



Vlog Task Accompanied with Individualized Pronunciation and Grammar Feedbacks Improve Speaking Ability

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Abstrak

Berbicara memainkan peran baik sebagai proses dan tujuan pembelajaran di kelas bahasa yang bertujuan untuk mempersiapkan kompetensi komunikasi masa depan siswa. Menggunakan Vlog sebagai kegiatan berbicara untuk menunjukkan ide dan pengetahuan dapat menjadi rekreasi bagi generasi milenial. Namun, bentuk tata bahasa dan akurasi pengucapan sering diabaikan dalam tugas-tugas tersebut, sehingga kompetensi tata bahasa dan akurasi pengucapan siswa tidak berkembang sebaik kelancaran mereka dalam berbicara. Studi saat ini berinovasi untuk menggabungkan aktivitas berbicara Vlog dengan pengucapan individual dan umpan balik tata bahasa dari guru untuk tidak hanya meningkatkan kinerja berbicara Vlog siswa milenial, tetapi juga meningkatkan kesehatan bentuk tata bahasa, akurasi pengucapan, dan kejelasan konten, karenanya meningkatkan kepercayaan diri yang lebih tinggi. Studi ini mengukur efektivitas instruksi holistik ini dalam meningkatkan keterampilan berbicara bahasa Inggris di depan umum siswa, dan menyelidiki bagaimana siswa memahami tugas Vlog, umpan balik tata bahasa individual, dan umpan balik pengucapan dari guru. Enam puluh dua mahasiswa kesehatan dari dua kelas utuh yang sama di Politeknik Kesehatan Malang terlibat sebagai kelompok eksperimen dan kontrol dalam penelitian eksperimen semu. Hasil analisis statistik menunjukkan bahwa kemampuan berbicara siswa eksperimen secara signifikan lebih tinggi dibandingkan dengan kelompok kontrol-perlakuan konvensional. Selain itu, produk pidato siswa eksperimen tampak sangat kreatif, menyenangkan, dan menarik. Hasil penelitian juga menunjukkan bahwa siswa memiliki perspektif yang sangat positif terhadap tugas Vlog meskipun menantang karena mereka merasa dapat mengembangkan kemampuan komunikasi bahasa Inggris mereka.

Kata kunci: Vlog, Tugas, Umpan Balik Pengucapan Individual, Umpan Balik Tata Bahasa, Berbicara.

Abstract

Speaking plays both roles as process and objective of learning in language classroom aimed at preparing future communication competence of students. Using Vlog as speaking activities to demonstrate ideas and knowledge can be recreational for the millennial generation. However, grammatical forms and pronunciation accuracy are often neglected areas in such tasks, hence students' grammatical competence and pronunciation accuracy are not as well developed as their fluency in speaking. The current study innovated to combine Vlog-speaking activities with individualized pronunciation and grammar feedbacks from the teacher in order to not just elevate the millennial students' Vlog talk performance, but also increase wellness of grammatical forms, accuracy of pronunciation, and clarity of content, hence boost higher confidence. The study measured the effectiveness of this holistic instruction in improving students' English public speaking skill, and investigated how the students perceived the Vlog task, the individualized grammar feedback, and pronunciation feedback from the teacher. Sixty-two students of health from two equal intact classes at Politeknik Kesehatan Malang were involved as experimental and control groups in the quasi-experiment study. The result of statistical analysis showed that the speech performance of the experimental students was significantly higher than the conventional lecture-treatment control group. In addition, the experimental students' products of speech seemed to be very creative, fun, and attractive. The results also showed that students had very positive perspectives towards Vlog task although challenging because they felt it could develop their English communication skills.

Keywords: Vlog, Task, Individualized Pronunciation Feedback, Grammar Feedback, Speaking.

