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CONCEPTUAL FRAMEWORK OF DEVELOPING STUDENTS SPEAKING SKILL BY USING VIDEO BLOGGING ACTIVITY

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Abstract. This paper presents the idea of the integration between technology and teaching process. Taking advantage of technology in classroom like the use of video blogging will help students to make the classroom activities become more efficient since it can be used anytime and anywhere. This paper aims to show the idea of the significance of using technology, especially video blogging activity as an alternative activity to develop students' speaking skill. The use of this medium is aimed for developing learner's oral competence. This medium is directed to develop an effective strategy in order to perform effective communication for students through the use of peer feedback. For this objective, the medium used started with selecting the topic, giving explanation about the topic, developing the video, choosing the website, giving instructions to upload the product, and giving feedback to the result of students' video. Digital medium makes students able to contribute actively and supportively in the speaking activities. This conceptual paper is expected to be a reference and prior study for a researcher to conduct study related to this topic.

Keywords: video blogging; feedback; speaking ability

A. INTRODUCTION

The use of technology in English learning and teaching process become popular since it provides a lot of advantageous. Technology has played its role as one of the tools in education as both sources of learning and media to help the students to acknowledge the information. It provides learners opportunity to learn language inside and outside classroom. Due to the time limitation of learning English in class, the use of technology become more efficient since it can be used anytime and anywhere. Many higher education institutes are adapting elearning approaches that encourage independent learning among student (Balakrishnan & Puteh, 2014). It means that technology has become inseparable in teaching and learning process and both teachers and learners have to adapt to the advancement of technology so that they can use technology effectively in teaching and learning process. Digital media makes students be able to contribute actively and supportively in the English learning activities. The availability of the internet access is a factor that made the use of technology integration toward English learning process is easy. The use of technology solves problems of time limitation towards learning in conventional schedule.

According to Afrilyasanti (2011), the use of digital media could be an effective way to enhance English performance. In the term of enhancing English performance, video blogging giving learners opportunities to expose their English since they are able to choose any themes related to their interest. As an online tool, a video blogging enhances collaboration construction in the course of interaction (Dyrud et al., 2005). Giving comments, criticizes, and suggestions are the features provided by video blogging. The oral productions of learners that have been uploaded can be assessed by their friends and their teacher. In learning process, learners are supposed to receive feedback from either their teachers or friends. However, there are still many teachers do not give feedback to the learners. As we know that giving feedback is important since the purpose of

feedback according to Birch (2016) is as a force which guides approach to learning, and their plans to achieve their learning goals. This technology integration aims to solve students' speaking skill by using video blogging activity and peer feedback for procedure text toward students.

Innovation of technology, especially the use of video blogging could improve the quality of learning English. Based on previous studies related technology integration with learning process, they are show that it brings up positive effects. One of the studies conducted related with technology is Boas (2011), she investigated how teachers may integrate up-to date technology to foster English performance in the classroom by using a blog and a Ning network. The use of technology is not only through computer, but also smartphone. The use of video blogging itself can be done by using smartphone. Attewell (2005) carried out a study about the effect of mobile technologies on learning by using mobile phone. He found that technology in learners' gadget could be maximized in improving learners' ability in English performance. The other studies conducted by Alfaki and Alharthy (2014) showed the impact of using social networks to promote learners' English language. The results showed that learning through social networks was more effective than traditional learning which looked to the classrooms a place of gaining information and getting feedback. Besides, they revealed that collaboration was a useful learning strategy in improving one's foreign language.

The use of video blogging cannot be separated from feedback since feedback gained from viewers is the feature of video blogging. Feedback is an informing process about the outcomes based on students' language production. The aim of giving feedback is to raise students' awareness about the errors of their production. Through giving feedback, an opportunity for developing students' future performance is expected could be achieved (Knight & Yorke, 2003). Some previous studies have been conducted to find the effect of feedback in general way (e.g., Bitchener, 2008; Hartshorn, Evans, Merrill, Sudweeks, Strong-Krause, & Anderson, 2010; Hyland & Hyland, 2006). Summarizing the power of feedback, Butler and Winne (1995) claim that "feedback is information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, metacognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies". So, Feedback gives learners information about where the others are led astray or puzzled by any number of factors including lack of adequate information, disorganization, undeveloped concepts, or incongruous word choices (Keh, 1990). Summarizing the advantageous of feedback, feedback is information with which a learner can confirm, add, revise, and restructure. So, the use of feedback could help students to foster their quality of oral production. To sum up, integrating technology makes learning in teaching become more effective.

