

USING VIDEO BLOGGING AS AN APPROPRIATE MEDIA FOR TEACHING ENGLISH: BRING A LIVE CLASSROOM

Erik Pratama¹ and Karisti²

SMP Bina Insani Bogor

erikyuda.pratama@uika-bogor.ac.id¹; karisti99@gmail.com²

ABSTRACT

This study was aimed at investigating the use of Video Blogging (Vlog) as an appropriate media for teaching English. The study used qualitative case study as a tool to collect and analyze the data. Thirteen general high school students were chosen as the participants of this study. The data was collected through CAC questionnaire model as proposed by Schiffma & Kanuk (2004). The data from questionnaire demonstrated that the students showed positive response toward the use of Vlog in teaching English, since the overall mean of the students' response (3.90) is higher than the neutral score (3.00). Most students felt that the use of Vlog lead to produce a good performance in an English class.

Keywords: Vlog, English, CAC Model

INTRODUCTION

Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers' profession through which they can use it to facilitate learners' learning. With technology being part of everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process. On the other words, technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through to teaching and learning process (Eady & Lockyer, 2013).

Teachers are expected to be able to utilize the development of technology to develop the learning media. So, the process of transfer of knowledge can be intended in accordance with the intended purpose, therefore with the skills of teachers in making media learning as a tool to transfer the knowledge to the student useful to facilitate teachers in conveying the lessons properly and effectively. There are several types of instructional media that can be utilized in teaching English to young learners. In

this study, Harmer's (2007) classification of instructional media is used as the reference of the instructional media types. There are (seven) types of instructional media: Realia; pictures; course book; boards; OHP; flipcharts; and computer based-technology. One of it is "Computer-based presentation technology" Harmer (2007) stated that this instructional media has two main components, hardware and software. In addition, Onansanya (2004) implied that this media combine audio and visual presentation which can help teachers to attract students' attention. From this explanation, the researcher interested to use vlog in teaching English because it is inspired by some previous studies that vlog given the better result.

Vlog also known as video blog, is a blog type is composed of video series that the users shoot by themselves, they upload to the internet environment after optional edits and that the users can comment about and vote (Gao, Tian, Huang & Yang, 2010; Frobenius, 2011). In the general sense, the most significant feature of vlogs is that a person forms his/her own experiences and share them as videos. From this aspect, it is different from the randomly shot videos

(commercial, films, news etc.). The users can share their vlogs through several platforms such as YouTube, Vimeo, Dailymotion, and Facebook (Mogallapu, 2011). Vlog has also the structures they are, introduction, main body, ending or salutation line (Wien, 2017).

A number of studies have been conducted on the use of Video Blogging as a media in mediating students' EFL learning activities, first is The Development of Vlogging as Learning Media to Improve Student's Learning Enthusiasm in Class XII by Reka Darmawan from Faculty of Economics Yogyakarta State University. This study was conducted to know how to develop vlogging media in improving students' learning enthusiasm at a Vocational School in Purworejo. Based on test results, the study concluded that vlogging learning media development could increase the students' enthusiasm in learning English. The second previous study was taken from Fidan (2018) entitled The Usage of Video Blog (Vlog) in the "School Experience" Course: The Opinion of the Pre-service Teachers. The aim of this study was to investigate the pre-service students' activities in making their individual video blog as a media for teaching. The data revealed that most of the opinions and the perceptions related to the vlog used in the "school experience" course were positive. The pre-service teachers indicated that they found vlog application was useful for individual, professional, social and technical reasons.

Leaning on the research, this study was aimed at investigating the use of Video Blogging in teaching English as well as the students' responses toward the use of vlog in teaching English.

LITERATURE REVIEW

Video Blogging (Vlog)

Vlog is understood as a deliberately constructed presentation of self, a mirror

of the author or creator of the vlog, vlogs represent a meeting point where a vlogger presents herself to an audience. When one first opens a vlog it is as if the author is introducing herself to another individual. By exploring a site and its videos, viewers develop an impression of a given author, Goffman's (1959). Presentation of self occurs in interaction — individuals present themselves in specific ways based on the impressions they want to give (Goffman, 1959). Some vloggers present themselves as if their vlog were a personal diary, using the site to express or reflect on oneself, store memories, or experiment with video technology.

