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Improving 7 Grade Students' Speaking Skills by Using Vlog Activity

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Abstract: This research was classroom action research and applied one cycle. The aim of this research was to find out the students' improvement of using vlog in speaking skill. This classroom action research was implemented at 7 grade students of SMP BOPKRI 3 Yogyakarta. The population was ninety one students which consisted of four classes. In this research, the researchers took one class as a sample there were 23 students in A class. In collecting the data the researchers used pre-test, post-test and questionnaires. After implemented the vlog, the researchers analyzed the results of students speaking skill such as: students' motivation, vocabulary, and pronunciation were improving. It can be seen from the comparison of pre and post questionnaires to know students' condition before and after the researchers gave the treatment. Next, based on the pre-test and post-test, the researchers found the students' score was increasing. The pre-test result was 48, 1 and the post-test result was 75,91. Therefore, it can be concluded that students prefer to study English particularly speaking skill by using vlog as a media, which it was the effective strategy in teaching English.

Keywords: Media , Speaking Skill, Vlog.

1. Introduction

Mastering English is an obligation for learners who want to go worldwide. It will be a tool for communicating with the outside world. MasteryEnglish is categorised into several abilities: listening, reading, writing, and speaking. There is a relationship between the four skills (Brown, 2000). It means four aspects that learners must master to improve their ability in English, although speaking is the most essential form to interact. Furthermore, Cameron (2001) states that speaking is conveying messages energetically through voice. It implies that speaking is one ability that requires two or more humans to build a conversation orally. Therefore, the message conveyed can be received directly and get direct feedback.

Teachers need to be aware of the achievements of their students in English class. They want to determine the outcome of the teaching and learning process, or more precisely. Whether or not the approach that they use is effective. For example, testing may identify a student with exceptional verbal ability. Test results can assist teachers in determining who should be allowed to engage in a particular subject area. Another frequent application of tests is to determine program or teaching effectiveness. If teachers want to assess students' communication ability, they consider speaking a productive skill. However, unlike writing, speaking is more difficult to measure. Assessing students' speaking skills is the most difficult part of the teacher's job. The teacher must consider the difficulties inherent in administering the speaking test, and the teacher must

consider and prepare a rubric for assessing a score. The method for determining students' speaking scores can be holistic or analytical (Ma, 2021).

To achieve effective and quality learning in English, students must master the whole ability. Based on Dash and Dash (2007) state that four English competencies must be mastered by students as follows listening, speaking, reading, and writing. It can be concluded that the four skills have their ease and difficulty for students. However, Patel and Jain (2008) mention that speaking is the most difficult of the four competencies. This is an important and good ability for language learning because it has several features such as grammar, vocabulary, pronunciation, and so on. Therefore, the message conveyed can be received directly and get direct feedback. Therefore, speaking requires the skill of composing correct sentences, using good words that speak on target, and using correct pronunciation.

Speaking is the quickest way to get information, and it is what we do most of the time when we ask or convey something (Christopher, 2003). It means speaking is the ability to communicate and express an aim or idea through utterances with another human. On the other hand, speaking is a tool for interaction and conversation by using language and articulation. Additionally, Thornbury (2005) claims that speaking is an activity that establishes a word. As a result, speaking forms a vocabulary for communicating between two people or more

The ability to speak is a human competency to convey goals, provide information, and persuade someone through oral (Longknife et al., 2012). It implies that speaking is one of the important bridges for communication that someone applies to achieve the intent. Cameron (2021) also said that speaking is a skill to convey ideas and thoughts by speaking orally and even expressing feelings with the help of our sensory organs, such as the brain and mouth. That means the speaker needs sensory organs to convey the aim correctly. The two human organs are connected, such as the brain, which is used to think about how to speak correctly in English, and the mouth to speak words or sentences. Therefore, a student is demanded to be able to speak English correctly, and the teacher provides effective learning and fun so the students to not get bored quickly English and make students good at speaking abilities.

Speaking is one of the essential aspects of daily activities worldwide (Thornbury, 2005). This theory means that speaking has become a daily activity of creating sentences and a crucial instrument for communicating with individuals or groups who provide and require information in their lives. Further, speaking skills are oral. Communication can especially assist the learners in increasing their confidence, such as in the school speech, presentation, and discussion. It can be done in public or on a personal face with a partner.

