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THE EFFECTIVENESS OF VIDEO BLOGGING IN TEACHING SPEAKING VIEWED FROM STUDENTS' LEARNING MOTIVATION

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Abstract

The research is aimed at finding out: (1) the difference between videobloggingstrategy and expository strategy for teaching speaking; (2) the difference between students who have high and low motivation in speaking ability; and (3) the interaction between teaching strategies and motivation in teaching speaking.

Related to the aims of the research, an experimental method is carried out in Faculty of Law, University Prof. Dr. Hazairin, SH, Bengkulu. The population was all of the second semester in 2016/2017 academic year. Two out of four classes consisting of 25 students from each were taken as the sample by applying cluster random sampling. They were Class A as the experimental group and Class B as the control group. The experimental group was learning speaking using Videoblogging strategy, while the control group was learning using expository strategy. The instruments for collecting the data were a questionnaire on speaking motivation and a speaking test. Cronbach Alpha formula was used to measure the reliability of items on the instruments. Based on the two formulas, it was found that all of 44 items in the speaking motivation questionnaire were valid. Furthermore, it was found out that the data were in normal distribution and homogeneous based on the normality testing and homogeneity testing. The writer analyzed the speaking test scores of students who had high and low reading motivation in the experimental and control groups. Multifactor Analysis of Variance (ANOVA) and Tuckey test were applied.

Based on the result of data analysis, it can be concluded that: (1) Learning speaking through videoblogging is more effective than expository strategy ; (2) the students who have high learning motivation have higher speaking ability than those who have low one; and (3) there is an interaction between teaching strategies and motivation for the teaching of speaking.

Therefore, it is recommended that: (1) teachers apply videoblogging process in teaching students speaking; (2) to promote students' learning motivation, it is important to give students chance to develop their own ideas and share the ideas in their personal videoblog (vlog); and (3) future researchers may conduct the same kind of research with different sample and condition.

Keywords*: student-made video, project work, learning experience*

1. INTRODUCTION

In recent years, blogging has become an exploding passion among Internet communitiesInternet is now a friend of every body. It is a very popular phenomenon among people in daily life. As the world is getting narrower, along with the unboundary of all nations in the world, internet comes as a tool responsible for the changes. Internet plays significant role in education field, as seen in many classes where there are many internet based instruments work.

In English classroom, one of the latest approaches of teaching and learning English is by integrating technology in the classroom environment (Mutmainna, 2016). For many years, internet is a serious challenge of technology in people's lives. Through internet, people could text, chat, browse, call and make video call. Through internet people could also empower themselves through sharing stories in their own sites. This activity is called blogging. "Weblogs" or "Blogs" or "Blogging" is a type of technology that allows writing personal journals online that can be published and viewed over the web (Mutmainna, 2016). In recent years, blogging has become an exploding passion among Internet communities (Gao, Tian, & Huang, 2010). This blogging process is worldwide famous. From around 1997, blogging has become a quickly spreading passion among Internet literates (Parker &

Pfeiffer, 2005). They (2005) also share that a blog entry is essentially a regular text entry into a Web page to publish experiences, thoughts, and opinions. Nowadays, many people have their own personal blog as homepages.

Within the context of English as a foreign language (EFL), using blogs has emerged as a language learning tool (Aydin, 2014). Furthermore, Aydin (2014) argues that research shows that the use of blogs plays an important role in developing interactions among students and between teachers and students in the target language. Blogs invite participation and have the potential to democratize a classroom since the learners are given the chance of equal participation (Mutmainna, 2016). Blogs are also beneficial. It is claimed that blogs work best when learners get into the habit of using them (Mutmainna, 2016). Many foreign educators have started applying this technology to classroom instruction and language learning also (Campbell, 2003; Johnson, 2004; Lankshear & Knobel, 2003; Richardson, 2004, as cited in Mutmainna, 2016).

Blogging provides opportunities for developing one's English language skills in many ways (Mutmainna, 2016). Additionally, blogging helps improving speaking ability in learners. There are numbers of studies related to the influenc of blogging to students' speaking ability. Those studies argue that blogs are effective tools for developing students' speaking skills (Wikipedia, 2008).

