



# Students' Perceptions on Vlog as Speaking Assessment Technique at Senior High School

Karlina Sharon J.H<sup>1</sup>, Nurlaily<sup>2</sup>  
nurlaily@uib.ac.id

<sup>1,2</sup>Fakultas Ilmu Pendidikan, Universitas Internasional Batam, Kepulauan Riau, Indonesia

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## Abstract

Vlogs among students are highly viral and beneficial for developing their language skills as a learning technique. This research aimed to explain students' speaking performance and to examine students' first impressions of using Vlog as a speaking assessment at SMA Yos Sudarso. The data collection method for this research was sequential design, employing both qualitative and quantitative. This first phase was accompanied by the compilation and analysis of qualitative data to discuss or build on the first phase of quantitative results. The study subjects were first-year students of SMA Yos Sudarso, Batam. The findings showed that many students found it challenging to learn English, mainly when it came to speaking. Furthermore, the students explained that they often felt insecure about speaking in English due to judgment from others. The results of this research are expected to be helpful and give relevant data on how students of English, as a foreign language, use Vlog as a learning tool to assess speaking English performance and provide teachers with innovations in utilizing the latest digital technology and trends in their teaching.

**Keywords:** Assessment; Speaking; Speaking Performance; Vlogs

## Introduction

In this study, the researchers tried to discuss students' perception of Vlog as a speaking English assessment to evaluate students' speaking performance by combining it through Vlog as an assignment. Safitri and Khoiriyah (2017) claim that Vlog has become one of the most influential media for enhancing students' speaking ability and being in tune with students' interests. Vlogs among students are highly viral and beneficial for developing their language skills as a learning technique. In

this study, the researchers were interested in elaborating on how to assess students speaking ability through the Vlog assignment. Lestari (2018) argues that good speaking skills are necessary so that students can connect with other individuals and express themselves well in a global society by using the abundant communication channels available in today's connected modern society. In any case, the researcher was engaged in using Vlog as a student speaking skill performance in learning technique.

The word *vlog* means "video" and "blog" in combination. A *vlog* is a short video containing opinions, stories, or daily activities, usually written on a blog, interpreted by David et al. (2017). The video is uploaded on social media or sites like YouTube that allow viewers to comment. Through vlogs, students can develop their speaking skills outside the classroom, stimulating them to use English in out-of-class activities (Kusumaningrum & Pertiwi, 2022; Misdi et al., 2021). This method is one of the many ways to enrich the quality of teaching and learning, particularly for high school students.

Senior High School students commonly have their vlog sites and bookmark their favourite vlog site accounts for repeated access. It means that students are already using vlogs for both language 'input' by watching and listening to the latest uploads from their subscribed uploaders and 'output' through producing their video material. The effect of vlogs' popularity among students makes it worthwhile to explore the possibilities of improving speaking through vlogs. A major objective of this study is to demonstrate how vlogs assist English learners in improving their speaking skills. As part of the study, learners' attitudes toward using vlogs to improve their English language skills was also be examined.

In the context of English as a foreign language (EFL), speaking is recognized as one of the most vital language skills and the most urgently desired by all groups of students (Ali et al, 2019). Various factors may contribute to this, including individual interests, curriculum modifications, new socioeconomic strategies, increased employment opportunities, and updated national development plans (Ali et al., 2019). In the 21st century, the world has experienced rapid progress due to the advancement of information and communication technologies (ICT), which directly impacts the selection and use of assessment in teaching English, particularly speaking.

Through various methods, teachers gather information about students' progress and learning achievement as part of the authentic assessment (Zaim & Arsyad, 2020). As a result, this type of assessment can demonstrate, demonstrate, or show precisely what learning objectives have been completely overcome and achieved by using authentic assessment (Zaim & Arsyad, 2020). Oral skills require high levels of thought and thinking, acquired through cognitively productive and intricate processes performed in multiple steps (AlSaleem, 2018). For example, emotions, mental meanings, converting meanings into signs through choice and synthesizing meanings (AlSaleem, 2018).

As a method of evaluating speaking skills, vlogs have become increasingly

popular over the past few years. Several studies have examined the use of video blogs or vlogs to assess English-speaking abilities. Nurviyani & Rahayu (2018) examined a study of students' speaking skills through vlogs in the tenth grade of vocational high school. They found five strengths of using vlogs to teach speaking: students can practice anywhere, they can see their speaking skills' strengths and weaknesses by looking at their vlogs, they are more confident and courageous in speaking, they can concentrate better when practising, and the teacher and students can use technology to learn, especially students (Nurviyani & Rahayu, 2018). However, vlogs have two drawbacks: students need more time to create a video, and they should have smartphones, laptops, computers, and excellent internet connections to create a nice vlog (Nurviyani & Rahayu, 2018).

