

## **THE IMPLEMENTATION OF A VIDEO BLOG (VLOG) TO ENHANCE STUDENTS' SPEAKING SKILLS**

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### **ABSTRACT**

Despite its importance, teaching speaking in English classes has become challenging. First, most teachers cannot encourage students to speak English because of a lack of time. Secondly, as a result of their fear of making mistakes, the students rarely engage in English-speaking classes. Similarly, the writers identify this issue when teaching speaking to second-semester English Language and Literature (BBI) students at Universitas Bunda Mulia. The students are reluctant to speak out in class and, when they do, they talk in a very low voice. On top of that, the writers also noticed that the students rely so much on their notes. This study aims to study to what extent vlogs help students speak English in a class using Classroom Action Research (CAR). There are 71 participants from the first semester, majoring in English Language and Literature (BBI). The data is taken from questionnaire results, and interviews with samples of the participants. In addition, a ratter is invited for collaboration to assess the pre-test and post-test. The study reveals that vlogs in speaking classes improve students' test scores by encouraging open communication and enhancing confidence, professionalism, and improvability. It helps students practice speaking English in front of an audience.

**Keywords:** *Classroom Action Research, Vlog, Speaking Skill.*

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### **INTRODUCTION**

Brown (2004) believed that when a person can speak a language, he can carry on a conversation reasonably competently. He argued that the benchmark of successful language acquisition now refers to the learner's speaking (Andini et al., 2020; Anggareni & Wulanjani, 2017; Brown, 2000, 2004). As a result, learning English speaking skills has become a priority of EFL and ESL students for many years (Aziz & Kamilah, 2020; Menggo et al., 2019; Rao, 2019).

Despite its significance, teaching speaking in English classes has unfortunately become a challenge (Anil, 2016; Aziz & Kamilah, 2020; Brilianti & Fauzi, 2020; Mufidah & Roifah, 2020). Time constraints make it difficult for teachers to encourage students to speak up in class, and speak up outside of the classroom as well (Anil, 2016). As a result, neither inside nor outside of the classroom, the students frequently engage in English-speaking practice (Aziz & Kamilah, 2020). Secondly, Brilianti & Fauzi, (2020) argued that students often doubt their ability in speaking English as they are anxious about the mistakes they made. Students become afraid of being laughed at by others as they think that other people can

speak English better. Consequently, they avoided speaking English out of fear of making a mistake (Mufidah & Roifah, 2020).

It is interesting to note that the writers found that the same issue existed among the participants in this study. Observation from August to September 2022 showed that most participants were reluctant to speak out in class, often using a low voice and lacking vocabulary. They often request English translations for certain phrases. On top of that, the writers also noticed even when they have sufficient time to prepare for their speaking task, the participants rely so much on their notes. Aligned with the previous studies, instead of interacting with other people around them, their eyes are glued on the paper they hold (Al-Nouh et al., 2015; Hanifa & Yusra, 2018; Mufidah & Roifah, 2020), even when they are asked to convey their opinion. Thus, the writers are concerned about the fixation on notes among students and wonder how to accomplish communicative objectives without overly relying on notes for opinion questions.

Fortunately, some studies show engaging learning of speaking skills through technology, such as vlogging that can increase student participation in speaking classes. Additionally, students showed a great deal of interest and enthusiasm when using vlogs (Anggareni & Wulanjani, 2017; Anil, 2016). Additionally, it has been studied that video blogging offers a deeper experience because it combines video, sound, image, and text, improving the informational content and emotions that are communicated with other internet users (Safitri & Khoiriyah, 2017). Unfortunately, the previous studies on vlogs did not go into detail about students' technical difficulties or improvements in communication skills. Considering this, the writers are motivated to conduct a study that includes video blogging in the speaking class of first-semester students majoring in English study. Therefore, this research is aimed at understanding the usage of vlogs to enhance students' speaking skills.

## **LITERATURE REVIEW**

### **Speaking Skill**

The most important skill in acquiring a second or foreign language is speaking. It demonstrates the necessity of mastering speaking ability because it is crucial to using communication competence (Anggareni & Wulanjani, 2017). Developing speaking ability is a priority for many second or foreign-language learners because they frequently assess their performance in English based on how well they are (Andini et al., 2020; Anggareni & Wulanjani, 2017; Brown, 2000, 2004).