Videoblogging is the new trend in blogging. As defined by Wikipedia (2008), videoblogging, shortened as vlogging in this article, is a form of blogging for which the medium is video. A videoblog, or vlog, is defined as a blog that uses video as its main source instead of texts. Current videoblogs are essentially text blogs with externally linked videos for each entry (Parker & Pfeiffer, 2005). Videoblogging offers a richer Web experience than typical text blogging because it combines movies, sound, still images, and text, increasing the information—and potentially emotions—shared with users. Most people who have vlogs usually describe various topics, as examples: hobbies, tips, brief speech, and so forth. This is one reason a vlog usually is considered as online diaries.

Those online diaries which mostly are orally spoken are the point component of learning target languages. Vlog offers a comfortable and personal sites for people to practice the target languages. Doing the videos online offers learners the opportunity to practice their language skills anywhere and with little prior preparation, which keeps them involved in the process (Thomas, 2009). Video blogging or 'vlogging' as part of blogging trend tends to have a positive effect on improving learners' fluency, accuracy and accent or language complexity. Since vlogging is mostly oral, speaking is the major component being emphasized.

Speaking is the heart of learning English. Speaking as one productive skills offers a real result for someone who learn a foreign language. It is considered as the most important skill for bussiness and government officers as it is the main communication tool worldwide. Speaking is extremely important when it comes to the output process of learning second langauge. Moreover, the teaching and evaluating of speaking is somewhat being ignored. It is also absent from the testing in every foreign langauge classroom since the objectivity of the testing is rather questioned. It should be raters who evaluate or judge the speaking ability of someone. Raters, not the teachers. The goal is the ability of language learners in orally express their ideas. Once speaking goals have been determined, next step consists of questioning how they are going to be achieved.

According to Johnson and Pearson in Darmiyati (2007, p.16). There are two causes of low learning English speaking achievement. They are coming from external and internal factors. External factors can be classified into two groups: social and non-social factors. Social factors can come from the students themselves and non- social factors can be the place or location, the weather, and time when the learning process happens. Internal factors can also be classified into two groups. They are physiological factors and psychological factors. The physiological factors include the function of certain organs that students have. The psychological factors can be the students' motivation to read and interest.

Motivation is one of the internal factors considered very important in teaching and learning process. It assumes that motivation has a great role in determining the success of learning process to reach the goal of learning and the students' activeness. It means that the students with low motivation or unmotivated students probably will face difficulties in learning process while students with high motivation or highly motivated students can reach the learning's objectives easily. High motivation

students tend to participate actively in learning process. They often ask questions and like to share ideas with their friends.

This study focused on students to improve their English speaking skills, to find out how motivation could influence the learning process and to learn how to speak English with good and proper English grammar, choose suitable vocabularies, and to create and develop creative ideas toward their English speaking activities.

2. LITERATURE REVIEW

Speaking is the heart of every foreign langauge learning. It is productive skill like writing. Speaking is a main goal. Being able to talk with the target language is the simple output of learning it. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is crucial and also beneficial. The need of smooth communication skills among the bussinessman and goverment officers during summits, for example, is crucial.

Learning how to speak is rather difficult. Speaking requires language learners to learn: grammar, pronunciation, and vocabulary. Sepaking also quite force them to understand when, where, why and in what ways to produce language. This process somewhat is being neglected by the language learners. Even these are considered important.

In this challenging modern era of technology, videoblog is somewhat promising. Teachers as well as students are delighted to teach and learn using the basic concept of technology. Teachers could prepare their teaching materials in terms of video, upload them in the internet, and have their students to subscribe it with very protected password so that only selected students are allowed to subscribe. The primary condition is only one, the teacher should be very familiar to internet and videoblog. Teachers could also make students access their vlog for classroom subsitution, assignments, and many more.

Students are also beneficial by this vlog. Vlog could help them to improve their English speaking ability. Students could do better on storytelling, expressing ideas, and others. Students could also be involved in videblog, as project assignment. This project assignment is considered effective for them to improve their personal communication skill on foreign language. For example: teachers give instruction to create a short monolog about introduction oneself. Furthermore, students are asked to videotape their monolog, edit it, and upload it in the internet in their own personal blog sites. Teachers could evaluate it personally at home or anywhere he might do, as they have their own gadgets on their hands.

