

# **ENHANCING STUDENTS' INTEGRATED LISTENING-SPEAKING COMPETENCE THROUGH VIDEO BLOG (VLOG): A Classroom Action Research Conducted at the English Department Students Universitas Ahmad Dahlan**

**Nur Asyiah**

Nurasyiah452@gmail.com

English Education Department, Universitas Ahmad Dahlan

---

## **ABSTRACT**

Listening-speaking competence is a part of the language skill which is considered as difficult to be learned. It also happened in this research participants. Based on the problem, the purpose of this research was to enhance the students' listening-speaking competence through video blog (vlog) in Universitas Ahmad Dahlan .

This is a classroom action research conducted toward 28 students of fourth semester of Advanced Listening-Speaking class at the English Department in Universitas Ahmad Dahlan. The instruments of this research were interview, class observation, pre-test, post-test and also documentation. This research was conducted in two cycles which each cycle consisted of four meetings. The steps of the research were planning, action, observation and reflection. The research was held from 25th March until 9th April 2019. The data were in form of qualitative and quantitative data. The qualitative data were in the form result of interview and observation while the quantitative data was in the form of numerical data. The video blog (vlog) were implemented as learning media in the classroom to enhance the students' integrated listening-speaking competence.

The result of the research showed the students' integrated listening-speaking competence enhanced. The enhancement could be seen from the pre-test score which has 56,9 to 81,5 in the post-test.

---

Key words : *Integrated Listening-Speaking Competence, Video blog (vlog), Media*

## **1. INTRODUCTION**

Nowadays, technological developments are increasingly rapidly. With the help of technology, we can do many things easily in all aspects of life including in the world of education. English language learning is very integrated with the skills of speaking, listening, reading, and writing. However, in this research focused on listening-speaking skills. Integration of skills exposes English language learners to be authentic language and it challenges them to interact naturally in the language. Based on the early interview with the English department student, it was found that the difficult skills to be learned are Listening-Speaking so that this research would focus on integrated listening-speaking competence.

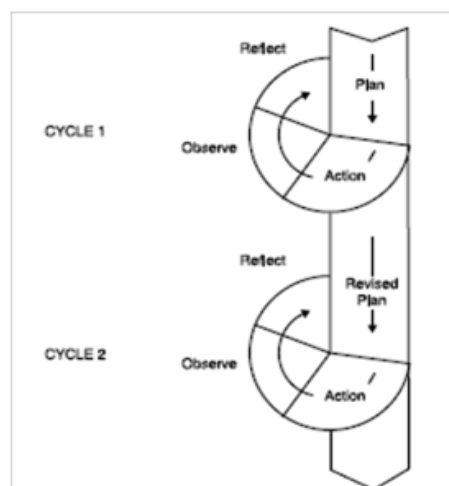
There are some problems found in the English department students of Ahmad Dahlan University especially in integrated Listening-Speaking competence. For example is the lack of habitualizing Listening-Speaking activity. Many students only

practice Listening-Speaking in the class when there are Listening-Speaking courses. Another example is many lecturers lack of giving exercise for students. Most lecturer use manual methods to teach like listening the record rather than being directly demonstrated by lecturers. The last example is the lack of facilities especially media. The most teachers rarely used media to teach listening-speaking such as video blog (vlog). Meanwhile it is proven that video blog (vlog) is able to enhance the students learning listening-speaking joyfully. The internet also offers people to share stories or experiences in their channel youtube known as video blog (vlog).

Essentially, the idea of video blog (vlog) is as the same as blogging but instead of writing and using a web page, it is spoken and using a video for the medium. This makes video blog (vlog) can increase the information gained and emotions shared to the users (Rakhmanina & Kusumaningrum, 2017). Therefore, the problem should be identified to get some solutions to enhance the students' integrated listening-speaking competence with video blog (vlog) among English Department students in Universitas Ahmad Dahlan.

## 2. **RESEARCH METHOD**

This research was a Classroom Action Research (CAR). Kasihani (1999) as quoted by Purohman (2011) showed that CAR is a practical research, aimed to repair deficiencies of classroom's learning practices by doing some actions. In doing this action research, the researcher considered phases which were conducted in each cycle Those were planning, action and observation, and reflection.



*Cyclical AR model based on Kemmis and Mc Taggart (1988)*

## **2.1 Population and Sample**

This research was conducted in Universitas Ahmad Dahlan . It is located in Jl. Ringroad Selatan, Kragilan, Tamanan, Banguntapan, Bantul, Daerah Istimewa Yogyakarta. The subject of this research was 28 students of Advanced Listening-Speaking class D of fourth semester in English Department of Ahmad Dahlan University in the academic year of 2019/2020 and 1 lecturer as a collaborator.