However, they are not intimate because these videos are highly controlled presentations. Vlogs enable self-presentation by facilitating an ongoing negotiation of identities, not necessarily in a diary-oriented way. Other vloggers present themselves, whether intentionally or not, in narcissistic ways through unwarranted self-promotion or self-absorption. Certainly this primary focus on the self gives rise to a narcissistic tone. Many of the vlogs in this study exhibit all of these theme throughout their sites. Through various means of self-presentation, many vloggers share their lives, making personal video blogs fascinating gateways into individuals. Vloggers create and negotiate a self-online as well as a shape a new and more rich kind of cyberspace. The benefits of video media according to Prastowo (2012), among other things:

- a. Gives an unexpected experience to learners,
- b. Shows for real something that is initially not possible can be seen,
- c. Analyzing the changes in a specific time period,
- d. Provide experience to learners to feel the circumstances, and,
- e. Showing the presentation of case studies of actual life may trigger

discussions learners.

Based on the above explanation, the existence of vlog media is good to use in the classroom. By using vlog students can witness an event that cannot be seen directly, dangerous, or past events which could not be brought directly into the classroom. Students can play back the video according to needs and their needs. Learning with video media to grow interest and motivate students to always pay attention to the lesson.

Teaching English

Teaching English as a Second Language (TESL) at present is based on an amalgamation of many diverse methods. Larsen-Freeman (2000) recognized that there is no single acceptable way to go about teaching language today. The Interaction Theory of language development by Vygotsky (1978) is a compromise between the Innatism and the Behaviorist theories. While Skinner's theory of Behaviorism stated that children learn a language mainly through repetition, imitation and habit formation. Chomsky (1959) deviated from the tenets of Behaviorism introduces the Innate Hypothesis.

Chomsky (1993) stated that 'Language learning is not really something that the child does; it is something that happens to the child placed in an appropriate environment, much as the child's body grows and matures in a predetermined way when provided with appropriate nutrition and environmental stimulation'. He raised the argument that if children learn language by imitation 'why do they say things they have never heard before?' Introducing the parameters Language Acquisition Device (LAD) or Universal Grammar (UG) Chomsky states that the LAD is the ability to discover the underlying rules of a language system. This device contains the main rules for all possible human languages and he called this set of

common rules UG which is innate to a child's biological endowment.

Meanwhile, Lightbown and Spada (2006) claimed that the LAD is like an imaginary 'black box' existing somewhere in the brain and thought to contain only the principles which are universal to all natural languages. Merging tenets of Behaviorism and Innatism the Interactionist theory recognizes that both environmental and biological factors are important in language development. For example, interactionists believe that language is a byproduct of the children's social interactions with more knowledgeable people in their lives and the innate ability to acquire language as illustrated below.

Vlog for Teaching English

As proposed by Mutmainna (2016), one of the newest approaches and techniques applied in teaching and learning English is by participating the role of technology in the English classroom. It has been long that internet has become a real dare of technology in the life of people since internet provides anything people can access just by one-click on the screen. Many things can be done by using the internet, such as texting, browsing, calling, chatting, emailing, making video call, and gaming. The internet also offers people for a place to share stories or experiences in their own webs. It is called a blog, while the activity is known as blogging. Blog or blogging is a product of the development of technology where people can share their writing of individual journals online which can be circulated and seen by others in the whole world (Mutmainna, 2016).

Blogging has become a booming passion among the communities of internet in current time (Gao, Tian, & Huang, 2010). Parker and Pfeiffer (2005) shared that blog, in basic, is a text posted into a web site to share experiences, opinions, and ideas. Besides, Mutmainna

(2016) claimed that blogging can be occasions to enhance English language skill of someone in bunch of ways. Furthermore, it helps to develop the learners' speaking ability. There are some researchers that is related to the use of blogging to English speaking skill. Argued by those researches, blogs are effective for improving speaking ability of the learners. Vlogging, coming from the words "video" and "blogging", is the new style in the activity of blogging. Essentially, the idea of vlogging is as the same as blogging but instead written and using a web page, it is spoken and using a video for the medium.

Meanwhile, vlog or videoblog is distinct as a blog that makes video as its key foundation as a substitute of text. Vlogging provides a wider site experience than blogging which uses texts, because it mixes not only texts and pictures, but also movies and sounds. This what makes vlog can increase the information gained and emotions shared to the users (Rakhmanina & Kusumaningrum, 2017). Through vlogs, people can share topics in varies, for examples: tips, hacks, hobbies, experiences, speech, and others.

YouTube is the biggest platform for everyone to share their own vlogs to everybody. Currently, there have been many people making their YouTube channels containing various topics. That is why vlogs can also be defined as online diaries. Vlogs, in which spoken in oral, are 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 without many preparations, which makes them be in the process while doing the videos online (Thomas, 2009). Vlogging as part of blogging trend lean towards to give a positive effect on developing learners' fluency, accuracy, and accent (Rakhmanina & Kusumaningrum, 2017).