3. METHODOLOGY OF RESEARCH

To answer the problems of the study, the researcher applied one of the experimental studies, which was a factorial design study. Through experimentation, cause and effect relationship can be isolated. Because of its ability to identify causation, the experimental approach has come to represent the prototype of the scientific method for solving problems (Christensen, 1977, p.35).

The population of the research was the second semester students in Law Faculty in University of Prof. Dr. Hazairin, SH, Bengkulu. The sample was taken by using cluster random sampling which had similar ability or starting point from the mean score of their final result in semester 1. Therefore, there were four groups (1) students having high motivation who learnt speaking by using videoblogging strategy (2) students having high motivation who were taught by using expository teaching strategy (3) students having low motivation who were taught by using videoblogging strategy; and (4) students having low motivation who were taught by using expository teaching strategy.

To obtain the data, the writer used the questionnaires and the speaking test. The questionnaire is used to classify students into two groups, students with high motivation and those with low motivation. The researchers employed median to classify the sample. The students who had greater score than median were classified into high motivation students and the rest or the students who had fewer score than median were classified into low motivation students. The questionnaire consists of statements about students' motivation. There were four alternatives that could be chosen in each item.

A *Likert* scale including four points scale instead of five points, in which the interval between each point on the scale was assumed to be equal was used here.

The questionnaire was tried out before treatment and it was conducted in other class, in order to find out the validity and reliability of the questionnaire. Based on the calculation, there were forty-four items were valid and reliable. The valid items were numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 37, 38, 41, 43, 45, 46, 47, 48, 49, 50. All forty-four items were used to get the data including the process and the result of the reliability of the motivation questionnaire. The other test used to obtain the data was a speaking test. The validity of the questions were based on the table of specification of speaking test

The technique used in analyzing the data was descriptive analysis and inferential analysis. Descriptive analysis was used to know the mean, median, mode, and standard deviation of the scores of the reading test. Inferential analysis used was ANOVA 2x2. An ANOVA was used to find out if there was a significant difference between two group means. However, the ANOVA analysis simply indicated there is a difference between two or more group means, but it does not tell what means there is a significant difference between. Then, a post hoc test needed to be conducted. The Tuckey Test is a post hoc test designed to perform a pairwise comparison of the means to see where the significant difference was. This test was conducted after the writer found the effect in the ANOVA problem.

4. FINDINGS AND INTERPRETATIONS
Findings

The result answers of the problems: (1) was there any difference on speaking ability between students who learnt speaking with Videoblogging strategy and those who were taught with expository teaching strategy?; (2) Was there any difference in speakinging abilities between students with high and low motivation in learning speaking?; and (3) Was there any interaction between teaching strategies and motivation in terms of students' speaking ability? were as follows:

Table 1. Multifactor Analysis of Variance

Source of variance	SS	df	MS	Fo	$F_t(0,5)$
Between columns (teaching strategy) =A =)	241.513	1	241.513	33.4487	3.97
Between rows = B (motivation)	702.113	1	702.113	97.2402	
Columns by rows (interaction) = AB	567.112	1	567.112	78.5431	
Between groups	1510.738	3	503. 579		
Within groups	548.75	76	7.2204		
Total	3370.23	79			

Based on Table 1 above, F_{oA} between columns (33.4487) was higher than $F_{t(\cdot05)}$ (3.97). It means the difference between columns was significant. It could be concluded that learning speaking using Videoblogging strategy to law faculty students was significantly different from the one using Expository strategy. The mean score of the students learnt using Videoblogging (25.8) was higher than the one that learnt speaking using Expository (22.4). It means that teaching and learning speaking using Videoblogging strategy to Law Faculty students was more effective than using Expository strategy.

F_{oB} between rows (97.2402) was higher than $F_{t(\cdot05)}$ (3.97). Furthermore, the difference between rows was significant. It could be concluded that students having high learning motivation was significantly different from those having low learning motivation. The mean score of the students

having high learning motivation (27.1) was higher than those of having low learning motivation (21.1). It means that reading ability of the students having high learning motivation was better than those having low learning motivation.

