

VLOGGING PROJECT FOR ENGLISH ONLINE LEARNING: THE STUDENTS' PERCEPTION

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Abstract

Young people nowadays are really attached to technology, internet, and social media. There are no days without updating status, uploading images, and commenting on social media. One of the activities that are commonly conducted by them is vlogging, which stands for video blogging, a type of interactive social media to share daily activities. As teachers, we should see this type of activity as one of the alternative methods to encourage students, specifically the young adult learners, to study English in this emergency remote learning era. Due to the nature of this method, this survey research aimed at finding out the students' perception on the use of vlogging for english online learning. It was conducted to 174 students of Nursing Department at Poltekkes Kemenkes Malang. An online questionnaire was administered to collect the data from the respondents and they were presented in the percentage data and analyzed using descriptive explanation. The result showed that the students had positive perception toward the use of this method. Based on this result, teachers should consider to employ this method to teach English online to increase students' level of participation in online English learning.

Keywords – *English online learning, student's perception, vlogging project*

Introduction

As we all experience nowadays, COVID 19 pandemic has changed the face of education from face to face interaction into distant learning using the internet as the media. All parties must struggle very hard to adjust with the situation to make sure that all activities can still be conducted as normally as possible. We must make use of the technology and move most of our activities online to have a safe but effective process.

Hodges, et al (2020) state that moving instruction online can enable the flexibility of teaching and learning anywhere, anytime, but the speed with which this move to online instruction is expected to happen is unprecedented and staggering. This condition creates a big challenge for teachers to discover possible methods and techniques to gain the learning outcome as objected. Meylani et al. (2015) also confirms that an ideal online learning should use computer tutorials and online learning activities as its basic features; an interactive way must be used along with multimedia elements, simulations, and virtual manipulatives; learners' positive attitudes must be maintained throughout the online learning process; provides a variety of learning practices; online quizzes and feedback must still be conducted; the instruction should be adaptable and flexible.

The ideal condition of online learning process can be realized when the students and the teachers can get involve actively during the whole process. Technology, as the prime media along this emergency remote learning, must also be utilized as well as possible to create interactive and attractive class interaction. Teachers should see it as one of the golden key of

opportunities for achieving the target of learning, especially when it is dealing with young adult students who are closely attached to technology these days.

Referring to this reality, we can turn our attention to vlogging (stands for video blogging) to enrich our strategies in teaching English online. Students as the social media users are very familiar to this activity. They like to make their so called online diaries now by recording themselves doing activities and post them online on their social media. Teachers only need to adjust the topics, themes, or activities that students should do in their vlogs to suit them with the teaching and learning target.

Hakim (2016) states that vlogs can improve English proficiency of students. It also has positive impact in developing interaction between students and lecturers using target language (Aydin, 2014). Thus, we can see that vlogging has positive impact for learning English, not only in terms of the proficiency but also enhancing the interaction between the teachers and the learners. These should really be taken into consideration because during this pandemic time it is quite difficult to have direct interaction, meanwhile learning a language means learning to interact, so creating a more ideal model of interaction must be one of the aspects that should be taken into account.

Thomas (2009) also mentions that doing the videos online allows students to practice their language skills anywhere and with little prior preparation, which keeps them engaged in the process. Vlogs can also facilitate language learners to practice their speaking skills outside the classroom (Hung, 2011). They have more opportunities to practice them independently at their own pace by conducting this activity. It also give them chances to show their work to others as they like, which in the end can increase their confidence and motivation to create more. Involvement of more vlogging in oral communication class increases student talk time and increasing oral communication opportunities can aid students' mastery of new vocabulary and grammar, decrease shyness, increase confidence, and improve fluency (Watkins, 2012). Referring to those findings, this study aimed to get a better understanding about the use of vlogging for English online learning, especially when it is used in the online platform during this emergency remote learning period.