Studies showed that even though most Indonesians speak English daily, many believe that English language proficiency can still be increased. The lack of a unified system of English education is one factor in Indonesia's failure to successfully teach English as a second language (Alrajafi, 2021; Andini et al., 2020). It is noted that the focus on EFL speaking can be centered not only on accuracy in speaking but also encouraging them to speak out. Thus, in the process, teachers must consider applying various methods and ways (Andini et al., 2020, p. 135).

### **Technology and learning media**

Classroom learning has limitations for teachers and students. Traditional methods, primarily based on books, are still in use. Technology can replace these monotonous methods, engaging students, boosting self-efficacy and self-worth, and

inspiring pupils (Puspitarini & Hanif, 2019). According to Prayudi et al. (2021) who researched the use of technology in language acquisition, technology should not be limited to search engines, which are only used to find out additional details about a topic. However, technology can be applied in education since it can make the learning process more efficient, adaptable, and engaging. Applications like Skype, Twitter, YouTube, and Podcasts can help you improve many practical skills, including public speaking and professional email writing (p. 110).

Unfortunately, teachers have not made the best use of the availability of technology. The reason behind this is that the number of teachers who are not prepared to use modern technologies is greater than those who are (Hanif & Asrowi, 2018). Consequently, to include technology in the teaching of languages, teachers must get support and training. Finally, it is advised that teachers consider ways where technology can facilitate learner-centered learning rather than teacher-centered instruction (Ahmadi, 2018).

### **Vlog**

The term "vlog" was created in November 2000 to describe a brief video that was uploaded to the internet. It is a combination of the words "video" and "log" (as in, log of the web). In essence, the vlog is a video version of the blog. Depending on their topic and the platforms they are published on, vlogs can last anywhere from a few seconds to many hours. Vlogs serve a variety of functions, including entertainment, warnings, and education (Thompson & Weldon, 2022, p. 91) .

Anil (2016) claimed that increasing students' speaking time through vlogs has become an important benefit for language learning. Before publishing their vlogs, students can use vlogs to evaluate their progress. In other words, a second attempt can be easily done if the teacher considers that a student's performance could be improved (p. 132). Additionally, students are expected to be able to learn English speaking skills using vlogs without constantly relying on their teacher or lecturer (Brilianti & Fauzi, 2020). Lastly, according to Ersan et al. (2022) , a vlog is also considered effective in encouraging students to actively participate in speaking class. The study strengthens the ideas from Gordon et al. (2015) that through technology students have high motivation to learn as it provides active engagement and collaborative teamwork, and it helps students with wider sources.

## **RESEARCH METHOD**

This study aims to describe how the first-semester students of English Language and Literature (BBI) of UBM improved their speaking abilities along with how they felt about the use of vlogs. Thus, this study used Classroom Action Research (CAR) developed by Kemmis & McTaggart (2008). It was arranged into two cycles, namely, cycle one and cycle two. Action research typically involves four broad phases in a cycle of research. The four phases in a cycle are (1) planning, (2) action, (3) observation, and (4) reflection.

### **Participants of the study**

The participants of this study are from the first semester, majoring in English Language and Literature (BBI) at UBM University. There are 71 students, 39 females, and 32 males. All participants are currently taking the listening-speaking class.

### **Research Procedure**

The research was conducted based on Kemmis & McTaggart's (2008) CAR model. The initial phase of the research is planning. In the planning phase, the writers prepared all the resources that were used for the study, such as lesson plans, teaching resources, and vlog-related learning aids. The writers examined the subject in weeks 8-13 of the semester and prepare to discuss the topic from *Unlock Level 3* by Ostrowska et al. (2019) that may be used as a vlog topic.

The second phase of the research is called action. It was conducted in weeks 9-12 of the semester. In the action stage, the teacher starts to apply the process of o the speaking class. The implementation of vlogs in speaking class can be described as follows:

1. In week 9, the teacher motivated students to participate in a lesson on a weekly topic from *Unlock Level 3*. They discussed critical thinking issues and were given tasks to answer questions from the audio listening program and book.
2. The teacher demonstrated implementing speaking practice using vlogs as a learning technique and provided an English-speaking vlog sample for students to understand.
3. The students were divided into 7 small groups with 4-5 people each with high consideration of students' various speaking skill levels. Thus, within each group, students with low, medium, and high competence are divided fairly.
4. The teacher instructed students to create a vlog on topics from *Unlock Level 3*, including animal, environment, transport, customs, health, fitness, invention, and fashion. After group discussions, the resulting videos were uploaded to *YouTube*.
5. Students in weeks 9-10 practiced the discussion results in front of the classroom, and after sharing their vlog script, teachers and peers provided comments and suggestions on the presentation.
6. After the Q&A session was done, the teacher continued the lesson by pointing out important notes as an evaluation of the learning activities.
7. The students were asked to develop their final vlog project based on suggestions and recommendations from the teacher and other students.
8. In weeks 11-12, the final vlog project was uploaded to *YouTube*, and each group presented their results, sharing their process.
9. After the video was shared and presented, the teachers and fellow peers were allowed to give comments and suggestions on the vlog and the presentation.
10. The teacher and students reflected on teaching and learning results, and discuss material for evaluation at the next meeting.

Thirdly, once the vlog has been implemented in the speaking class, the writer moves on to the observation stage. The writers invited a ratter for collaboration. The students' pre-test and post-test speaking were assessed based on the speaking rubric proposed by Ersan et al. (2022) . Because participants had not been exposed to video blogging before the midterm exam, the speaking score for the pre-test was taken from the videos uploaded during the midterm. The post-test score was taken from the final text exam after the students had learned video blogging in class.

Aside from assessing students' speaking skills, the writers aim to gain students' opinions about the usage of vlogs in speaking class. The writers adapted a questionnaire from a study conducted by Widodo & Slamet (2020). Finally, the

writers conduct a semi-structured interview was done to find more opinions and deeper insights into the usage of the vlog to enhance students' speaking skills.

The fourth stage involved reflection on student speaking skills and questionnaire results. The teacher and ratter assessed the vlog's progress, and students' perceptions and follow-up interviews were examined. If the outcome did not meet the success criteria, the next cycle of study could be conducted.

**Data collection procedure**

The speaking score for the pre-test was taken from the videos uploaded during the midterm because participants had not been exposed to video blogging before the midterm exam. The post-test grade was obtained from the final exam videos after the students had been taught video blogging in class. The questionnaire is distributed by utilizing *Google Forms*. An even number Likert scale was used by the writers. The benefit of using an even-numbered Likert scale is that it compels responders to indicate some agreement or disagreement, even if it is minor (Loewen & Plonsky, 2016, p. 99) . The respondents will select the most optimal option if the midpoint is not provided because scales containing a median choice may deter respondents from siding with one side (Krosnick as cited in Taherdoost, 2019) .

Then, the semi-structured interview is done to find more opinions and deeper insights by using a recorded *Zoom Meeting* session. The maximum and minimum number of interviews for a qualitative study is not set down by any uniform norm. As a result, many scholars use different procedures and techniques to choose the number of interviews (Bekele & Ago, 2022). In this research, the writers followed conventional wisdom, which states that the number is between 15 and 20 as far as the topic has a narrow scope (Cobern & Adams, 2020). In this study, 8 female and 7 male students were chosen to participate in interviews, making a total of 15 interviewees. The questions that were asked are adapted from Brillianti & Fithriyani's (2020) study.

**Data Analysis Procedure**

The participants' pre-test and post-test were analyzed using a scoring rubric adapted from the comprehensive public speaking competence scoring rubric proposed by Ersan et al. (2022) . Even though Ulker (2017) believed that speaking is the hardest skill to evaluate, she also noted that students' performance can be measured quantitatively by using numbers, for example, grades from 1 to 5 (p. 137). This explains why the scoring rubric proposed by Ersan et al. (2022) with a score range of 1 to 5, was used by the writers.

**Table 1. Scoring rubric adapted from Ersan et al. (2022)**

No	Aspect for speaking criteria	Score 1-5
1	Grammar (range and accuracy). In their speaking videos, students can use proper sentences to demonstrate their competency with a variety of grammatical rules.	
2	Vocabulary (range and accuracy). By considering the appropriateness of word choice, students can choose the appropriate vocabulary and use it appropriately (i.e., variant/dialect, style, jargon, etc.).	
3	Pronunciation (individual sounds, stress, rhythm, intonation, and linking/elision/assimilation). Students demonstrate adequate pronunciation skills (comprehensibility in the first place).	

