successful to increase the English speaking skill for eleventh grade students of SMK Analis Kesehatan Nasional Surakarta.
- b. From the English learning motivation questionnaires, 35% students strongly agree and 40% students agree showing the positive influence of video blogging as the media to learn English speaking for eleventh grade studentss of SMK Analis Kesehatan Nasional Surakarta in academic year 2019/2020.
- c. From the conclusion of research analysis above, the high motivation of students to learn English produces the high score of English speaking skill for eleventh grade students of SMK Analis Kesehatan Nasional Surakarta in academic year 2019/2020.

### ***Suggestions***

After conducting the research about the implementation of vlogging as a media in learning speaking, the researcher wants to give suggestions to the English teachers and the next researchers.

For the English teachers, it is needed for them to lodge the students' necessity especially when it comes to the process of teaching speaking. Using various methods, techniques, activities even media should be done in the class by them. The use of vlogging as a media in speaking can be the alternative way. It will make the students feel excited in doing the learning of speaking and to express their ideas.

For the next researchers, if they want to conduct the same method and to use the same media in their research, it is better for them to use another skill. It will prove whether vlogging can be applied for all skills or not.

**INTERNATIONAL JOURNAL OF  
ENGLISH LINGUISTICS, LITERATURE, AND EDUCATION (IJELLE)**

*Vol.2, No.1, 2019, pp 59-64*

ISSN Print:1566-102416      ISSNOnline:1566-105494  
<http://journal.univetbantara.ac.id/index.php/ijelle/>

**REFERENCES**

- Brown, H.D. (2001). *Teaching by Principles an Integrative Approach to Language Pedagogy*. White Plains, NY: Longman. pp: 75.
- Elliott, A.J. and C.S. Dweck. (2005). *Handbook of Competence and Motivation*. New York: Guilford Press Elliott .
- Hamalik, O. (2002). *Proses Belajar Mengajar*. Jakarta: Bumi Aksara.
- Harmer, Jeremy. (2007). *How to Teach English*. Harlow: Pearson Education Limited.
- Harun, Yusoff Bin. (2006). *Project-Based Learning Handbook: Educating the Millennial Learner*. Educational Technology Division: Malaysia.
- Hikmat. (2009). *Manajemen Pendidikan*. Bandung: Pustaka Setia.
- Rakhmanina, Lisa, & Kusumaningrum, Dian. (2017). *The Effectiveness of Video Blogging in Teaching Speaking Viewed From Students' Learning Motivation*. Proceedings of the Fifth International Seminar on English Language and Teaching (ISELT-5).
- Sardiman, A.M. (2012). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Rajawali Pers
- Tarigan, H. Guntur. (2008). *Berbicara: Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Thomas, M. (2009). *Producing Cell Phone Video Diaries*. In M. Thomas (Ed.), *Handbook of Research on Web 2.0 and Second Language Learning* (pp. 260-272): Idea Group Inc (IGI).
- Wallace, D'Arcy-Adrian. (1978). *Junior Comprehension 1*. England: Longman.