Furthermore, in order to find out the interaction effect between teaching strategies and motivation in terms of students' speaking ability, the data showed that F_o interaction (78.5431) was higher than $F_{t(.05)}$ (3.97). It could be concluded that there was an interaction between teaching strategy and motivation.

After using ANOVA test, the researcher analyzed the data using Tuckey test. Videoblogging strategy compared with expository strategy for students having high motivation

$$\text{Between column}_{(HM)} \quad q = \frac{\overline{X}c_1r_1 - \overline{X}c_2r_1}{\sqrt{\dfrac{Error\,variance}{n}}}$$

$$= \frac{31.5 - 22.7}{\sqrt{\dfrac{7.2204}{20}}}$$

$$= \frac{8.8}{0.6008}$$

$$= 14.6459$$

Because between column q_0 (14,6459) was higher than $q_{t(0.05)}$= 2.95, so Videoblogging strategy differed significantly from Expository strategy for teaching speaking for the students having high motivation. The mean score of the students having high motivation who learnt by using Videoblogging strategy (31.5) was higher than those who learnt by using Expository strategy (22.7). In brief, Videoblogging strategy was more effective than Expository strategy for teaching speaking for students with high motivation.

Data for Videoblogging strategy compared with expository strategy for students having low motivation were as follows:

$$\text{Between column}_{(LM)} \quad q = \frac{\overline{X}c_1r_2 - \overline{X}c_2r_2}{\sqrt{\dfrac{Error\,variance}{n}}} \quad \text{or} \quad q = \frac{\overline{X}c_2r_2 - \overline{X}c_1r_2}{\sqrt{\dfrac{Error\,variance}{n}}}$$

$$= \frac{20.25 - 22.1}{\sqrt{\dfrac{7.2204}{20}}}$$

$$= \frac{22.1 - 20.25}{\sqrt{\dfrac{7.2204}{20}}}$$

$$= \frac{1.85}{0.6008}$$

$$= 3.079$$

Because between columns $_{(LM)}$ q_0 (3.079) was higher than $q_{t(0.05)}$ = 2.95. It means, Expository strategy differed significantly from Videoblogging strategy for teaching speaking for the students with low motivation. The mean score of the students having low motivation who learnt speaking by using Expository strategy (21.175) was higher than those who learnt by using videoblogging strategy (20.25). It could be concluded that Expository strategy was more effective than videoblogging strategy for teaching speaking for students with low motivation.

5. INTERPRETATIONS

There was a significant difference on the effect between learning speaking using Videoblogging strategy and learning speaking using Expository strategy. Learning speaking using Videoblogging to Law Faculty students was more effective than the one of those having Expository strategy. Videoblogging as one of many strategies in learning builds students' accountability in daily lives. It is good in processing information, communication, developing thinking, review of material and checking prior knowledge. In videoblogging, vlogger could experience more in web experiences compared to text blogging. Creating one videoblog means that vloggers have the ability to combine movies, sounds, pictures, and texts. It means that vloggers have a creative way of communicating, since many videobloggers believe that video expresses more natural than writing. Meanwhile Expository teaching strategy makes the students depend on the teacher's explanation almost of the time in speaking class. The students tend to be passive instead of being creative and have no courage to share their ideas to his or her friends. It is obvious that they are not active and do not develop their knowledge well. It is in line with Sanjaya (2009, p. 191) that explained about Expository teaching strategy which only depend on the teacher's competence such as their preparation, confidence, knowledge, enthusiasm, motivation and also their classroom management. He also added that expository has a one-way communication style that makes the limited chance to the teacher to control the students' understanding for the material given.