4	Fluency (speed of talking, hesitation while speaking, hesitation before speaking). Students can speak naturally and without excessive concern for accuracy.	
5	Conversational skills (topic development, initiative, and conversation maintenance). Students can respond to the information given, listen, and comprehend what the other person in the conversation is saying.	
6	Sociolinguistic skill (distinguishing register and style, use of cultural references). Students can communicate appropriately by using the right words, expressions, and attitudes toward a specific topic, setting, and relationship.	
7	Non-verbal (eye contact and body language). In addition to using words, students can use body language to convey their ideas (posture, gestures, facial expressions, eye contact).	
8	Content (relevance of arguments and ideas). Students can communicate coherent main points with well-organized arguments so that the message is more clearly and simply understood.	

The result of the pre-test, post-test, and questionnaire will be analyzed by using SPSS (Statistical Package for Social Science) for practicality and efficiency. Finally, aside from processing the results from the questionnaires, the writers conducted a semi-structured interview to find more opinions and deeper insights into the usage of the vlog to enhance students' speaking skills.

## FINDING AND DISCUSSION

### Finding

This section examined the results of students' ability to perform speaking skills before and after treatment by administering a test to them. To confirm the effectiveness of the treatment, we utilized a statistical test utilizing Paired Samples t-test analyzed by SPSS 26.0. It is shown in Table 1 below that students' speaking abilities have improved as a result of their exposure to video blogging

**Table 2. The result of descriptive statistics**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	22.44	71	5.264	.625
	Post-Test	29.76	71	5.083	.603

Based on Table 3, 71 participants were examined in this research. The mean score of the pre-test is 22.44. In this research, the ratter used an 8-criteria scoring rubric and a 1–5 scale. Thus, the total score is 40. In other words, a score of 22.44 out of 40 results in a mean score of 56.1 before the treatment. Then, after treatment, the student's scores are increasing. The mean score of the post-test is 29.76. This means, 29.76 out of 40 results in 74.4. Looking at the progress, the students were able to perform better speaking skills.

**Figure 1. Harris' achievement level (1969)**

Test scores	Probable class performance
80-100	Good to excellent
60-79	Average to good
50-59	Poor to average
0-49	Poor

The participants made progress based on the achievement level (Harris, 1969) established. The mean score on the post-test after they had been exposed to the treatment is 74.4. In other words, the participants' speaking skills are shifting from *poor to average to average to good*.

**Table 3. Result of paired sample test of pre-test and post-test score**

Paired Samples Test									
	Paired Differences					t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error		95% Confidence Interval of the Difference				
			Mean		Lower				Upper
Pair 1	Pre-Test - Post-Test	-7.324	2.698	.320			-22.873	70	.000

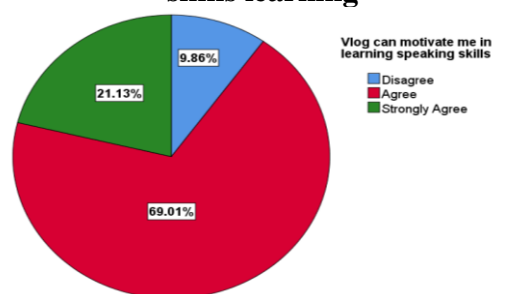
Based on the table Paired Sample t-test above, the significant value Sig. (2-tailed) < alpha (0.000<0.05). Therefore, it can be concluded that there is a significant improvement in performing speaking skills. It meant that there was an effect of using video blogs on improving students' speaking skills.

Based on the interview, Participant A stated that learning speaking skills by using vlogs has helped her in practicing speaking skills in real life. She then explained that as the host of the vlog, she was encouraged to improvise as they record the video.

Because we need to explain or say something in English without text. Also, it's impossible to always memorize a long paragraph or something. So, we really need to improve by ourselves, our English knowledge. So, it really worked and helped. (Participant A, personal communication, December 10, 2022).

From the excerpt above, Participant A found the vlog project helpful in expressing ideas without constantly relying on notes. Despite having written a script, she needed to be prepared for improvisation due to memory issues. This aligns with previous studies indicating that vlogs are effective in improving students' speaking skills (Anggareni & Wulanjani, 2017; Ersan et al., 2022; Fidriani et al., 2021).