METHOD

Research Design

This study used qualitative research as a tool for collecting and analyzing the data. Combin (2008) stated, "Qualitative research methodology is considered to be suitable when the researcher or the investigator either investigate new field of study intends to ascertain and theorize prominent issues. The qualitative design used in this study is case study since the characteristic of this study is fit to case study. Yin (P.1) explained, "case study is one of several ways of doing social science research. Other ways include experiments, survey, histories, and the analysis of advantages and disadvantages, depending upon three conditions: a. the type of research question, b. the control and investigator has over actual behavioural events and c. the focus on contemporary as opposed to historical phenomena". Hence, the purposes of this study are to describe the use of Vlog in teaching English and what are students' responses toward the use of vlog in teaching English.

Research Site and Participants

As pointed out by Cresswell (2007, p. 39), "Participant meanings, in the entire of qualitative research process, the researcher keeps a focus on learning the meaning that the participant hold about the problem of issues, not the meaning that the researcher brings to the research or writes from the literature". The study was conducted in a general high school in West Java.

Data Collection and Data Analysis

The data collection was gathered on April, 2, 4, and 9, 2018 through observation, interview, and questionnaire. This study used observation to observe the use of vlog in teaching English in the class. Observation was conducted from the beginning until the end of the English

class.

The instrument used in this present study was questionnaire. Thirteen students were asked to fill in a 20-item questionnaire. The questionnaire was distributed consisted of ten close-ended questions by using Likert-Scale. The respondents mark the agreement that suit them the most. The statements were provided in English language with five optional respond that the respondents could choose; strongly agree, agree, neutral (neither agree nor disagree), disagree, and strongly disagree.

The analysis of the collected data used Creswell's strategy (1998, 112-113), which involve managing, reading, note-taking, describing, classifying, interpreting, representing, and visualizing the data. Then for the next step, the data were labeled and grouped into its thematic recurrence, so that the data can be explained clearly and thoroughly. Afterward, data triangulation was carried out to confirm the data obtained from each instrument to minimize bias and to ensure that the findings are interrelated.

Research Finding

This present study was tried to investigate the students' responses toward the use of Vlog in EFL activities. This observation, interview and questionnaire were conducted to collect the data. The questionnaire was given to thirteen students in the day after teaching program to know the students' responses when the vlog was used. This data computed as the result of this study. The data on the students' response toward the use of Vlog in teaching English comprehension were collected through the questionnaires given day after the last meeting conducted.

When the data score was higher than neutral (3.00), it means the students' response toward the implementation of vlog was positive. In the other hand, when the data lower than neutral, it means students' response was negative. In

calculating data, this study uses Schiffma & Kanuk (2004) definition whom states that responses has three main elements: (1) a belief or opinion about something (cognitive aspect), (2) feelings about that thing (affective aspect), and (3) a tendency to act toward that thing in certain ways (behavioral aspect). Therefore the data are presented and discussed according to the three aspect mentioned above. On the words, each questionnaire is intended to get the data on the three aspect of response.

All questionnaires give to the students were returned back and no items were skipped or missed by the students. The data were scored, and then the scores were recapitulated. This study used Likert scale as a method of computation. When the mean of the score of an item is higher than the neutral score (3, 00), it can described that the students' attitudes toward the use of Vlog is positive.

The first aspect, the cognitive aspect, consisting three items (question 1, 7,10), are aimed to investigate students' belief on the use of Vlog in learning English. The second aspect, the affective aspect, consist of four items, (question 2, 5, 6, 8), is purposed to find out the students' feeling on whether the use of vlog interests them more and helps them in increasing their English ability. The last aspect, behavioral, which consist of three items (3, 4, 9), is intended to find out whether the use of Vlog helps them in enhancing their interest in learning English

The Cognitive Aspect for the Students' Response toward the Use of Vlog in Teaching English

The first aspect of students' responses, i.e. the cognitive aspect, was investigated from their responses to four items (item no 1, 7, 10). The aim of investigation is to discover students' belief on choosing vlog as the ideal media for learning English. Here is the list of questionnaires for cognitive aspect:

NO	Questionnaire
1	Using Vlog is an interesting way to learn English
7	Vlog was an appropriate media to learn English Vocabulary
10	Using Vlog can help the students to improve their achievement

The Questionnaires for Cognitive Aspect (Adopted from Setiawati, 2017)

Here are the calculation of cognitive aspect:

	No	Characteristic of the item	Students' Responses					Mean of the Score	
			SA	A	N	DA	SDA		
Cognitive Aspect for The Students' Response Toward the Use of Vlog in Teaching English	1	Positive	3	8	2	-	-	3.6	
		Percentage	23.1%	61.5%	15.3%	0%	0%		
		Score	5	4	3	2	1		
	7	Positive	-	12	1	-	-	3.9	
		Percentage	0%	92.3%	7.7%	0%	0%		
		Score	5	4	3	2	1		
	10	Positive	1	11	-	1	-	3.9	
		Percentage	7.6%	8.7%	0%	7.6%	0%		
		Score	5	4	3	2	1		
			Mean						3.8

The Calculation of Cognitive Aspect

The data of cognitive aspect for students' response toward the use of vlog in the first item can be interpreted as the following. From item 1, the item mentions using vlog is an interesting way to learn English. This is the positive achievement which means that the students were pro to the use of Vlog in learning English. The students showed positive response to this item, which was proven by 23.1% students answered strongly agree, 61.5% students answered agree and 15.3% students answered neutral and its mean (3.6) is higher than neutral.

For the item 2, it states that Vlog

was an appropriate media to learn English vocabulary. The data showed that this item was responded positively by the students. The data showed that 92.3% students answered agree and 7.7% students answered neutral and its mean (3.9) is higher than neutral score.

For item 3, the item mentions that using Vlog can help the students to improve their achievement. This item was responded positively by the students. The data showed that 7.6% students answered strongly agree, and 84.7% answered agree, only 7.6% they answered disagree with this item. As the mean (3.9), it reflects that need Vlog as

the supplementary material for learning English.

From the data above, it clearly explains that the students show positive attitude toward the use of Vlog in teaching English. This can be seen from the mean of these six items which is 3.8 or higher than neutral score (3.00). They believed that the use of Vlog is appropriate as the supplementary to learn English.

The Affective Aspect for The Students'

Response toward the Use of Vlog in Teaching English

The data for the second aspect of the students' responses were found from students' answer to the item (2, 5, 6, and 8). These items were aimed at finding whether they think learning English using Vlog can help them to speak and whether practicing English using Vlog can improve their proficiency, and whether they feel interested in learning English when using Vlog. Here is the list of the questionnaires for affective aspect:

NO	Questionnaire
2.	I feel Vlog is safe for learning English
4.	The students love learning English using vlog
5.	The students can practice their English after they learn using Vlog
8.	The students easy to speak with the new vocabularies when they learn using vlog

The Questionnaires for Affective Aspect (Adopted from Setiawati, 2017)

Here are the calculation of Affective Aspect:

	No	Characteristic of the item	Students' Responses					Mean of the Score
			SA	A	N	DASDA		
The Affective Aspect for The Students' Response Toward the Use of Vlog in Teaching English	2	Positive	2	4	5	-	2	3.3
		Percentage	15.3 %	30.8%	38.4%	0%	15,3	
		Score	5	4	3	2	1	
	5	Positive	8	3	1	1	-	4.3
		Percentage	61.5%	23.1%	7.7%	7.7%	0%	
		Score	5	4	3	2	1	
	6	Positive	6	6	1	-	-	4.3
		Percentage	46.2%	46.2%	7.7%	0%	0%	
		Score	5	4	3	2	1	
	8	Positive	-	12	1	-	-	3.92
		Percentage	0%	92.3%	7.7%	0%	0%	
		Score	5	4	3	2	1	
		Mean					3.95	

Table 4.5 the Calculation of Affective Aspect

Item 2 was intended to find out whether they think Vlog was safe for learning English. Item 2 was responded positively by the students (mean 3.3). Of all students, 15.3% the students answered strongly agree, 30.8% the students answered agree, and 15.3% the students answered strongly disagree to this item. The data on item 2 was also confirmed by their responses on item 5 which states They love learning English using vlog. To this item, 61.5% the students answered strongly agree, 23.1% the students answered agree, 38.4% the students answered neutral and 7.7% students answered disagree to this item. With the mean 3.4.of the score was higher than neutral score, it can be stated that students showed positively to this item. The data on these two items reveal that Vlog is a safe for learning. Students also feel that media is appropriate to be used in learning English.

Item 6 and 8 were aimed to investigate if the materials and activities on Vlog can or cannot improve the students' speaking ability. Their responded positively to the item 9, as it is proven by the mean of this item 4.3 with 46.2% answered strongly

agree, and 46.2% answered agree and 7.7% answered neutral. This can be meant the students believe that the use of Vlog help them to improve their speaking ability ability.