## **2.2 Data Collection Technique**

The data in this research were qualitative and quantitative. The qualitative data were the description of the process during the action based on interview transcripts and class observation. Instruments are important elements needed to collecting data. There were two types of instruments. They were test and non-test instrument. The non-test instrument were interview guidelines, class observation, field-notes, and documentation. The test instrument were pre-test and post-test. In analysing the qualitative data, five steps based on Burns (1999:156) were implemented. Those steps were assembling data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The quantitative data is data in the form of numbers generated from numerical data that is the results of pre-Test and Post-Test. This technique was used to know the result of the students' integrated listening-speaking in each cycle. The quantitative data was obtained from the test. The result of the test (cycle 1 and cycle 2) analyzed by the researcher then the result of cycle 1 and cycle 2 were presented in numerical analysis. The numeric analysis used Data Group Average formula.

## **3. RESULTS AND ANALYSIS**

### **3.1 The procedures of enhancing the students' listening-speaking competence using Video Blog (vlog)**

The implication of using video blogs (vlogs) as media was explained in the report of every cycle. It can be seen as follows:

#### **a. Report of Cycle 1**

This part deals with planning, action, observation, and reflection.

##### **1) Planning**

### **a) Designing Lesson Plan**

The lesson plan was made to help the teacher keep the learning process on track. There were several parts that should be written in the lesson plan. They were lesson plan identity, learning objectives, learning materials, learning methods, learning activities, learning sources, and assessment. The topic was "home remedies" and "animal intelligences". The time allotment was 4 meetings which had 2 x 45 minutes in each meeting with six goals of the lesson in this cycle.

### **2) Action and Observation**

In cycle 1, there 4 meetings began from 25<sup>th</sup> march until 1th April 2019. There were four media that had been prepared by the researcher for the first cycle. The media for the first and second meeting were video blogs (vlog) from Rawvana and David with the title "*cure sinus infection fast*" and "*cold, flu, cough, and sore throat remedy tea*". Moreover, for the third and four meeting was video blog (vlog) by Scishow and Jenna Marbels with the title "*how smart are animals, really?*" and "*testing my dog intelligence*". The researcher doing teaching and learning process. In meeting 1, the classroom focus on listening skill. the students listening vlog from Rawvana and David with the title "*cure sinus infection fast*" and "*cold, flu, cough, and sore throat remedy tea*". The researcher gave a time to watched and after that the researcher gives some questions. In meeting 2, focus on speaking skill with the materimal about home remedies. In this meeting students presentation in groups. While in meeting 3, the students listening vlog about animal intellegencies and the students answer some questions from the researcher. In the last meeting of cycle 1, the the activities of the learning is speaking skill and evaluation.

### **3) Reflection**

After the first cycle process finished, the researcher and the collaborator (lecturer) discussed what steps to be taken for the next cycle. In this discussion, there were several reflections delivered by collaborator. First, there should be more various activities to motivate the students and should make the students more active during the learning process. Second, the question of listening practice should be unpredictable. The type of question should make the students use their critical thinking not only the true-false question because the students are in fourth semester. Third, the video should be appropriate for the materials so it could reach the objectives of the lesson.

## **b. Report of Cycle 2**

### **1) Planning**

#### **a) Designing Lesson Plan**

The planning process of cycle 2 was the actually the same as the planning process in the cycle 1. There were several parts that should be written on the lesson plan. They were lesson plan identity, learning objectives, learning materials, learning methods, learning activities, learning sources and assessment. The topic was *panel discussion and golden age*. The time allotment was 4 meetings which each meeting was 2 x 45 minutes.

### **2) Action and Observation**

In cycle 1, there 4 meetings began from 2<sup>th</sup> April until 9<sup>th</sup> April 2019. There were four video blogs (vlog) that had been prepared by the researcher for the cycle 2. The vlog for the first and second meetings were from Learn English with Rebecca and Kristin Arnold. Meanwhile, for the third and four meetings were from Dan Lok", and Sixty and Me. All those vlog had been downloaded from YouTube. In meeting 1. The researcher played the vlog about panel discussion and the students were listening attentively. After that, the researcher discussed with all the students about the definition of panel discussion, moderator duties, and some expressions in panel discussion. In meeting 2 was focused on the speaking skill. The students started to presented the assignment in front of the class. While in meeting 3, The classroom activity focused on listening skill about retirement and in the last meeting focus on speaking in pair and evaluation.