**Figure 2. Results from the questionnaire on how vlogs motivate speaking skills learning**



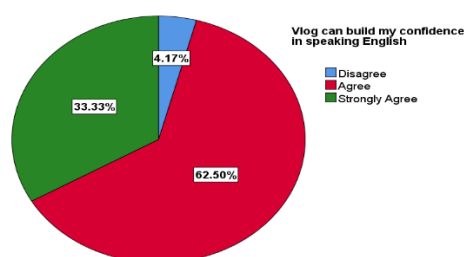
More than 90% of respondents agree that vlogs can increase their confidence, as shown in Figure 4 above. The results above are consistent with earlier research, which found that vlogs increased participants' motivation and confidence in their English-speaking skills (Anggareni & Wulanjani, 2017). In the interview, Participant M stated that learning speaking skills by using vlogs has helped her in practicing speaking skills in real life.

Uhm... for me, before [midterm test] we were only given a presentation project in front of the class. Before, it was like a controlled environment, we know our friends, and we know everyone

who was sitting in front of us. But, when we take videos for our vlog, we need to speak up in a public place. It really boosts our confidence because we need to speak with a loud voice. The place was crowded and people looked at us, but we need to keep on talking because we are recording. (Participant M, personal communication, December 10, 2022).

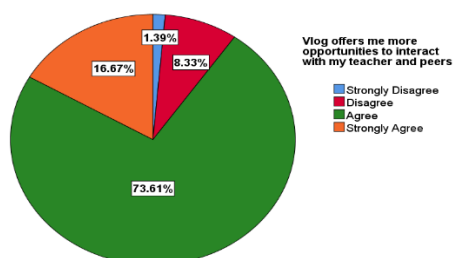
Students were recording vlog projects outside, and speaking in front of people outside differs significantly from speaking in a classroom. As seen above, Participant M felt more comfortable delivering a PPT in a controlled environment, knowing the audience and the classroom's absence of noise. However, recording video outside while people were watching required her to maintain her attention.

**Figure 3. Results from the questionnaire on vlogs build students' confidence**



The results in Figure 5 above support Participant M's viewpoint. More than 95% of study participants agree that vlogs can boost their confidence. According to Gaines (2015), practicing specific speaking tasks outside of the classroom can improve students' fluency and self-assurance when speaking. Finding methods to access and incorporate the speaking lesson outside of the classroom is crucial. In this instance, video blogging gives students the chance to practice speaking English in public.

**Figure 4. Results from the questionnaire on vlogs provide peer and teacher interaction**



The study highlights the benefits of using vlogs for student-teacher interaction, with over 90% of participants agreeing. Participant C, a first-semester student, acknowledged a lack of friends and found it helpful to record videos outside. The study highlights the importance of group formation and teamwork in prehistoric societies.

Additionally, Participant J said that even before choosing to major in English, he was familiar with the English language. Participant J has many online friends from other countries, but he has never had the opportunity to speak with them in person. He can now engage in conversation in English with his friends in real life thanks to the vlog project. Participant E expressed a similar viewpoint to that of Participant J, adding:



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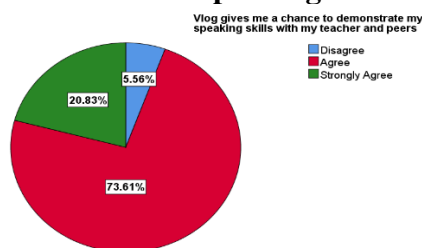
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I mean, like before this, we know English. But we don't have the confidence and place to speak English because a lot my friends still think, *apa sih sok Inggris*. Why do you have to speak English when you are all Indonesian? It also surprises me, because my friends told that straight away in front of me. So, when we are given a task like vlog, it becomes the reason for us, among members to speak English more. We must do research, find data and fact about the topic. We have to find a way to memorize it. For example, when we discuss the topic in WA group, we just use English because we are accustomed to use it as we prepare the vlog. We become accustomed to use English even when we talk, text and chat. And, it happens for days, so, the process was fun (Participant E, personal communication, December 10, 2022).

Participant E mentioned that the interaction occurs even when students prepare a vlog project, using English as usual. This allows her to practice without fear of judgment, leading to increased English usage among the team members. This aligns with research showing that vlogs promote teamwork by providing students with more opportunities to speak up outside the classroom (Mufidah & Roifah, 2020). This research discovered that the vlog project had inspired the participants to speak English freely and without fear, which is consistent with the findings of the previous study (Brilianti & Fauzi, 2020).

The results shown in Figure 7 below are in line with what Participants J and E have shared. More than 94% of the participants believe they can use the vlog project to demonstrate their speaking skills, as shown in the figure below.

