

## A literature Study of Using Vlogs Toward Students Speaking Achivement

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### ABSTRACT

*Nowadays, everyone benefits from the advancement of technology. This article discussed the findings of the 10 articles review. This study used systematic literature review with sourcing articles from Open Knowledge Maps and Google Scholar. The article was published from 2019 to 2022. The focus of the research was on articles discussing about the use of vlogs as media in improving speaking. The result of the study implied that five articles focused on the use of vlogs as media in classroom learning, while five articles focused on the results of using vlogs as a learning media. Three articles used deep qualitative descriptive methods, while the other two used quantitative methods. The outcomes of adopting vlog media in education included two articles that can boost students' creativity, confidence, and vocabulary growth; one article that can improve student participation and comprehension of a subject; five articles that can increase speaking abilities; and one application that can greatly contribute to student growth.*

**KEYWORDS:** *vlogs, speaking, media*

### INTRODUCTION

Nowadays, everyone benefits from the advancement of technology (Mandasari, 2020). The most notable benefit is the ease with which everyone can learn about anything. Technology innovation has improved many aspects of human life (Maulidah, 2018), the most important of which is education. specially, for learning speaking in English lessons. skills are an important aspect of learning English since it allows students to communicate effectively in their daily lives (Anrasiyana et al., 2022). Nevertheless, as a teacher, have a unique advantage in identifying language learning material, particularly speaking skill for students and teachers, so that they are more likely to use English in their daily lives. The teacher can see a variety of learning media that are appropriate for the subject matter being studied, especially for speaking practice in english language teaching. Many media are used in improving student speaking such as using vlogs on YouTube (I. Journal & Education, 2023), and the use of vlogs via instagram(L. L. T. Journal et al., 2019).

The video vlog is one of the most popular language learning tools in recent years. Teacher can use vlogs as a language learning tool to improve the skills of his students who speak English (Authar & Muflihah, 2020). By using this media medium, individuals may update their own profiles and learn how to adhere to social norms and ethical principles that are necessary in all forms of communication, regardless of how English language instruction is currently structured

(Fitria & Java, 2022). According to (Pest et al., n.d.) for certain students, speaking skills in English are difficult to develop since they do not have a strong command of the language. They must also understand how to pronounce each word in English. Based on the findings of the practice of learning in school (Anrasiyana et al., 2022), , students have a high level of self-esteem while practicing speaking in school. To do this, teachers must be creative in their approach to language learning media, particularly speaking. For the learning media speaking this many using Vlog as an effective tool in improving the ability to speak as already referred to in ten articles that are reviewed based on the category of learning English in enhancing speaking in Indonesia, the use of vlogs as a learning medium speaking, methods used in research, how the use of media vlog in the learning process speaking, as well as the results of research that has been done using the media vlogs

## METHOD

This study used systematic literature review. There were 10 articles reviewed based on criteria The article was published from 2019 to 2022, with sourcing articles from Open Knowledge Maps and Google Scholar, the use of vlog as a media in learning speaking, the use of media vlog in learning speech, as well as the results of using media vlogs for improving speaking in students. Considering many studies that use vlog media for learning speaking, this study aims to know and answer questions:

- a. What is the research focus in the article?
- b. What research methods were used in this article?
- c. How was vlog media implemented in these articles?
- d. How are the results obtained from using vlog media as a media in learning?

To answer the above question, it is necessary to review the selected article that corresponds to the above category, to analyze the focus of the research carried out.

## RESULTS AND DISCUSSION

The following discussion is based on the findings of an analysis of 10 selected articles using the criteria specified in the previous introduction:

### 3.1 Research Focus of the articles

The study focus of five articles is in the form of inquiries connected to the use of vlogs as media in classroom learning, such as in (Taqwa & Sandi, 2019), (Choi & Lee, 2019), (Fitria & Java, 2022), (Anrasiyana et al., 2022), (Cheng & Zhang, 2020). The other five articles focused on the results of using vlogs as a medium, examining the effectiveness of using vlogs as a medium in improving students' speaking. For the other five articles focusing on the results of using vlogs as a medium, examining the effectiveness of using vlogs as a medium in increasing student speaking, as in (Lestari & Sumarni, 2021), (Rahmawati et al., n.d.), (Mandasari & Aminatun, 2020), (Maulidah, 2018), (Mandasari, 2020), (Vlog & Prayitno, 2022). Based on that, the author found that the focus of the research in the article was use about vlogs as media in improving speaking.

### 3.2 Method used in the articles

Based on the study of literature done, we know that there is some method that was employed in the article. There are three articles using deep qualitative descriptive (Authar & Muflihah, 2020), (Mandasari, 2020), (Anrasiyana et al., 2022). The other three articles Using experimental designs like (Hanapi et al., 2018), (Mandasari & Aminatun, 2020). There are two articles Using the case study method such as (Authar & Muflihah, 2020), (Vlog & Prayitno, 2022).

