

Implementing vlog for innovation in ELT practices

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Abstract: This study deals with teaching speaking by using "Vlog" for innovation in ELT Practices to the Students of Excellent School of Amanatul Ummah. As one of the communicative skills, speaking should be achieved by the student to be able communicate orally with the world society. Unfortunately, some students have difficulties in the oral production. Sometimes, they feel nervous and lack of self-confidence. Therefore, implementing vlog for innovation in ELT practices to the students of the eighth grade are expected to increase students 'self confidence in speaking about rooms at their house. The objectives of this study are to find out how the teacher implements vlog and how the students' speaking performance improves by using vlog in speaking descriptive text. The assessment of implementing vlog for innovation in ELT Practices to the Students of Excellent School of Amanatul Ummah was analyzed by using Nakamura's scoring rubric which consists of organization, fluency, pronunciation, vocabulary and performance. The results of this research can be formulated as follows: 1) Students can speak based on rhetorical steps in their vlog. 2) Students' performances show self-confident in their vlog. 3) Students' fluency is less hesitant in their vlog. 4) Students' vocabulary uses variety of words in their vlog.

Keywords: Vlog, ELT, Descriptive Text

Introduction

Karr defines that vlog is a blog as communication tool (2010:10). Vlog is one of the communication tools in the millennial era that is often used to share people experiences to others. Vlog is familiar to teenagers because they can share their experiences via vlog. Students of Junior High School are teenager who use vlog to share their moments. The vlog media offer millennial way to communicate and share to others. This article analyzes vlog for innovation in ELT in teaching speaking to the Students of Excellent School of Amanatul Ummah.

English teaching can use some assessment methods to assess students' ability in speaking. Students upload their vlog using Edmodo as secured social media that is used only for teachers and students in Amanatul Ummah School. Students' vlog can be seen by their friends and teachers who give their opinion after they watch students' vlog.

The researchers assess students' vlog in Edmodo using Nakamura's scoring. The researchers use Nakamura's scoring rubric which consists of organization, fluency, pronunciation, vocabulary and performance. The results of this research can be formulated as follows: 1) Students can speak based on rhetorical steps in their vlog. 2) Students' performances show self-confident in their vlog. 3) Students' fluency is less hesitant in their vlog. 4) Students' vocabulary uses variety of words in their vlog.

Nakamura's (2003) scoring matrix for speaking is adapted by the researchers because the assessment consists of organization, fluency, pronunciation, vocabulary, and performance that show student's speaking ability.

Rubric	Organization	Fluency	Pronunciation	Vocabulary	Performance
Excellent (4)	Based on rhetoric steps accurately	Speech is effortless and smooth	No or almost mispronunciation	There is a rich variety of words and almost all of them are correctly used	Speaks confidently loudly and naturally
Good (3)	Based on rhetoric steps but not accurately	Speech is occasionally hesitant	Occasional mispronunciation	There is an adequate variety of words and most all of them are correctly used	Speaks confidently, loudly and naturally but sometimes repeat some words
Poor (2)	Not based on rhetoric steps but still can be understood	Speech is frequently hesitant	Frequent mispronunciation	There is only little variety of words and many errors are found in the use of words	Speaks less confidently loudly and naturally
Very Poor (1)	Not based on rhetoric steps and difficult to understand	Speech is constantly hesitant	Constant mispronunciation	There is no variation of words and most of the words are incorrectly used	Does not speak loudly and naturally

This research writers analyze the seventh B grade that consists of twenty students, but this research only takes six students randomly that represent students who have excellent, good and poor ability for speaking. The six students show that implementing vlog in seventh B grade to assess English language teaching (ELT) practices increases their speaking ability that based on Nakamura's rubric result, the six students can speak fluently.

Method

The writers use qualitative research using Nakamura's scoring rubric which consists of organization, fluency, pronunciation, vocabulary and performance. The results of this research can be formulated as follows: 1) Students can speak based on rhetorical steps in their vlog. 2) Students' performances show self-confident in their vlog. 3) Students' fluency is less hesitant in their vlog. 4) Students' vocabulary uses variety of words in their vlog.