Maulidah (2017) also found that vlogs can help students improve their English proficiency. Vlogs greatly enhance students' communication skills. As a result, students are more likely to be enthusiastic about learning when learning is enjoyable and accessible (Maulidah, 2017). In addition, it promotes the presentation of students' speaking performances. It will enable them to gain extensive speaking experience in a professional setting (Maulidah, 2017). Moreover, students can develop their learning. The combination of these factors improves students' speaking proficiency (Maulidah, 2017).

## **Method**

This research is proposed the explanatory sequential design. According to Creswell and Clark (2017), one of the three core mixed methods designs is the explanatory sequential design (also referred to as the explanatory design), which comes into focus in two separate interactive stages. This research employed the sequential design because student assessments were accumulated based on the existing speaking assessment rubric. Then, the value was described and assist the results of the research. The overall purpose of this design is to help qualitative data describe the initial quantitative results in detail.

This study was conducted at SMA Yos Sudarso, Batam, in students' studies. The study subjects were first-year students of SMA Yos Sudarso, Batam class tenth science three. The researchers collected the data to improve the credibility and reliability of the results. The video was made up of 25 students.

The students practice how to vlogging by reviewing a movie. The purpose of this activity was to introduce a new technique of speaking assessment to students. The assessment was scored through a rubric adapted from Brown (2004). Every aspect had its score. The number one represents poor, two is average, three is good, and four is excellent. The final score for each aspect was calculated and multiplied by 5. Criteria for a specific score followed each aspect.

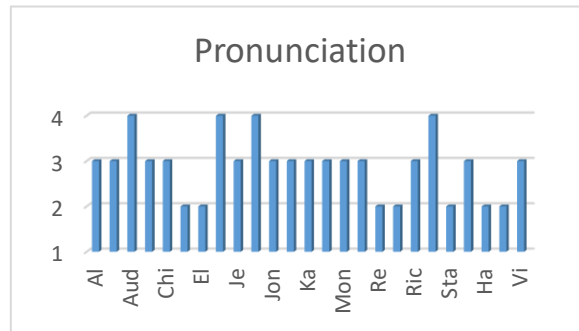
The researchers obtained data from a variety of instruments. The details are taken from the interview and analysis. The goal was to identify students' pronunciation and fluency errors in speaking English and how Vlog can influence students' speaking performance. The researcher was provided with the database

from both the teacher and the students. The output is the interview, the scoring rubric, the questionnaire form, and the recording (Vlog) stored as evidence that can describe what kind of vocal sounds are mispronounced, the sources of pronunciation errors created by students at SMA Yos Sudarso.

**Results**

*1.1. The Aspect of Speaking*

a. Pronunciation

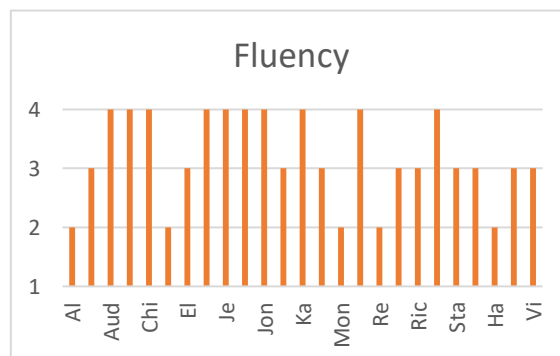


**Figure 1.** Students' data of pronunciation score.

From the chart, it is concluded that four students had excellent scores in pronunciation, and seven students had average performance. On the other hand, 14 students have good scores in pronunciation. In pronunciation, several students need help spelling the appropriate English word, but this does not obstruct the understanding of what is being conveyed. In other words, the message was understandable, although the accentuation of the word in each spelling has blundered.

Some students experienced significant difficulty spelling words that made the speech difficult to understand and needed to be listened to on repeat. These students got 2 in pronunciation.