In the language classroom, when the teacher teaches, she engages her students in language use tasks or tasks that require them to use language. The purpose of these language teaching/learning tasks is to help the students learn the language she is teaching. The teacher engages the students in teaching/learning tasks to help them improve their language ability. Language teaching and language teaching/learning tasks primarily aim to improve students' language learning. However, these tasks can also serve several additional purposes, such as enhancing learners' cognitive, emotional, and social development, motivating students, or helping them develop positive attitudes towards the language and culture they are studying (Bachman & Barbara, 2018).

Speaking is applied for various uses, requiring different skills (Richards & Renandya, 2002). The meaning of that statement is the example of how the school explains the lesson materials, and then outside the school, it can be used in daily conversation, like buying something in the store, etc. It is related to Penny's theory (1991) that speaking is one of the essential skills in four abilities: reading, speaking, listening, and writing. It can be known that the human who conveys the aims through language is the speaker.

According to Thornbury (2005), speaking is the essential component that is more influential in increasing the quality of a class and developing students' abilities. Hence, in learning to speak, the teacher encourages students to be more active, creative, and think critically, especially when explaining their aims in front of their friends and teachers. Conversely, the teacher is expected to guide students to comprehend the class's primary material through speaking.

In teaching speaking, a teacher is expected to be able to master the material and class well. Language ability is the main factor for teaching speaking to students (Harmer, 2008). In other words, the teacher's role in teaching and speaking to students is essential. Teaching speaking is essential because the teacher gives students much knowledge about conveying information through voice or oral means suitable for true

principles. Furthermore, speaking skills possessed by the teacher with additional media in the teaching process will make it easier for educators to make creative teaching. Therefore, it is easy for students to understand the material given by the teacher and not get bored quickly to learn English in speaking ability. In conclusion, communicating through speaking language differs from communicating through writing.

In today's internet era, people can no longer clearly distinguish advertising from other forms of media. However, this is not bad because it shows a sign of the growth and transformation of the advertising industry: the ads can be entertaining and enjoyable to watch. With the development of technology and the revolution of mass media, the way people get information and communicate has shifted from traditional text to a more modernised form of video. Among all the new types of video advertising, vlog is the most promising form that has the potential to be the main advertising stream, and it offers many techniques that brands can apply to future advertising.

Vlog, a short video blog, is a rising form of digital video that has caught people's attention in recent years. People vlog to record and share their lives with others, and the contents range from daily life vlogs to travel vlogs to beauty vlogs. While there are earlier accounts, vlogs were first known by people around 2004, and with the launch of YouTube, the world's biggest UGC (User Generated Content) video-sharing platform, vlogs started to show explosive growth in popularity. Also, the popularisation of mobile phones and the advanced technology of phone cameras made vlogging easier for people and accelerated the development of the vlog industry. Sari (2017) claims that vlogging is like posting a video blog. This means that a vlog is a video-formatted media blog that can be shared on YouTube channels, Facebook, Whatsapp, or other social media. Therefore, when students share video videos on social media, creating video vlogs is helpful and benefits students. Therefore, this vlog aims to help students express their desire to use this tool to build their employability. This means that vlogging can improve speaking skills, and even if students are addicted to vlogging, it can build their confidence in their work.

2. Theory

Aqil, Fahri, and Robith (2018) state that a vlog is a video and a blog, which is another way to get used to blogging. In short, both have similarities in explaining all the reports. Also, blogging is often seen in videos rather than text content and images. Thus, it can be concluded that a vlog can share content directly orally. Then, in principle, vlogging improves the video component (Schmittauer, 2017). So, a vlog or video is a field as a blogger creating videos as the first basic alternative of words as text. On the other hand, the vlog is also a part of some videos that are converted into a single file. Therefore, a video blog or vlog is the same tool for carrying out a daily activity with a camera focused on the ability to speak.

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According to Maulida (2017), the purpose of using video blogs in teaching and learning is that students should improve their discourse by keeping videos in their productions and see how they do it and what will improve it when practising in the next life. Therefore, this environment is a good way to improve students' conversational skills.