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INTRODUCTION

English teachers in this technology-rich society have both challenges and opportunities at the same time to make the use of technologies benefit their students' English communication skills. Teachers' technological reluctance to bridge in-class activities with real outside practices may result in ineffective pedagogic attempts, because to make the digital native students learn and communicate, teachers should make classroom activities reflect students' practices outside of the school (Baran, 2007). These digital native students have had closer contact with multimedia tools, and they are highly mobile and connected to the digital world (Indarta et al., 2021). Thus, what the students see and perform outside of the schools should be reflected in educational practices to answer their learning needs. Therefore, ICT-based language learning should be one of the tools on the teachers' pedagogic tools if success is to head. ICT has not only helped classroom activities but it has become a necessity (Hikmah et al., 2021). ICT-based language learning creates chance for greater learner independence and student choice in the terms of pace, content, interest, learning style and medium (Klimova, 2011). Using ICT is effective to make learners learn English academically as well as socially (Anil, 2016). In addition, the use of technology-enhanced gadgets can aid in the creation of attractive and cooperative lessons that promote meaningful learning (Gonzalez-Acevedo, 2016).

One medium worth considering to bridge classroom practices with outside lives of the millennial students is Vlog, Vlogging or videoblogging. Vlog is one latest internet-based technology that has opened new ways of communication through public media. Through Vlog, people can make their own videos by combining audio, texts, images, and movies to communicate or express feelings, stories, experiences, and arguments creatively. Vlog process is also relatively simple for anyone who is familiar with video editing tools. A Vlogger may first make a short film from the Vlogger's residence, and also during commuting or going about daily life as with mobile Vlogging (Snelson, 2015), transfer the film from the digital camera or phone camera to computer, edit it with video editing software, become a member by having an account of a website which hosts video, upload the video to the website, share it with the audience on the website, and get feedbacks on Vlog through comments.

The use of Vlog can have a lot of advantages for enhancing learning process and outcome as it can be used for a lot of language learning purposes. Vlog can be a solid way to increase students' motivation because it allows them to work with things that personally interest them, which is an individual factor of motivation (Sari, 2018; Hernawati et al., 2021; Devana & Afifah, 2021). It can solve high performing students' problems who become demotivated in the ordinary classroom studies due to a lack of inspiration (Olin-Scheller & Sundqvist, 2015). Task-based activity of Vlog converts a classroom from teacher-centric to student-active with appreciating increase level of confidence among students. Vlog activities can meet the need of today's students who are surrounded with these highly dynamic and interactive technologies (Baran, 2007). Students' interaction with producing and publishing media and sharing it with a community can improve their communicational and technical skills which are required for them to be successful and competent citizens in the society. When used effectively in educational settings, Vlog may redefine classroom borders expanding learning experiences outside of the school in the community, connecting schools, students, teachers, administrators and parents and other members of family in a learning community.

Many in SLA and language teaching had since long seen the future of SLA as bound up with more humanistic and holistic approach rather than relying on one-single method (MCarthy, 2001). Using only one single method of teaching only gives local and usually only short-lived advantage (Long, 2001). Thus, applying solely communicative approach to language learning may give an advantage to speaking fluency but neglect some progress on grammatical form. Pedagogic method that is exclusively grammar based may give limited advantage on accuracy of language but not being able to communicate fluently. There is growing importance being attached to teaching form in the context of communicative activity, since meaning-based

instruction can make learners acquire linguistic forms but they typically do not achieve very high levels of linguistic competence (Ellis, 2002). Learners need to do more than simply engage in communicative language use, they also need to attend to grammatical form (Swain et al, 2009). An ideal fusion of approaches combining implicit communicative task and grammatical-form focused instruction can make students benefited from both implicit and explicit teaching.

Besides grammar, pronunciation also makes English learners reluctant to use the language orally as they perceive they have low proficiency of the language (Tsui, 2001). They fear of making mistakes and making derision or fools of themselves in front of other people. These learners need pronunciation feedbacks so that they can have opportunities to consciously aware of the intelligible pronunciation. Therefore, spoken language instruction should provide learners with opportunities to work on pronunciation through meaningful tasks that provide learners with a real international audience in mind, but also provide opportunities to receive individual feedbacks from their teacher as well as their peers (Walker, 2005).

Considering the importance of meaning-based and form-based instruction of grammar and pronunciation, the current study aimed to develop students' English speaking ability by using a holistic instruction. It combined Vlog task which is activity for meaning with pronunciation and grammar feedbacks which is instruction of form. The investigated the effectiveness of Vlog task which was supported with individualized grammar and pronunciation feedbacks from the teacher. It also portrayed how this instructional intervention supported students' learning based on their own perspectives. Thus, the research questions to be tested were: (1) Does Vlog speaking task with individualized grammar and pronunciation feedbacks give significant effect to students' speaking? (2) How do students perceive Vlog speaking task with individualized pronunciation practice and grammar and feedback help to accommodate their learning?.