### **3) Reflection**

In this cycle, everything had increased in every aspect. The students were increasingly interested in English. Students gave positive responses toward learning integrated listening-speaking through vlog, such as students very enthusiastic when the teacher explained what is vlog. Vlog makes students interested in learning listening-speaking because vlog is new instructional media for teacher and students, learning listening - speaking though vlog is fun and not boring as usual.

### **3.2 The results of enhancing the students' listening-speaking competence using Video blog (vlog)**

The result of pre-test and post-test showed that the average score of students listening-speaking achievement get increased from 56,9 to 81,5. The common standard score that is B with the range from value 65,00 – 68.74. While the students average post-test score using CEFR shows above fifty person of students got the score 81,5. It means the score shows enhancing from the common standard and students belongs to proficient users while the rest reached independent users. It means that, there is enhancement of the students learning listening-speaking achievement.

students' integrated listening-speaking mastery score

| <b>Action</b> | <b>Pre-Test</b> | <b>Post-Test 1</b> | <b>Post-Test 2</b> |
|---------------|-----------------|--------------------|--------------------|
| <b>Mean</b>   | <b>56,9</b>     | <b>65,8</b>        | <b>81,5</b>        |

### **3.3 Discussion**

The use of video blog (vlog) as learning media was successfully implemented in advanced listening-speaking class in the fourth semester of Universitas Ahmad Dahlan. The students could improve their self confidence and could developed their listening competence because the content or topic in the vlog was using familiar words. Therefore, the students could listen and understand easily and could see the expression of the speaker in the video. These media could make the students interested in the learning because they could listen while viewing images. This condition related to Harmer (2001) on Lestari (2019) who stated that video could be supplied simulations not only giving feedback when the students could watch and evaluate performances, but also making the students more realistic because of the presence of the video. It is related from the Satria (2006) quoted by Darmawan (2016) video blog (vlog) is Efficient and effective use of the media as well as in the development of learning. From pre-test to post-test, there were enhancement of the students' integrated listening-speaking. From the pre-test to post-test, the average students score 56,9 to 81,5. It is because the implementation of vlog can make students more confidents.

The next discussion is, The vlog demanding the students to more fun and joyfully. So if the students felt more confident, the students can express their listening and speaking competence with good performance.

#### **4. CONCLUSION**

In terms of the qualitative data, the results is The implementation of video blogs (vlogs) as learning media could enhance the students' integrated listening-speaking competence. The enhancement of the students' integrated listening-speaking competence is the terms of a quantitative data which support by comparing the students' integrated listening-speaking score after the pre-test, post-test 1 and post-test 2 . The enhancement can be seen from the mean score of pre-test and post-test which increased from 56,9 to 65,8 to 81,5. In conclusion, based on the result of the research it can be said that the used of video blog (vlog) as a learning media is effective to enhance the students' integrated listening-speaking competence.

#### **ACKNOWLEDGEMENTS**

The researcher would like to say thank you to all the people who involved in this study. I would also like to thank my supervisor who always gives suggestion and guidance to the researcher during writing the study. Then, all lecturers of PBI who gave me a suggestion and criticism that make this study were better.

#### **REFERENCES**

- Lisa Rakhmanina and Dian Kusumaningrum (2017) : "*the effectiveness of video blogging in teaching speaking viewed from students' learning motivation* " University of Prof. Dr. Hazairin, SH (Bengkulu) SMA N 1 Indralaya Selatan (South Sumatera)
- Kemmis, S. and McTaggart, R. 1998. *The Action Research Planner*. Victoria: Deakin University.
- Stake, R.E. ( 2010). *Qualitative research. Studying how Things Work*. New york, NY. Guilford Press. 244 pages
- Boonkita, Kamonpan (2010) : *Enhancing the development of speaking skills for non-native speakers of English*. Faculty of Arts, Silpakorn University, Nakhon Pathom, 73000, Thailand : *Procedia Social and Behavioral Sciences* 2 (2010) 1305–1309
- Lestari, N. (2019). *Improving the Speaking Skill by Vlog (video blog) as Learning Media: The EFL Students Perspective*. *International Journal of Academic Research in Business and Social Sciences*, 9(1), 915–925.

#### **BIOGRAPHIES OF AUTHORS**

The researcher is Zulfa Hanifah Kusumawati who was born in Karumbu, 25 march 1997. She graduated from Senior High school in 2015. Then, she continued her study in Universitas Ahmad Dahlan in the English Education Department until now.