Methods

As it has been previously stated, vlogging has some specific features that teachers can use to increase students' participation and involvement in the English online learning process. This medium provides students with authentic material and exposure, allowing them to learn the target language more effectively. Some facts about the strengths of vlogging have already been elaborated, and this study is aimed to learn about students' perceptions of the use of vlogging, as one of the media to teach English online during this pandemic outbreak, because there are still few studies on the use of vlogging for English online learning.

This study employed a survey research design in order to ascertain the perceptions and preferences of a large group of nursing students regarding the application of vlogging for emergency remote learning. According to Latief (2011), a survey research is typically used to describe the perspectives, attitudes, preferences, and perceptions of a large population of interest to the researcher. This type of research allows for the collection, tabulation, and analysis of representative data from a large population.

In this study, there were 174 participants responded to the questionnaire in the form of google form delivered by the researchers. They were the second grade students of Nursing Department, Poltekkes Kemenkes Malang who were mostly came from some regions of East Java. The questions used were selected and adopted from previous related research. They were constructed in Indonesian to make it easier for the respondents to understand and answer the

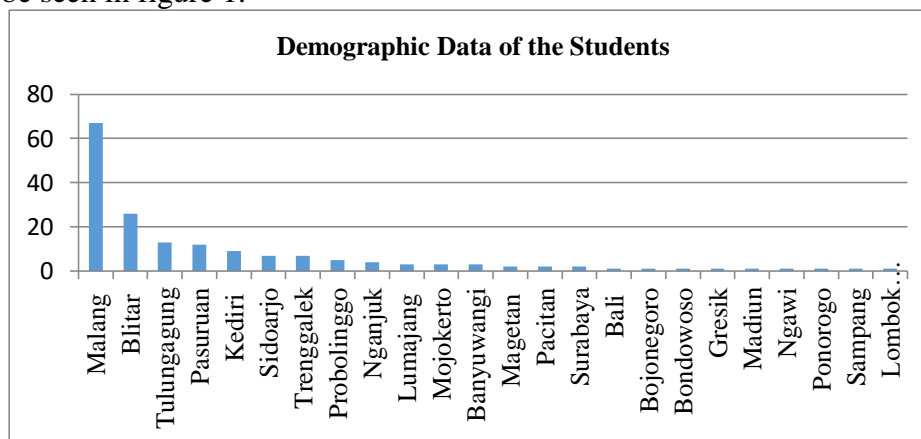
questions and were in the form of closed questions. Following the collection of data, it was analyzed using percentage and description to show the proportion of the group in the population (Latief, 2011). A descriptive explanation was used to describe the proportion of the data, and a conclusion was drawn based on it.

Finding and Discussion

Previous research had discovered that vlogging has positive implication to students, not only on their language skills but also on their attitude toward learning the language (Mandasari&Aminatun, 2019; Mufidah&Roifah, 2020; Marzuki&Nurpahmi, 2019). It helps to improve their speaking skill, increase their motivation, creativity, confidence, and engagement in language learning. In light of those studies, the purpose of this paper is to find out the students' perceptions in the nursing department regarding the use of vlogging for English online learning, particularly during this pandemic period.

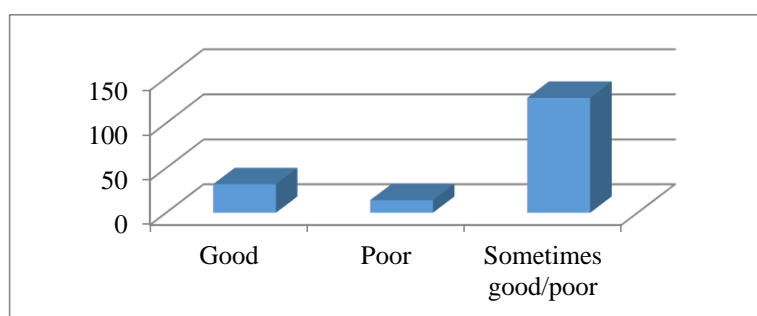
Demographic Data

Based on the result of the questionnaire, it can be seen that most of the students came from Malang area with 67 students, Blitar with 26 students, Tulungagung with 13 students, Pasuruan with 12 students, and the rest of them, with the number of less than 10 students were spread in some cities in East Java province and some areas outside Java island. The detailed data can be seen in figure 1.