The researchers focus on speaking ability by implementing vlog for innovation in ELT practices to the seventh B grade students that the researchers choose randomly to get 6 students out of twenty students that represent excellent, good

and poor students' ability in speaking that can be obtained from their vlog.

The data was taken from the seventh-grade students' vlog at Amanatul Ummah Junior High school in Surabaya. The source of the data was taken from students' vlog. The students are asked to describe their house then they upload it to their vlog using school Edmodo. Therefore, the researchers can observe their opinion from students' friends when they watch the vlog.

Findings and discussion

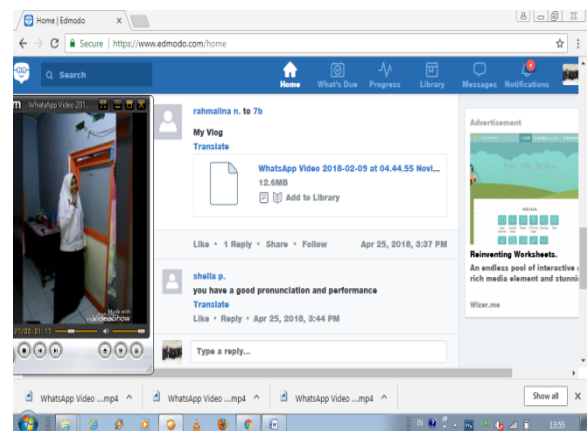
Related with the students' speaking result, almost all students were considered as the successful speaker because they achieve the speaking components adapted from Nakamura. There were 20 students who submitted their vlog video into Edmodo. Nevertheless, the researchers took 6 students as the representatives of each level in speaking rubric. They were chosen as a sample to be analyzed in their speaking ability when "vlog" media was implemented in teaching learning process. The result of the students' speaking performance could be seen below:

Participants	Nakamura Scoring rubric	Excellent (4)	Good (3)	Poor (2)	Very Poor (1)
STUDENT 3	Organization	Based on rhetoric steps accurately	-	-	-
	Fluency	Speech is effortless and smooth	-	-	-
	Pronunciation	No or almost no mispronunciation	-	-	-
	Vocabulary	There is a rich variety of words and almost all of them are correctly used	-	-	-
	Performance	Speaks confidently loudly and naturally	-	-	-

The analysis of student 3's speaking skill:

- **Organization:**
Student 3's organization was well organized. It could be categorized into excellent level because she could deliver her living room by following proper chronological order. She started by greeting her speech then describing her living room based on rhetorical steps accurately.
- **Fluency**
Student 3 explained her living room effectively. The way how the student delivered her speech effortless and smoothly without any pauses.
- **Pronunciation**
Student 3's pronunciation was categorized into excellent level because she was able to pronounce each word in her speech perfectly. Although there are some mispronunciations, it could still be understood by the listeners.

- **Vocabulary**
Student 3's vocabulary was categorized into excellent because she used variety of vocabulary. So, when she speaks, she did not use monotonous vocabulary.
- **Performance**
Student 3 was categorized into excellent performance because she delivered her speech confidently. It could be seen from the gesture and eye contact without feeling hesitant.



Participants	Nakamura Scoring rubric	Excellent (4)	Good (3)	Poor (2)	Very Poor (1)
S T U D E N T 5	Organization	Based on rhetoric steps accurately	-	-	-
	Fluency	Speech is effortless and smooth	-	-	-
	Pronunciation	No or almost mispronunciation	-	-	-
	Vocabulary	There is a rich variety of words and almost all of them are correctly	-	-	-
	Performance	Speaks confidently loudly and naturally	-	-	-

The analysis of student 5's speaking skill:

- **Organization**

Student 5' organization followed proper chronological order. It was categorized as

well-organized because she began by introducing herself and explaining about her bedroom systematically.

- Fluency

The way she delivered her speech are smooth without hesitant. It can be seen from her speech that she rarely said “emm” and not repeated words in her vlog.

- Pronunciation

Her pronunciation was excellent. She has almost no mispronunciation in her speech. Although there were some mispronunciations, it could be understood easily.