All in all, the data from the second aspect of the students' response showed that the students produced a positive response as indicated by the overall mean of the six items 3.95. The result shows that Vlog is a safe social media for learning and it is useful media for learning English language, particularly speaking. Most students felt that the use of Vlog lead to produce a good performance in a speaking class.

The Conative Aspect for The Students' Response toward the Use of Vlog in Teaching English

The data about the third aspect of the students' response toward the use of Vlog in teaching English were analyzed from the three items of the questionnaire. Each of the items was intended to find out the students' tendency toward the use of Vlog as a supplementary learning English. Here is the list of questionnaires for behavioral/conative aspect:

NO	Questionnaire
1.	Learning English using Vlog increased my confidence to learn English
2.	Learning English using Vlog enhanced my motivation to learn English
9.	Learning English using Vlog help me to reduce my speaking anxiety

The Questionnaires for Conative (behaviour) Aspect (Adopted from Setiawati, 2017)

Here are the calculation of conative (behaviour) aspect:

The Conative Aspect for the Students' Response Toward the Implementation of Vlog in Teaching English	No	Characteristic of the item	Students' Responses					Mean of the Score	
			SA	A	N	DA	SDA		
	3	Positive	2	9	1	1	-	3.92	
		Percentage	15.4%	69.2%	7.7%	7.7%	0%		
		Score	5	4	3	2	1		
	4	Positive	1	12	-	-	-	4	
		Percentage	7.7%	92.3%	0%	0%	0%		
		Score	5	4	3	2	1		
	9	Positive	-	1	10	2	-	4	
		Percentage	7.7%	92.3%	0%	0%	0%		
		Score	5	4	3	2	1		
			Mean						3.97

Table 4.7 The Calculation of Conative Aspect

The first two items in this aspect (item 3 and 4) were related with the use of Vlog and its effect on students' motivation and confidence on learning English. From the data in item 3, it was found that Vlog gave a good impact on enhancing the students' confidence to learn English. As it can be seen from the table, the mean in item 13 is 3.92. The data showed that 15.4% of the students answered strongly agree, 69.2% of the students answered agree, and 7.7% of the students answered neutral and 7.7% the students answered with disagree. Further, this interpretation is also strengthened by the data gained in the item 4. The redaction of this item is that using Vlog increased their motivation to learn English. To this item, 7.7% of the students answered strongly agree and 92.3% the students answered agree. The mean

of this item was 4.0 which can be defined that the mean is higher than the neutral score. Similar results were found for item 9. The students responded positively to this item which mentions that the use of Vlog could reduce their anxiety in speaking English. This is indicated by the high mean gained in this item (4.0) and the high percentage of the students who strongly agree (7.7%) and agree (92.3%). The data on the item 9 was also strengthened the data from the item 3 and 4. In this item, the students were asked to give their responses on the statement which mentions that the use of Edmodo enhanced their motivation on learning English. From the above data, it seemed obvious that the students showed positive behavior toward the use of Vlog since the mean score of this aspect is 3.96 is higher than the neutral score 3.97.

Overall Calculation of The Students' Response

No	Aspect	Response	Mean
1.	Cognitive	Positive	3.8
2.	Affective	Positive	3.95
3.	Conative	Positive	3.97
	Total	Positive	3.90

The Calculation of Student's Responses

The data from questionnaire demonstrated that the students showed positive response toward the use of Vlog in teaching English, as it can be seen from the overall computation of the students' response in the table above.

DISCUSSION

This study was aimed at finding the students responses toward the use of Vlog in teaching English. The data were gained through the result of questionnaire. In calculating data, this study used CAC model. Schiffma & kanuk (2004) defined that in CAC model, there are constructed three components: a cognitive component (belief). An affective component (feeling), and a cognitive component (behaviour).

From the cognitive response data, it clearly explains that the students show positive attitude toward the use of Vlog in teaching English. This can be seen from the mean of these four items which is 3.8 or higher than neutral score (3.00). They believed that the use of Vlog is appropriate as the supplementary to learn English. The data from the second aspect of the students' response showed that the students produced a positive response as indicated by the overall mean of the six items 3.95. The result shows that Vlog is a safe social media for learning and it is useful media for learning English language, particularly speaking. Most students felt that the use of Vlog lead to

produce a good performance in a speaking class. From the third aspect (Conative aspect), it seemed obvious that the students showed positive behavior toward the use of Vlog since the mean score of this aspect is 3.96 is higher than the neutral score 3.97. Meanwhile the overall result of the students' response was 3.90. It can be defined that the students was responded positively toward the use of Vlog in teaching English.

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