**Figure 5. Results of the questionnaire on whether vlogs offer a chance to demonstrate speaking skills**

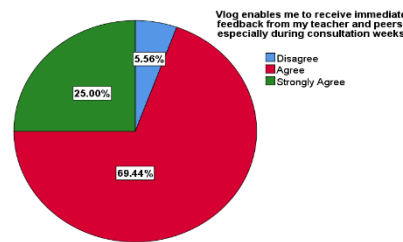


Then, the writers found an interesting answer from the interview session with Participant F. As the host of the vlog, Participant F claimed in the interview, he was able to speak more casually than when he gave a presentation in class. Below is an excerpt from Participant F's opinion.

We have done presentation too often. And also, when we deliver presentation, it seems like the ideas need to be shared in a certain manner, certain mindset, it's more formal. There is a certain way, manner to say something. But with this vlog, I can use casual language. It helps me to speak because usually I don't always get the chance to speak English that often. Because we can say something more freely, it helps when we don't use the script. There are times, when we go totally *script less*. (Participant F, personal communication, December 10, 2022).

It can be seen from the excerpt above that Participant F shared that presentation has the nature of formality which limit expressing his thought. Participant F's opinion supports the study by Huda & Ma'mun (2020) that underlines the formality of presentations in speaking class.

**Figure 6. Results of the questionnaire on how vlogs offer immediate feedback**

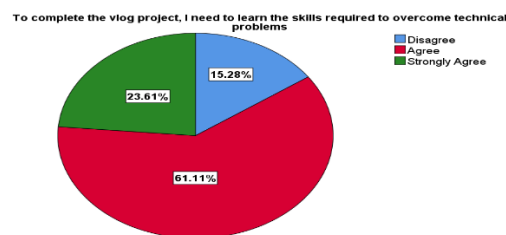


The writers would also discuss student-teacher interactions in weeks 9-10, observing students hesitant to seek advice from teachers or peers, with few consulting friends. Despite extra points, the number of students asking questions did not increase. Fortunately, participant G's viewpoint on the matter provided some clarification as she stated:

For example, in this case, we are asked to give comments on the vlog progress, well, it is not that we don't want to give comment but we don't want to make them confused. When the video is up, what else can we do? I think, the teacher still needs to encourage students to ask because not all students are brave to speak up their ideas. Maybe they know what to do but they don't know how to say it. Maybe they are shy, *kayak nggak enakan gitu, miss...* [like they are reluctant in doing it...] (Participant G, personal communication, December 10, 2022).

Participant G stated that students were eager to offer suggestions during consultation week, but struggled with technical issues. The poor sound quality in a video prevents direct suggestions for recording a new video. This aligns with the results shown in the pie chart.

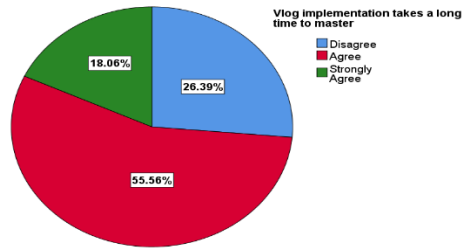
**Figure 9. Results of the questionnaire on how vlogs required technical problems.**



From the figure above, more than 80% of students agree that they need to acquire skills to overcome technical problems. Similar to findings from (Fitria, 2022), the writers found out that most participants only use their phones to record and edit their videos. They rarely use any other equipment, such as an additional microphone. Their device's audio and video quality has an impact on the quality of their vlog. As Chen & Hashim (2022) proposed, Participant G stated that the teacher's participation in each step of the vlog implementation process is crucial.

**Figure 10. Results of the questionnaire on the vlog takes time to master**

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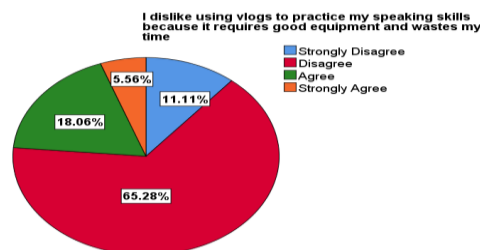


In addition to the finding in Figure 9, Figure 10 reveals that more than 73% of the participants believed it takes a lot of practice to implement a vlog effectively. While the remaining 26,39% of participants disagreed that learning to vlog takes practice. In the interview session, Participant B stated strongly stated that she just realized that a production of just one 10 minutes vlog could take such a long time to be prepared. She said stated that the time needed to record and edit the video alone would take several days. Like Participant B, Participant L noted that even though the vlog work was done in a group, the two weeks he had to prepare his vlog project were extremely limited.