Graphic 1. Demographic Data of the Students

The second aspect that should be considered related to the quality of the learning interaction is the internet connection. It has become one of the most difficult challenges that students face when learning online. The teaching and learning process cannot function properly unless it is supported by a reliable internet connection, as we cannot deny that students' challenges such as internet access, motivation, and involvement are always linked to the success of online learning (Hodges et al, 2020). Adedoyin and Emrah (2020) also explain that some other challenges faced by both students and teachers for implementing online learning are related to the reliance on technological equipment, students with no or low socioeconomic power are most vulnerable to additional challenges to meet up with others in online learning. Those are some of the barriers that should be put into consideration by teachers when deciding a certain technique or media to be applied in online learning especially in this pandemic era. Below in graphic 2 was the result of internet access of the students during emergency remote learning at this time of the pandemic.



Graphic 2. Internet accessibility of the students

Students' Perception

Armstrong (2011) states that taking students' point of view affecting some approach of learning and raising some considerations to set up online learning instruction. This is need to be done because since this fully online learning system is something new and was implemented abruptly due to the outbreak. Some strategies and adjustments need to be done to ensure that all parties involve in the process will get most benefits from it and to reduce the possible drawbacks from this new system.

According to the data from the questionnaire, 87% of the students had high preference toward the use of vlogging for learning English. They thought that learning to speak in English by vlogging was attractive and fun. It also made them more motivated to learn English (76%). The data referring to that is portrayed in table 1 below.

Table 1. Students' Perception on the Use of Vlogging for English Online Learning

No .	Items of Students Perception on the Use of Vlogging for English Online Learning	Scale			
		Strongly Disagree	Disagree	Agree	Strongly Agree
1	Learning to speak in English through vlogging is attractive and fun	2%	11%	59%	28%
2	I am motivated to learn English through vlogging	1%	23%	60%	16%
3	Vlogging can more connect me to the real world to train my English speaking skill	1%	20%	57%	22%
4	Vlogging makes me learn to speak in English independently	0%	11%	77%	12%
5	Vlogging helps me to enrich my vocabularies	1%	12%	56%	31%
6	Vlogging helps to increase my knowledge about English grammar	1%	18%	58%	23%
7	Vlogging helps me to be more confident to speak English	1%	14%	60%	25%
8	Vlogging helps me to improve my speaking skill	0%	11%	60%	29%
9	Vlogging helps me to reduce the shyness of speaking English in front of many people	2%	20%	58%	20%
10	Vlogging can encourage me to think critically and creatively	0%	10%	66%	24%
11	Vlogging helps me to improve my understanding in oral communication	0%	13%	61%	26%
12	Through vlogging, I can more freely express my ideas and opinions	1%	14%	63%	22%
13	Through vlogging, I can get more information and knowledge aside from what I get in class	1%	9%	70%	20%
14	Through vlogging, I learn about eye contact, gesture, voice, and intonation.	0%	6%	60%	34%
15	Vlogging can increase my digital literacy	1%	15%	63%	21%
16	Vlogging can be used as self-feedback to evaluate my English speaking skill	0%	10%	64%	26%
17	I prefer to make spontaneous vlog	17%	43%	30%	10%
18	Script makes vlogging process easier	0%	5%	48%	47%

19	Vlog making needs lots of time and thoughts	1%	11%	47%	41%
20	Vlogging is easier and cheaper to be utilized as technology-based media to practice English	1%	13%	60%	26%

Most of the students also stated in table 1 above that vlogging helps them connecting to the real world when they want to train their speaking skill (57% agreed and 22% strongly agreed), especially when they upload their works in social media. By doing so, they feel that they can learn to speak English independently (77% agreed and 12% strongly agreed) and it really helps to enrich their vocabularies (56% agreed and 31% strongly agreed) and improve their grammar (58% agreed and 23% strongly agreed). We can see that independent learning occurs here, which is a good thing, because emergency remote learning requires more independence to get better result since direct and face to face communication between the learners and the teachers is still being limited.