*b. Fluency*



**Figure 2.** Students' data of fluency score

From the diagram, it is explained that ten students had excellent scores in fluency. The other ten students were good, and 5 of them were average. In fluency, most students experience speaking with a bit of doubt which often interferes with communication. Some spoke hesitantly, but it did not usually interfere with communication. It is also found that few students speak fluently with a bit of doubt but still do not interfere with communication.

c. Grammar

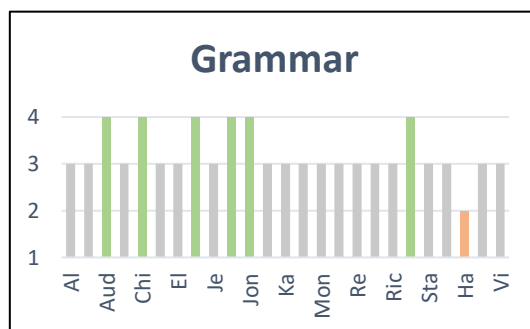


Figure 3. Students' data of grammar score

From the chart, it is concluded that six students had good scores in grammar and one student had an average performance. On the other hand, most of the students had good performance.

d. Vocabulary

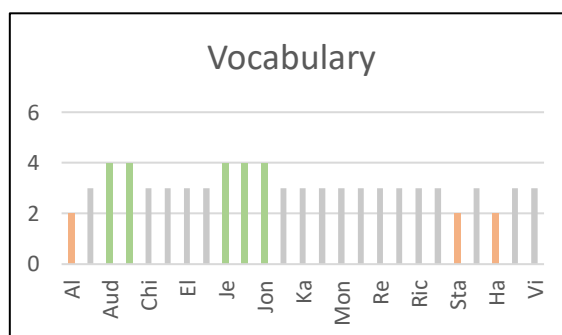
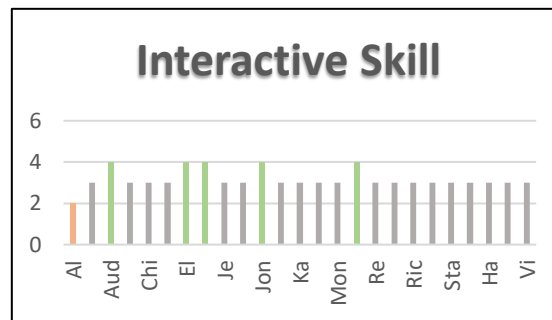


Figure 4. Students' data of vocabulary score

From the data result, it is explained that five students had excellent scores in vocabulary. The other seventeen students were good, and three of them were average. In terms of vocabulary, the students of Yos Sudarso grade 10th already have a good oral vocabulary and acceptable choice of words.

*e. Interactive Skill***Figure 5.** Students' data of vocabulary score

From the resulted data, it is explained that there were four students had the excellent score in interactive skill. The other twenty students were good and one was average. The interactive skill is seen from how the students active enough to speak and without hesitation.

*1.2. Questionnaire Results*

To discover the learners' perceptions, the researchers created the restricted survey towards incorporating a vlog as an assignment for students' speaking performance. To begin with, the researchers conveyed the surveys to the students to pick up the information. There were 29 questions, and the questionnaire results were divided into sub-topics related to the questions submitted.

**Discussion**

From the close-ended questionnaires distributed to students at the end of the course, most students reacted positively to using a vlog on YouTube Channel to enhance students' performance in English. Several students accepted that using vlogs helped them understand the material being discussed and increased their new English vocabulary. It is valuable enough to develop speaking performance to another level. There are numerous reasons why it contributes to their progress. Through it, they can recognize their shortcomings, work on them to avoid repeating them, and review and evaluate their behavior in the future (Sanad, 2021).

Nevertheless, through an interview held virtually, the students communicated that producing a vlog would take much effort. Despite the content, there were some aspects that students struggled with while in the process. For illustration, the internet data to collect inspiration for the video or upload the video to YouTube, the quality standard of the camera, and minimum idea or skill of video editing. It can be supported by (Nurviyani & Rahayu, 2018), who found that students considered vlogs time-consuming and needed more sophisticated gadgets.

In speaking, most students decently conveyed the thoughts and suggestions from the movie that had been chosen. In vlog implementation, a few of the students felt pleased with the vlog as learning media; however, most students hesitated to create, share and record vlogs even though students thought that it can hone

speaking performance. This finding is in line with research by (Loreto, 2022), where the participants felt uneasy about taking part in the vlogging assignments near the beginning of the semester, as they lacked confidence and skills in oral communication and did not feel comfortable being in front of a camera.

## Conclusion

In general, students were quite enthusiastic about studying English. Most students reported that learning English was challenging, mainly speaking. Many students expressed their insecurity about speaking in English through interviews; they felt insecure about speaking because of judgment from others. Additionally, the students did not have the opportunity to practice more. Students believed that vlogging could serve as a technique for practicing speaking but were wary of getting used to speaking the non-standard or informal language.

It should be noted that the positive outcome of this study is limited and may not be generalized due to the limited number of participants. Despite this limitation, the results provide valuable insight into English teaching and learning context. The usefulness of vlogs in an authentic setting suggests that future research should employ more detail and deeper analysis to assess the effects of vlogs on speaking abilities.

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