- Vocabulary

Student 5 used a rich variety of words and correctly used like the way she used “my stofmap as some maps for my lesson”.

- Performance

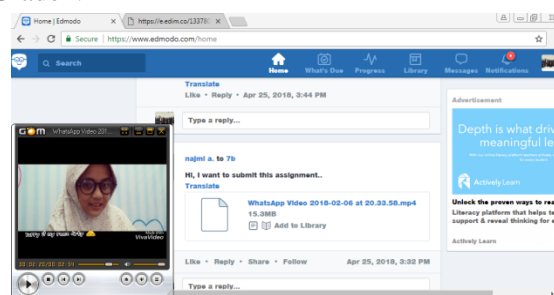
Although she was not native-like, she spoke confidently and loudly. It could be seen from her eye contact which always maintain to the camera.

Good level

Table 2

Name: (Student 10), (Student 8)

Grade VII B



Participants	Nakamura Scoring rubric	Excellent (4)	Good (3)	Poor (2)	Very Poor (1)
S T U D E N T 10	Organization	-	Based on rhetoric steps but not accurately used	-	-
	Fluency	-	Speech is occasionally hesitant	-	-
	Pronunciation	-	Occasional mispronunciation	-	-
	Vocabulary	-	There is an adequate variety of words and most of them are correctly used	-	-
	Performance	-	Speaks confidently, loudly and naturally but sometimes repeats some words	-	-

The analysis of student 10's speaking ability:

- Organization

Student 10 can be categorized into good level because she could deliver her speech based on rhetoric steps although it is not accurately used. It can be seen when he greets and explains her room. She starts by explaining about her room and continue by mentioning the things in her room.

- Fluency

Her speech is occasionally hesitant which can be seen when she paused her speech and said “umm” and “eeh. But it can be understood easily.

- Pronunciation

The student only mispronounced 2 until 5 words which can be categorized into good level because she occasionally mispronounced words.

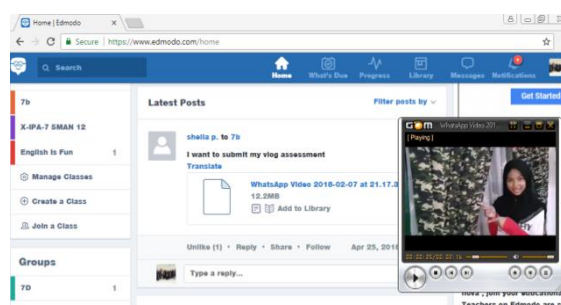
- Vocabulary

The vocabulary is adequate variety of words. Although there were choices of

words sometimes inaccurate, it was still effective to be understood.

- Performance

Her effort to speak as natural as possible was categorized into good level because she was able to speak confidently and loudly which can be seen from her voice that is heard clearly and not shaky.



Participants	Nakamura Scoring rubric	Excellent (4)	Good (3)	Poor (2)	Very Poor (1)
STUDENT 8	Organization	-	Based on rhetoric steps but not accurately used	-	-
	Fluency	-	Speech is occasionally hesitant	-	-
	Pronunciation	-	Occasional mispronunciation	-	-
	Vocabulary	-	There is an adequate variety of words and most all of them are correctly	-	-
	Performance	-	Speaks confidently, loudly and naturally but sometimes repeat some words	-	-

The analysis of student 8's speaking ability:

- Organization

The organization was good. She is able to describe her room although in not accurately rhetoric steps, but it is still clearly understood.

- Fluency

She rarely repeated the same word as well as paused by saying "umm" in her speech which can be categorized into good level.

- Pronunciation

Although there were some mispronunciations in her speech, but it can be understood easily by the listeners.

- Vocabulary

There were an adequate variety of words and most of them are correctly used.

- Performance

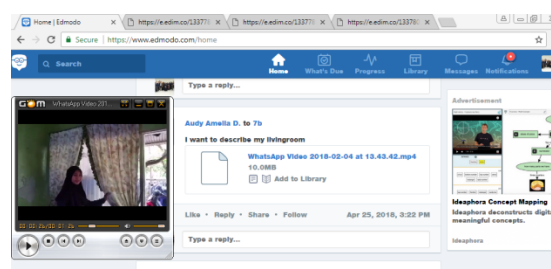
Her performance is good because her speech is not shaky when describing a room in her house. She looked really confident and try to speak naturally. Therefore, it could be categorized as good performance.