Taking the advantages of using video blogging and integrate it in teaching and learning process is the aim of this study. This study focuses on giving the idea of using video blogging on teaching speaking. The limited study about video in teaching, especially video blogging becomes the significant gap of this study. At this time, the researcher hopes that teaching speaking using video blogging is the right step for technology-based learning.

B. LITERATURE REVIEW

1. SPEAKING IN ELT

The limited number of studies which figure out the effect of blogging in speaking skill showed that blogs could enhance students' ability in speaking. Some aspects that could be affected by the use of technology are conceptualizing, exchanging information, reflecting, and evaluating. According to Hsu (2009), learners' oral performance could be improved by the use of audioblogging. However, many learners feel frustrated when they discover that

speaking foreign language is complex. The factors that could be obstacles for the learners are accuracy, fluency, and organization. According to Harmer (2001), knowledge of language features is not only the matter that have to be mastered by the learners to speak fluently, but also the ability of obtaining information and language directly. Different techniques, strategies, and approaches have been engaged to foster students speaking ability. There are five principles that can be used in order to encourage students speaking ability. The first principle is providing intrinsically motivating techniques. Using authentic material in meaningful context is the second principle. The following principle is linking between speaking and listening. The next principle is giving students

opportunities to practice oral communication. The last principle is developing speaking strategies (Brown, 2001). Those principles require English teachers to provide the lesson well to encourage the students for practicing English in the term communication.

2. VIDEO BLOGGING FEATURES IN TEACHING ENGLISH

Video blogging provides a lot of features that help facilitate learners in learning English. Video blogging plays its role to encourage learners in learning language. It can encourage learners to speak since they have their own set of situation that make them feel enjoy. The raising number of learners' confident in the use of blogs positively affected them to explore and express themselves. Creativity enhancement and self-expression could be enhanced by the use of blogging since it allows the participants to do experiment with the language (Lomicka, 2008). The other features given by blog can also be used as a tool for discussion. A study conducted by Chapman (2008) showed that blogging facilitates students to explore language through its message boards, comments, and discussion lists. Another study conducted by pasfield and neofitou (2011), showed that the blog viewers from native target language could give comment and positive feedback.

The increase of interaction and discussion can be achieved by the use of blogs. A few studies conducted by Thorne and Payne (2005) and Hsu' (2009) showed that blogs could encourage learners to discuss, interact, and communicate each other. The benefits of blogs do not stop on the communication, but also self-expression, self-reflection, and language progress. Hun (2010) stated that peer-learning, visual representation, self-evaluation, technical enhancement can be gotten by the emerging technology such as blogs. Besides the reflection gained from the comments, the learners who create video blogging can reflect the result themselves. They are able to do self-evaluation. Video blogging also helps teachers to assess students' understanding about the context by observing the students who add comments on students' friend oral product. So, the use of blogs could encourage students to get opportunities of language acquisition.

C. IMPLEMENTATION OF VIDEO BLOGGING IN TEACHING SPEAKING

To maximize the use of technology in education, the integration of teaching and learning activity and the use of technology should be conducted. The use of technology integration would support teaching and learning process. There are various ways to reach an effective teaching and learning process. One of the way to make the learning more efficient is by using video blogging. The features that video blogging have designed can be used to support teaching English. To start with, the mastered of technology using should be prepared. In the use video blogging in speaking activity, several steps of outline should be comprised; (1) select the topic (2) build students' knowledge by giving them the concept of speaking and how to create video blogging (3) build students' knowledge about how to upload and access the social media (4) invite students to create video blogging (5) ask for students to give comments and feedback to their friends result (6) revise students' majority and essential mistakes (7) invite students to make the better result based on the feedback received. The video blogging activity is the medium to perform students' spoken product while the feedback is the feature on it.