In reality, based on the observation conducted by the researchers at the school of SMP N 3 BOPKRI in seventh grade, students had problems and difficulties speaking due to a lack of vocabulary and pronunciation. In addition, the researchers used observation and concluded that English lessons were subjects in which learners were less interested, especially in speaking ability. Most seventh-grade students, especially in (A) class, cannot achieve their learning goals in English speaking ability. Factors that make students unable to fulfil their English learning goals are weak vocabulary and difficulty pronouncing English words. Then, learners feel less motivated to learn to speak English. The media used for teaching and learning English were books and LKS. After that, the researcher analysed that learners felt bored with the media used to learn English, especially speaking skills.

Therefore, to overcome the problems in speaking skills, the researchers proposed a new media to be applied in learning to speak, mainly in seventh-grade students. One media that can be used is vlogs as a direct learning tool for speaking English.

The second is that the students' creativity can be enhanced through role-play in speaking proficiency. According to survey results, role play allows students to feel free to play, innovate, and develop their ideas. In addition, many pupils will be more creative and active in role-playing because the instructor provides them with opportunities to investigate their actions. According to Duffy, as cited in Featherstone and Cummings (2009), imaginative play allows children to investigate and represent actions, roles, relationships, situations, and characters from various sources, narratives, and stories. It is also consistent with Hatting's (1993) assertion that role play appears to be the optimal activity for encouraging pupils' innovative use of English in a conversational setting. According to Tompkins (1998), role-playing/simulation is a highly effective method for language acquisition. It encourages thinking and creativity, allows pupils to develop and practice new language and behavioural skills in a relatively non-threatening environment, and can generate the necessary motivation and engagement for learning to occur.

The third effect of role-play on speaking performance is that instead of decreasing confidence, role-playing can boost it by providing more opportunities to express one's ideas. Based on the survey results given to pupils, role-playing can improve pupils' self-confidence and enhance their speaking ability and classroom performance. The provision of a mask to shy pupils may be of assistance. The nervous pupils will be allowed to communicate and act like one another. They will be required to partake in class to feel no longer that their personality is at stake. Pupils will comprehend what is expected of them as a result. This technique can help numerous pupils overcome their shyness. Both the instructor and the pupils can share during this activity. According to Larousse (2009), role play can be a straightforward and quick preparation method. Because pupils must communicate and act in front of the class, role-playing effectively boosts their self-confidence. This finding is also supported by the research conducted by Altun (2015), which stated that role-play is a method in which students are required to act out particular roles by saying, doing, and sharing.

A vlog is a video used to convey the aims (Maulidah, 2019). With this strategy, the teacher can stimulate enthusiasm for speaking English. To ensure that vlog was a medium used in the teaching and learning process, the researcher provides some evidence related to the previous research. The first previous study by Qowiyuddin (2019) applied vlog as a learning media to increase students' speaking ability. He implied two cycles and found that the researcher could achieve more success in students' speaking ability after giving the treatment by using a vlog. The second, B, Ahmad, and Rauf (2022) implemented a vlog as a media with descriptive text as material in their research. Then, they took the pre-test and post-test as the instruments. The result indicated a significant improvement in students' speaking ability. The third from Rakhmanina and Kusumaningrum (2017) researched using vlogs in teaching speaking. Then, they took a questionnaire on speaking motivation and a speaking test as the instrument. They found that using vlogs in learning English was effective, and there was good interaction after implementing vlogs in the class. According to Maulida (2017), the purpose of using video blogs in teaching and learning is that students should improve their discourse by keeping videos in their productions and see how they do it and what will improve it when practising in the next life. Therefore, this environment is a good way to improve students' conversational skills.

Based on the explanation above, the researchers concluded that there was a difference between previous and present research. Some of the differences are in the material, instrument, and result. Therefore, it can be concluded that the researchers answer the question with the present study, "Is there any improvement of using vlogs as a media on students' speaking skill in the seventh grade of SMP BOPKRI 3 Yogyakarta in the academic year 2022/2023?". Therefore, the researchers applied vlogs as a medium to find out how to improve students' speaking skills.