Poor level

Table 3

Name: (Student 12)

Grade VII B



Participants	Nakamura Scoring rubric	Excellent (4)	Good (3)	Poor (2)	Very Poor (1)
STUDENT 12	Organization	-	-	Do not based rhetoric steps but still can be understood	-
	Fluency	-	-	Speech is frequently hesitant	-
	Pronunciation	-	-	Frequent mispronunciation	-
	Vocabulary	-	There is an adequate variety of words and most all of them are correctly	-	-
	Performance	-	Speaks confidently, loudly and naturally but sometimes repeat some words	-	-

The analysis of Student 12's speaking skill:

- Organization
She did not deliver her speech based on rhetoric steps, but it can be understood. Here, she describes about her bedroom. She did not explain more about her bedroom, but she only mentions the things there.
- Fluency
She was not able to speak effectively. The first speech was frequently hesitant by saying "umm" many times.
- Pronunciation
The student ability in pronouncing the word was poor. She often mispronounced each word frequently. Sometimes, the researchers are confused of what she means.
- Vocabulary
There is some variety of words. Since her errors only appear at the first speech, the vocabulary result was classified into good vocabulary.

- Performance

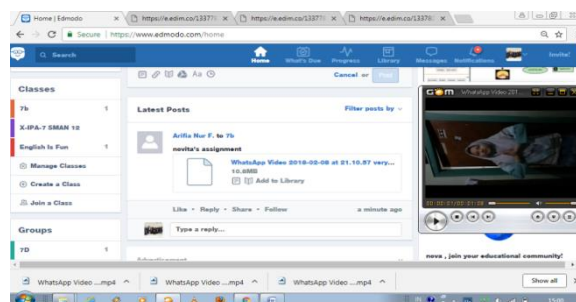
The performance was categorized into good level. Although there were some mistakes in her speech, she still looks confident. She also spoke loudly although she often paused her speech.

Very Poor level

Table 3

Name: (Student 18)

Grade VII B



Participants	Nakamura Scoring rubric	Excellent (4)	Good (3)	Poor (2)	Very Poor (1)
Student 18	Organization	-	-	-	Do not based on rhetoric steps and difficult to understand
	Fluency	-	-	-	Speech is constantly hesitant
	Pronunciation	-	-	-	Constant mispronunciation
	Vocabulary	-	-	-	There is no variation of words and most of them are incorrectly used
	Performance	-	Speaks confidently, loudly and naturally but sometimes repeat some words	-	-

The analysis of Student 18's speaking skill:

- Organization
Her organization was categorized into poor level. It could be seen from her speech which is not based on rhetoric steps and difficult to be understood.
- Fluency
It belongs to very poor level because her speech is constantly hesitant. She pauses her speech inappropriately. It makes the listener confused to understand it.
- Pronunciation
The pronunciation was categorized into poor level because she frequently mispronounced some word in her speech.
- Vocabulary
It indicated there is no variety of words and most of them are incorrectly used. Therefore, it could be categorized into poor level
- Performance
The performance is good, although she could not deliver her speech well, she tries to show her best performance. Therefore, it can be categorized at good level.

From the result above, it can be concluded that implementing Vlog for innovation in ELT practices can increase students' speaking ability which can be shown as follows: 1) Students can speak based on rhetorical steps in their vlog. 2) Students' performances are self-confident in their vlog. 3) Students' fluency is less hesitant in

their vlog. 4) Students' vocabulary uses variety of words in their vlog.

Conclusion and suggestion

Implementing Vlog for innovation in ELT practices can increase student speaking ability. The results of this research can be formulated as follows: 1) Students can speak based on rhetorical steps in their vlog. 2) Students' performances are self-confident in their vlog. 3) Students' fluency is less hesitant in their vlog. 4) Students' vocabulary uses variety of words in their vlog.

The other suggestion is for further researchers who implement vlog for innovation in ELT practices of higher level of education.

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