The video blogging used in this context is directed to educational purposes. The content of video blogging is the activities of people that is recorded through gadget/handy camera. The result of the recording would be shown by uploading it into social media. The next stage is the comment gathered from its feature to enhance the quality of our spoken product. The most important thing that can be achieved by the implementation of video blogging in learning process is the flexibility of the time use. It can be used whenever and wherever learners are without dealing with time limitation. It is important to consider what learners need in identifying students need. The obstacle that students meet is lacking of time to learn English. Moreover, language should be practiced continuously to make the learners able speak fluently. It is important to focus on speaking skill since English students is expected to master four skills of English. The contemplations that have to be fulfilled before implementing video blogging are the materials selected and the role of teachers.

For materials selection, the material chosen should be contemplated by following steps: (1) planning and constructing the learners' need (2) Choosing the appropriate topic area that can be

used for speaking in video blogging (3) designing students task related to speaking skill. The first step can be form of understanding what the learners need, then developing learning strategy which is technology using (video blogging activity). The following step is choosing the topic that students interested in. The next step is designing task that can encourage students to speak and getting feedback from their friends. For the teachers, they have an important role in making the class more active by their guidance. The teachers have to encourage and respect the students without demotivating them. By choosing the best way for teaching speaking, it will maximize students interest in speaking and help them mastering English.

To sum up, the procedure of integrating technology, especially video blogging activity in learning process could bring positive effect toward teaching English by contemplating some considerations. The use of video blogging itself is defined as promoting and facilitating students' speaking skill by accommodating the students in accessing video blogging activity that needs by learners.

D. IMPLICATION

The researcher is now gathering the data. However, it is anticipated that using a video blogging will help the students. In line with prior study, their motivation and speaking performance would both increase. Students may engage in a process of communal discovery where they learn how to assign assignments and take ownership of their learning. Students are learnt for the future by using technology to practice their speaking in videos and receive comments from other students, teacher, and audiences. With the teacher's guidance, they are no longer a passive student, which is akin to active learning. They can actively participate in speaking learning. Students can re-watch their video to reflect and evaluate their speaking performance. Additionally, they have the option to practice and learn without time limitation. The use of video blogging strategy aids students in their learning because they can practice to speak with their own pace. Students will be more eager to learn, making the lecture more successful in the classroom.

By starting with the lowest thinking skills and developing their ability to apply the higher-order thinking skills over time, students will eventually reach a higher tier of Bloom's Revised Taxonomy. Teachers need to receive training, stay current with technology, and improve their teaching methods as we prepare kids for the 21st century. To keep up with the quick changes in technology, it is proposed that teachers should learn technical, pedagogical materials. Video blogging strategy is also useful for the teachers to manage time during the lesson since they can assess their students' performance anytime and anywhere. In a typical session, teachers will take between 15 and 20 minutes to evaluate their students in front of the class after they perform in front of the class, leaving less time for the students to complete another classroom activity. The results of this study will be helpful for the teaching and learning process, particularly for speaking abilities. The Common European Framework of Reference for Languages emphasizes communication skills, which is reflected in the video blogging technique because it gives students plenty of opportunities to engage with their lecturers and peers whenever they want. Besides, it also helps students to enhance their confidence and motivation in speaking.

E. CONCLUSION

This conceptual paper offers conclusion and suggestion related the use of video blogging for language learning. Educator could use this as a medium to enhance students' speaking ability. The issue of contemplating the use of video blogging is the time allotment provided by the school in learning English, especially speaking skill. By using video blogging as a tool to express and assess students' oral production, it will become effective learning process since it can be done wherever and whenever we are. From the review above, video blogging promoted individualized learning for learners to enhance students' speaking ability. Video blogging makes significant contribution to develop learners' interaction and communication on the target language. For implementing this strategy, the future researchers should contemplate the main component to maximize the use of video blogging such us the task, the knowledge of mechanical thing, and the accessibility to the internet. Finally, autonomous learning and sharing idea could be enhanced through the use of video blogging.

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