There was a significant difference in speaking ability between students with high motivation and those with low motivation. Speaking ability of the students having high learning motivation was better than the one of those having low learning motivation. Sardiman (1992, p. 75) states that learning motivation has specific roles in promoting learning enthusiasm, joy, and interest. Highly motivated students are usually active, curious, performing hard effort to gain the goal, enthusiastic, and courageous are to take risk for their learning. Curiosity makes them challenged to find more learning resources to satisfy their needs. Courage makes them brave to express ideas and to practice which means more chance for them for learning. Nata Widjaya and Moesa (1992) determine the roles the roles of learning motivation as follows: (1): motivation determines learning reinforcement; (2) motivation determines the goal of learning; (3) motivation determines the types of control toward learning stimuli; and (4) motivation determines learning seriousness. Low motivated students do not often perform hard effort to learn more. They are not actively involved in the learning activities. They do not have enough courage to take risk to enrich their knowledge. They prefer listening to the teacher to having effort to do anything themselves.

There was an interaction between teaching strategies and motivation. The teaching strategies that used by the lecturer in the class gave a big influence for the success of the teaching and learning process. Good teaching strategies in the class challenge students to perform a better learning and increase students' motivation. Students are more motivated to learn when they learnt using challenging and interesting teaching strategies. Videoblogging strategy is one of the challenging strategies that automatically force the students to be actively engaged in the classroom since it has a good structure that appears in how it builds students' knowledge around individual responses (Kagan, 1994, p. 1). The student has a chance to develop individual accountability and also his or her social relationship unintentionally. When it is applied in the classroom activities, the high motivated students will be more motivated to learn. They feel more energetic and ready. It is in line with Harmer (1991, pp. 5-6) that suggests some factors that affecting intrinsic motivation in language learning. One of them is strategy or method of teaching that used by the teacher. Good teaching strategy will give effect on students' intrinsic motivation. Meanwhile, expository strategy is more suitable for low motivated students. They are difficult to elaborate their ideas, thoughts and feeling. They tend to be passive and usually get the knowledge only from their teacher. They lack of awareness, courage and lazy to join the learning activity. Moreover, some low motivated students tend to be shy and quiet on his or her seat and do not have good social interaction with his/her friends in group. Based on Ross and Kyle research (1987) in Sanjaya (2009, p. 180) also stated that expository strategy is more effective to be applied to low achieving students and low motivated students.

6. CONCLUSION, IMPLICATION, AND SUGGESTION
a. Conclusions

Based on the results of the analysis and interpretation, several conclusions can be drawn. First, in general, Videoblogging strategy is more effective than Expository strategy to teach speaking for Law Faculty students. Second, speaking ability of the students having high learning motivation is better than those having low learning motivation. Third, there was an interaction between teaching strategy and learning motivation in teaching and learning speaking for Law Faculty students in University of Prof. Dr. Hazairin, SH, Bengkulu. Fourth, Videoblogging was more effective than Expository strategy for teaching and learning speaking for students with high motivation. And, fifth, Expository strategy was more effective than Videoblogging strategy for teaching and learning speaking for students with low motivation.

b. Implications

Since Videoblogging was more effective than Expository strategy for teaching speaking; the use of Videoblogging is recommended in speaking classes. This strategy helps the student to improve their communication skill, disciplinary, social interaction, learning awareness, and motivation. The students with high motivation who learnt speaking by using Videoblogging strategy had the highest score among others. It means that Videoblogging strategy is well and suitable used for high motivated students. For low motivated students, Expository teaching is more effective thanVideoblogging strategy. Due to the fact that each class has students with high and low motivation, Videoblogging strategy can be used with Expository to complement one another. Videoblogging srtategy can be initiated with any of several kinds of strategies in order to make the learning process more meaningful.

Suggestions

Based on the conclusions and implication above, it can be suggested that Videoblogging strategy can be used as one alternative in teaching speaking to the students. The following suggestions are offered to the following:
1. The Teachers
   a. Teachers or lecturers can use Videoblogging Strategy to teach speaking to improve student's speaking skill.
   b. Teachers should have better steps in motivating students to involve actively in the teaching learning process especially for students having low motivation who tend to be passively engaged in the English speaking classes.
2. The students
   a. Students must be active and involve thoroughly in the teaching learning process in order to improve their speaking skills and English achievement.
   b. For low motivated students, they should encourage themselves and realize the importance of active involvement in the teaching learning process.
3. Other Researchers
   a. Other researches can make this research as a reference to continue some related research in different condition and characteristic.
   b. They are also able to create a better study after they know the weaknesses of this research.

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