METHOD

Both quantitative and qualitative data were employed for the purpose of the present study. Quasi-experimental design was used to test the effect of the treatment. Open-ended interview questions were used to find out about the students' perspectives or attitudes towards the use of vlog task, the influence of individualized pronunciation and grammar feedbacks to their English learning.

Participants

For the quantitative purpose, two non-randomized intact groups were used as experimental and control groups. The participants were two classes A and B of 66 freshmen of nutrition science major at Health Polytechnic of Malang enrolled in the academic year 2019. The research was conducted from September to November 2019.

Instruments

The next procedure of the experimental study was to test or assess the experimental and control students' speaking ability on telling about home routine activity, the control group on the first day, the experimental group on the second day. The lecturer rated the speaking test based on an analytic scoring of three aspects of content, fluency, pronunciation and grammar (Djiwandono, 2007). The content aspect describes the relevance and completeness of the delivered message, the grammar aspect describes the accurate use of structure, the fluency describes the ability to keep the expression going on smoothly, and pronunciation aspect describes the intelligibility of individual sounds and words, of sentences, including the right intonation and stress.

Procedures

Both were taught to tell their daily home activity routine in their English curriculum. As treatment, the experimental group was tasked with Vlog project. Before making their Vlog, the students were given example of a well-made Vlog from YouTube. As most students were familiar with the basic Vlogging skill likes camera recording and video editing, the treatment were focused more on the individualized grammar and Pronunciation feedback and practice. The students were asked to make written script of the speech they would tell on the Vlog. For the pronunciation guide and practice they were asked to audio-record their written script.

After the script had been written and the audio recorded, the students should meet individually with their lecturer to consult. During consulting, the lecturer read and gave feedbacks on grammar appropriateness. The students corrected the grammar mistakes on their script. After the grammar feedback was concluded, the student and the lecturer together listened to the audio record of the script. The lecturer gave error correction as thorough as possible. After the individualized feedback was considered sufficient to make pronunciation and grammar adjustment, the students could then start working on their Vlog. They were given a ten-day time to submit the Vlog. Meanwhile, the control students were taught with conventional lecturing. They were taught about describing and telling home life activity classically. They did not receive individualized pronunciation practice and grammar feedbacks, nor the Vlog task. They were just told that upon the next meeting after a week they would tell orally about their home activity life individually to the lecturer.

RESULTS AND DISCUSSION

In order to measure the effect of Vlog task and individualized pronunciation and grammar feedbacks on speaking ability, the data were processed statistically to compare means and statistical significance of the finding using t-test for independent samples, and for those purposes SPSS for windows was used. The descriptive and significance statistic result is displayed in Table 1. Table 1 revealed the difference mean scores between the two groups, experimental 73.96 and control 66.24. A t-test for independent samples was carried out to find out if the means difference was statistically significant. The significance level of the mean difference was at .001, thus the change that took place in the experimental group was statistically significant ($p < .05$).

Table 1: Statistics for the effect of Vlog task with individualized pronunciation and grammar feedbacks on speaking ability.

Groups	N	Mean	Std. deviation	Sig. (2-tailed)	95% Confidence Level intervals	
					Lower	Upper
Vlog instruction	33	73.96	8.47	.001	2.84161	10.6129
Conventional instruction	33	66.24	7.28	.001	2.83991	10.6146

To gain data on students' perspectives towards Vlog task, the students' interview results were analyzed. The students' attitudes toward the use of Vlog were assessed through open ended questions asking them to express their attitudes and opinions about Vlog task and the individualized pronunciation and grammar feedbacks. Their responses were summarized in Table 2.

Table 2. Students' response towards Vlog task and individualized pronunciation and grammar feedbacks.