The biggest is to set time in recording the video outdoor. Each of us has our own schedule. My topic was about architecture, so we came up with the idea of making vlog of historical building. But, when we checked the video, the audio is not good. Then, one of the team members needs to go back to *Kota Tua* a day before the video submission deadline in order to retake a better video. When she arrived, it was raining in *Kota Tua*, so she need to wait a long time before she finally get the chance to take record her part. After that, she gave the video to me quite late, and we need to submit the vlog the next day. So, the time is very very limited. (Participant L, personal communication, December 10, 2022).

Above, Participant L shared her experience of creating a video blog in *Kota Tua*, facing challenges due to bad weather. The team had to extend the production period to allow time for editing, but the video had to be submitted the next day. Similarly, Participant N found it took weeks to complete a 10-minute vlog due to time constraints between team members. He mistakenly believed two weeks would be enough, but this result supports previous studies indicating the importance of teachers providing sufficient time and guidance for students to complete the vlog. (Anggareni & Wulanjani, 2017; Chen & Hashim, 2022).

**Figure 11. Results of the questionnaire on the preference of using vlogs in speaking class**



Then, as seen in Figure 11 above, more than 76% of participants disagree that they dislike the vlog project, despite admitting that creating a vlog takes a lot of time. The remaining 18,06% of participants detest making vlogs. The remaining 11,11%, however, firmly concur that creating a vlog is time-consuming and needs good equipment. Thus, this study supports the earlier finding that said students

continued to work enthusiastically on the project even though they experienced difficulties while creating the vlog (Ersan et al., 2022).

**Figure 12. Results of the questionnaire on whether vlog frustrates the students**

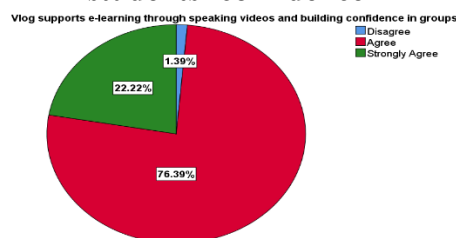


Figure 12 shows that 70,83% of the participants said they disagreed with the statement that using the vlogs project to practice speaking frustrates them. However, it should be noted that 25% of the participants and 4,17% of the participants support the idea that using vlogs to learn speaking skills is frustrating. In the interview session. Participant N said she enjoyed the opportunity to explore while working on the vlog project. She said:

In my opinion, when I make the vlog, I feel that the lesson uhm, it's more like... immersed? My topic was related was about environment. To make the vlog, I need to do a survey in first. Where can people exchange plastic bottle with points? So, this activity allows me to explore and observe things. I get to know that the facility in our campus is good enough, it has the vending machine to trade bottles. So, the lesson itself is not monotone, only based on PPT. (Participant N, personal communication, December 10, 2022).

Participant N found vlogs in speaking classes to be more immersive and engaging. She completed surveys and found a site for trading plastic bottles for points. The vlog project allowed her to explore campus facilities and appreciate facilities like the plastic bottle machine. The speaking lesson was enjoyable and aligned with a prior study indicating that vlogs in speaking classes help students learn meaningfully (Mufidah & Roifah, 2020).

**Figure 13. Results of the questionnaire on how vlogs support e-learning and students' confidence**



Lastly, the writers found that over 98% of participants believe the vlog project supports online learning and boosts self-confidence. Participant O highlighted the importance of vlogs in getting students' interest and curiosity for successful speaking projects. The team was excited about the fashion topic and appreciated the accessibility of various fashion vlog references online. A trending video featured vloggers discussing outfit prices and interviewing styles.

## Discussion

This research is done to study the extent of using vlogs in enhancing students' speaking skills. It is clear from the findings presented above that the

participants are motivated to improvise as they create the vlogs. Hence, this study suggests that improvisational abilities contribute to improving students' speaking skills. The ability to improvise allows students to practice a professional skill in a real-world setting, much like TV presenters do. A good presenter is demanded to perform interactions that integrate agile, dynamics, natural, and spontaneous processes which strongly need improvisations. A good presenter must also have a firm grasp of the subject and the context of the message being delivered (Restendy et al., 2021; Saleh, 2021; Silva & Penteadó, 2014). Only when a presenter acquires all the traits can he or she effectively convey a message in front of a camera. Thus, by utilizing all their knowledge and vocabulary while improvising on camera, the participants in the class's vlog projects can improve their speaking abilities.