Another data showed high perception of the students toward the use of vlogging for English online learning. 60% of the students agreed and 25% strongly agreed that vlogging helps them to be more confident to speak English. They also considered that vlogging helps to improve their speaking skill (60% agreed and 29% strongly agreed). In line with that condition, 58% of the students voted agree and 20% voted strongly agree for the statement saying that vlogging helps me to reduce the shyness of speaking English in front of many people. Due to that, it can encourage them to think critically and creatively (66% agreed and 24% strongly agreed). They also agreed that vlogging helps to improve their understanding in oral communication (61%) and 26% of them were strongly agreed with that. Through vlogging, they can be more free in expressing ideas and opinions (63% agreed and 22% strongly agreed).

As for the broader function of vlogging, 70% students agreed and 20% strongly agreed that they can get more information and knowledge aside from what they get in class. Through vlogging, 60% agreed and 34% strongly agreed that they can learn about eye contact, gesture, voice, and intonation. Not only that, vlogging is also considered to be able to increase their digital literacy (63% agreed and 21% strongly agreed) and can be used as self feedback to evaluate their English speaking skill (64% agreed and 26% strongly agreed). Finally, the students also thought that vlogging is easier and cheaper to be used as technology-based media to practice English (60% agreed and 26% strongly agreed).

In terms of vlogging creation, 43% of the students disagree on making spontaneous vlog and 48% of them agreed and 47% strongly agreed that script can make vlogging process easier. When it is dealing with time and thoughts needed to be dedicated for the vlog making, 47% of the students agreed and 41% strongly agreed that it takes lots of time and thoughts for creating that.

The overall data from the questionnaire had proven that vlogging had gained positive reaction from the students and it helped to encourage active participation during English online learning. It also helped the students to achieve better in English learning performance. Following this positive feedback, teachers may consider to utilize vlogging more as one of the alternative media in online English learning activities.

Conclusions

Online teaching and learning system has become the option for all educational institutions from all levels in in this era of COVID 19 outbreak. This sudden change must be responded quickly by teachers to ascertain that the teaching learning process and its expected outcomes will be achieved as projected. In order to get the objective, some breakthrough in terms of teaching strategies and media must be implemented. It is critical to provide a comfortable, appealing,

and interactive learning environment in order to maximize students' participation in online class activities. Not only that, teachers must make sure that the technique and media used must not impose undue burdens on students and also the teachers. To determine what media can be used during the English online teaching and learning process, a high level of creativity is required. One of the alternatives is to use vlogging activities for English online learning, which is expected to increase students' participation and involvement in the learning process.

Referring to the result of this study, some positive feedbacks can be taken into consideration to enhance the quality of online learning process. The attractive and updated teaching strategies must be utilized to keep students encouraged and motivated in joining the class. The online teaching technique and media should apply friendly strategies for young adult learners and also spend low cost data. It must also support autonomous, independent learning and employing various attractive resources to ensure the students' active participation in the process. Teachers should also be able to adapt with the changing of trends and characters among the youths. Adopting vlogging in teaching and learning process in one of the ways to keep up with the youth's trend.

However, we should keep in mind is that the findings of this study were based solely on the perceptions of a small group of students, so they should not be interpreted broadly. More research with a larger sample size is needed to obtain more reliable results on students' perceptions of the subject matter. Nonetheless, we can assume that this study represented a portion of students' perspectives on the use of vlogging for English online learning conducted in a number of universities around the world, particularly during the COVID-19 outbreak. It is expected that the findings of this study will inspire interested parties when considering viable alternatives for establishing a more meaningful English online learning process.

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