Questions	Responses
Attitude about doing Vlog task	• Challenging • fun • interesting • motivating • new experience • like doing video editing • enjoy making self-video recording • force to learn about video editing
The influence of Vlog to support learning of English Speaking	• feel enthusiastic to practice • want to be perfect because other people would watch • speaking task is not boring • have chance to redo • can be expressive • make students learn English from friends who are more able • learning to insert English subtitling on video
The influence of individualized pronunciation feedbacks	• really helps • feel more certain with the pronunciation • increase confidence in speaking • increase pronunciation intelligibility • learn correct pronunciation
The influence of individualized grammar feedbacks	• it really helps • make students feel more confident with their language • make students speak accurately

Effect of Vlog task with individualized pronunciation and grammar feedbacks on speaking ability

As was shown in the result section, the integrated Vlog task with individualized pronunciation and grammar feedbacks has significant effect on the students speaking improvement. This means that holistic and humanistic approach (Mcarthy, 2001) enhance the process and outcome of English learning. The students were benefitted from both the meaning-based speaking activities and form-focused instruction on grammar and pronunciation correction. The individualized explicit grammar feedbacks have made the learners aware of the wellness of the structure of language. The grammatical error of *"its make"* which were found in some students' previous Vlog script draft during the individualized grammar feedbacks session, had not been repeated during the speaking test, and they successfully had adjusted it to *"it makes"* as a result of individualized tutoring or explanation about subject-verb agreement. Another example of grammar adjustment made by the students was the error in using the progressive marker -ing in *"we chatting"* instead of *"we chatted"*, after having been explained about the differences between simple present, simple past and progressive verb. They made adjustment of *"tired"* into *"tiring"* after having been explained about present and past participles. Those examples of adjustment indicated that the students achieved improvement on the linguistic competence of their speaking.

Regarding individualized pronunciation feedback, some students had been able to adjust and pronounce correctly the word *"tidy"* as /taidi/ instead of as previously mispronounced /tidi/. This progress by the student

indicated the effectiveness of individualized pronunciation corrective feedback (Walker, 2005). Thus, the Vlog task is effective to help the students in developing their speaking ability (Putri & Sari, 2020; Mandasari & Aminatun, 2020), especially in developing their fluency and accuracy (Saputro et al., 2020).

Students' perspectives on Vlog task

With regards to student's attitude toward their experience while doing the Vlog task, most had positive attitude and opinion toward it. Students find Vlog activities interesting and make them feel happy (Mandasari & Aminatun, 2019). They were interested in using Vlog to make communication. Although the Vlog was an individual task, the students worked collaboratively to give each other assistance with video-shooting, video-editing, helping in script writing, and even playing a role or communication partner in the dialogue scene of the Vlog with the Vlogger. Some students even involved non-class members in their Vlog. Some students involved their family members like their brother, father, mother and even niece taking part in the Vlog. Some other students involved their hometown friends, their music band mate, and also strangers like café waiters. This fact supports the claim that the use of Vlog can enhance learning process and outcome as it is in line with their outside practices, create sense of community in collaborative learning, expand learning experience outside of the school in the community, connecting school, students, teachers, parents other people in a learning community (Baran, 2007).

CONCLUSION

To effectively engage students in using English for communication and making progress in their learning today's teachers should consider millennium-generation-specific characteristics. They are digital natives born in the digital era who feel quite natural with the use of many kinds of smart media. Classroom instruction that fail to recognize this will risk to lose motivation on the part of the students which can harm learning because motivation is inevitable for learning. Therefore, teachers' ICT--based teaching should create opportunities for the students to engage in meaning oriented activities such as making communication related to their lives, as well as opportunities for feedbacks so that they can be aware and attentive to the correct grammatical forms and pronunciations of their language use so they would achieve improvement in their linguistic competence which is the goal of speaking instruction.

To combine meaning and form instruction for millennial students, teachers can consider YouTube Vlog. Using Vlog as communication task which is accompanied with individualized pronunciation and grammar feedbacks as holistic instruction is effective to improve students' English speaking. In addition, not only verbal skill, Vlog task also give other advantages to learning such as making them more technologically literate in terms of life-reporting of events, and making and editing video. Vlog can also expand the students' scope of learning to outside of classroom and make a sense of collaborative learning community with more humanistic touch in their activities as they also involve their friends, father, mother, brother, and even strangers.

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