In addition, the students gain professionalism through the process, much like a skilled presenter would. It is mentioned that pupils learn English outside of the classroom. The classroom is a controlled environment, so there is no noise or interruptions. However, when the students need to record videos outside while people were looking at them, they had to keep focus. Thus, the ability to be patient and show self-control in all circumstances is just as important for a presenter as understanding their strengths to boost their confidence (Restendy et al., 2021). Here lies another important factor that affects students' improvement. Speaking is the skill that will be judged most effectively in real-life situations.

The writers would then like to highlight how the participants dislike the formality of the traditional *PowerPoint* presentation. The participants claimed that the vlog project allows them to speak more casually. Huda and Ma'mun (2020) argued that when the teacher asks them to make an English-language presentation, they become extremely anxious due to the formality of the presentation. The participants can improvise and use informal language while making a vlog. The results above support the idea that using vlogs in speaking classes makes the students happy because they can speak more comfortably and feel more at ease (Fidriani et al., 2021). As such, it is encouraged for teachers to assign the students to speak English in public rather than just asking them to give presentations in class.

In line with the previous study from Mufidah & Roifah (2020), the next advantage that participants gain from the use of vlogs in speaking class is the application of teamwork. Teamwork plays a significant role in our daily lives, and its effectiveness is crucial to well-being in a variety of societal contexts (Kozłowski & Ilgen, 2006). This explains why Participant C felt so keen to make new friends while taking part in the group work for the vlog project. There is no hesitation among students to participate in the vlog because everyone is encouraged to do so. The vlog project inspired the participants to speak English freely and without fear because of the pressure of being judged to be *sok Inggris*.

What is more, the authors would also like to discuss some interesting issues concerning student-teacher interactions. The teacher provided consultation sessions during weeks 9-10 of this study. But, based on their observations, the writers acknowledged the issue of students' reluctance to ask their teachers or peers for advice. The writers want to draw attention to two things in this situation. First, there is no denying that the students ran into technical issues just as Anil (2016) previously wrote. Based on the interview, it was discovered that the students' only use of their cell phones made audio quality a major technical issue. Unfortunately, none of the students have any idea of how they can upgrade the audio quality. As a

result, the 1-2 students only ask for help with simple problems like adding subtitles to the vlog.

Despite the students' enthusiasm and interest in speaking English through vlogs, some of them still find it difficult to speak up when there has not been any prior preparation. Rerung (2016) found students struggle to communicate concerns in real-world interactions due to a lack of necessary words. Since real-life conversations cannot be scripted, teachers should offer vocabulary building to help students pick up new words, as suggested by Santoso & Perrodin (2021). It is hoped that by doing this, students will feel more willing to voice their concerns. Additionally, the involvement of teachers the process of vlog making also crucial in preventing students from completing tasks solely for the sake of a grade (Kinasih & Olivia, 2022).

Finally, the study shows that vlog projects enhance online learning and confidence in learners. Although some universities implement onsite learning, vlogs still hold value in speaking classes. Students are eager to record videos about assigned topics and appreciate online references. This highlights the importance of engaging students in personal topics and promoting their interest and participation. (Ersan et al., 2022).

## **CONCLUSION AND SUGGESTION**

The study found that vlogs in speaking classes improved students' speaking test scores. These videos encouraged students to express their ideas without constant note-taking, boosted their confidence, and fostered closer interaction between students and teachers. Students enjoyed the comfortable and meaningful learning experience, as they could practice speaking English in public and feel more at ease.

Teachers should use vlogs in speaking class by selecting intriguing topics and giving students enough time to complete the project. This helps reduce technical issues with audio quality. Teachers should be involved in every step of the vlog implementation process, especially for passive and low-voice students, to ensure adequate monitoring. By allowing students to retake the video if unfavorable results occur, teachers can ensure a successful and engaging learning experience for their students.

Finally, the authors would like to address some of the limitations of this research. Due to the small number of students majoring in English, this study only included a small sample size. So, it is advised that more respondents be used in future research. It is also believed that additional research on the application of vlogs in multiple settings is necessary because students outside of Jakarta might well have various perspectives on the topic. Finally, the authors recommend inviting a native speaker as a ratter in future studies and focusing on pragmatic competence. Hopefully, future studies could assess students' language proficiency in addition to their ability to use language appropriately in social settings.

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