3.   Research Method

In conducting this research, the researchers used action research. The researcher focused on using vlog activity to improve students' speaking skills for 7th-grade students at SMP BOPKRI 3 Yogyakarta.

3.1   Research design

This research was classroom action research. Then, the researchers applied vlogs as a medium for teaching and learning English, especially speaking. Next, the researchers used asking and giving information as material in implementing vlog activity in the class. The researchers conducted 1 cycle in 1 class, A class of 7 grades. Lastly, the researchers focused on improving the english speaking skills of 7th-grade students at SMP BOPKRI 3 Yogyakarta using vlog activities.

3.2   Research site and participants

This research was conducted at SMP BOPKRI 3 Yogyakarta with a population of ninety-one students for the academic year 2022/2023. Then, the subject was class VII. There were thirty-three students divided into 16 female and 7 male. The researchers took this class based on their conditions, such as vocabulary, pronunciation, and confidence in learning English.

3.3   Data collection and analysis

The researchers used classroom action research. The researchers applied some instruments: observation, pre-test, post-test and questionnaire. The first observation was applied to get the data on students' and teachers' activities in learning English lessons. The second was a pre-test and a post-test, the tools used to collect the data. Both were to know the students' scores in learning to speak English before and after the researchers implemented the class through vlogs as a media for learning English, especially speaking ability. In addition, the scoring rubric was applied to assess the student's speaking ability on the pre-test and post-test. The last questionnaires were used to know students' condition before and after the researchers gave the treatment using a vlog in the classroom.

The researchers used the speaking score categories Brown (2000) created, divided into grammar, vocabulary, comprehension, fluency, and pronunciation. In this classroom action research, the researchers focused on those scoring criteria. The data was analysed using mean scores from the pre-test and post-test results. Finally, the results from questionnaire data were analysed through the comparison of both pre and post-questionnaires

4   Findings and Discussion

The authors offer their results and discussions based on the data obtained at this stage. The data were examined following the procedures outlined in the previous data analysis stage, as shown below.

4.1   Findings

Based on the research results that the researchers have done, there were many improvements in students' English scores, especially in speaking skills. The researchers applied cycle 1 and raced on the criteria of minimum (KKM) Junior High School, which was 70. Then, after the researchers analysed and compared the pre-test and post-test data, there was an increase where the pre-test result was 48,1 and the post-test result was 75,9. To determine the final result, the researchers compared the pre- and post-questionnaires, where it can be concluded that students prefer to study English, particularly speaking skills, by using vlogs as a medium, which was an effective strategy in teaching English.

4.2   Discussion

This study used a vlog to teach 7 7th-grade students of SMP BOPKRI 3 Yogyakarta English speaking skills. Then, this research applied Classroom Action Research (CAR), and 23 students were involved in the speaking class. Next, the meeting was conducted in offline learning. This research implemented a vlog activity to promote learning activities in speaking. Using vlog activity could help the teachers create learning media for speaking. For example, when the teacher asked students to practice speaking by making sentences about asking and giving information, they could confidently dialogue with their friends on video vlogs.

Moreover, it can be explained that after implementing vlog activity as a medium in teaching speaking, 1. The students were motivated to study English, especially speaking, and they were interested in studying English using vlog activity; 2. The students can fix their pronunciation in pronouncing the words; and 3. The students can enhance their vocabulary by using a vlog activity. Therefore, it can be concluded that there is an improvement in using vlogs as a medium for students' speaking skills at 7-grade students of SMP BOPKRI 3 Yogyakarta

5   Conclusion

Speaking skills are crucial for students nowadays. Therefore, an effective strategy must be used to improve students' speaking skills. This research found that vlog activity can improve students' speaking skills, such as being more active in the class, improving the students' vocabulary, and easing the students to pronounce the words. Moreover, the vlog activity can improve students' ability to speak to a higher level, and students enjoy the learning process. Students and teachers can also participate together in the teaching and learning process. Therefore, it can be concluded that vlog activity can improve students' speaking skills at 7-grade students of SMP BOPKRI 3 Yogyakarta 2022/2023.

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