One article using classroom action research methods such as (Rahmawati et al., n.d.). One using descriptive quantitative methods such as (Fitria & Java, 2022). And the other article use the hermeneutic phenomenology method, as in (Taqwa & Sandi, 2019). With this, it can be known and concluded that there are several methods used in the ten articles that have been used, including descriptive qualitative, experimental methods, case study methods, quantitative descriptive, classroom action research, and hermeneutic phenomenology.

In the ten articles that have already been reviewed, there are five articles that use interviews to take data from them (Authar & Muflihah, 2020), (Mandasari, 2020), (Vlog & Prayitno, 2022), (Taqwa & Sandi, 2019), (Anrasiyana et al., 2022). There are two articles that use pre-test and post-test in taking their data, as in (Hanapi et al., 2018), (Mandasari & Aminatun, 2020). There are three articles that take data using questionnaires, inside (Fitria & Java, 2022) (Anrasiyana et al., 2022), (Rahmawati et al., n.d.). Thus, it can be that in data collection, there is research that uses pre-test-post-test, some interviews, and some questionnaires.

### 3.3 Implementation of Using Vlogs as Media

There are several ways to implement vlogs as a medium for learning, including: two articles using vlogs as a learning medium for providing materials and references for students, as in (Hanapi et al., 2018), (Vlog & Prayitno, 2022). There are eight articles using vlogs as a medium by way of assignments to make vlogs in groups or for individual assignments as in (Taqwa & Sandi, 2019), (Fitria & Java, 2022), (Zahro, 2020), (Mandasari, 2020), (Anrasiyana et al., 2022), (Authar & Muflihah, 2020), (Islam et al., 2021). Thus, in implementing vlogs as a media in speaking there are two based on articles that Thus, in implementing vlogs as a media in speaking there are two based on articles that have been reviewed, namely the use of vlogs for delivering material and the use of vlogs as assignments in the form of group or individuals.

### 3.4 The outcomes of adopting vlogs media in education

According to the findings of a research review, the benefits of utilizing vlogs in learning include the following. There are two articles use of vlogs as a learning medium can boost students' creativity, confidence, and vocabulary growth (Taqwa & Sandi, 2019), (Authar & Muflihah, 2020). The other one article using vlogs can improve student participation and comprehend of subject and facilitate learning, as in (Mandasari, 2020). There are five articles using vlogs can increase speaking abilities as in (Rahmawati et al., n.d.), (Hanapi et al., 2018), (Fitria & Java, 2022), (Vlog & Prayitno, 2022), (Islam et al., 2021). According to several of these findings, the average use of vlog videos in learning can increase students' speaking skills.

Based on reviewing ten selected articles, it was found that there were five similar research articles using vlogs as media in the development process, and five other articles focused on the results obtained from the use of the media vlog to improve student speaking skills. The methods used in the research also diverse, as there are those using experimentation, qualitative descriptive, case studies, quantitative description, and hermeneutic phenomenology. The data from ten articles showed that some of which used pre- and post-tests, interviews, and questionnaires. While on the implementation of media vlogs, the articles that used vlogs as media in the process of learning; and some other used vlogs as assignments or create projects. According to the results obtained from the ten studies that were analyzed, it was found that the use of vlog media in learning can improve student creativity, critical thinking, problem solving, and self-confidence. From the article reviewed it was found that researchers implemented vlogs as media.

The result of this research could give some benefit to the teachers as a reference to develop the learning media, particularly which based on technology. However, there were still shortcomings found in the articles reviewed, among them the use of these media vlogs in English language learning activities in the classroom to improve the speaking ability of students could not

give significant result in increasing their level of confidence in expressing ideas or verbal complacency in their speaking. Remembering that self-confidence in improving speaking skills is necessary as a basis for achieving good speaking criteria. It was in contrast with (Lestari & Sumarni, 2021) study that conducted a systematic literature review related to the use of vlogs as a medium in learning English and improving student speaking, with results showing that media vlogs can improve student motivation in learning, student confidence, understanding related concepts, and shaping the character of learners. In addition, (Komang et al., 2022), also noted that the use of vlogs in the media has problems: it poses challenges such as a good internet, less interaction between teachers and students, and differences between video and student learning goals. Whether in (Hassan, 2023) Support the study of literature already done because of the use of vlogs as an effective learning medium that can enhance the pedagogical competence of a teacher as well as be an effective style for future students.

## CONCLUSION

This article discusses the findings of 10 articles review using the criteria specified in the previous introduction. Five articles focused on the use of vlogs as media in classroom learning, while five articles focused on the results of using vlogs as a medium, examining the effectiveness of using vlogs as a medium in improving students' speaking. Three articles used deep qualitative descriptive methods, while two articles used quantitative methods. The author concluded that the focus of the research was on the use of vlogs as media to improve speaking. The ten articles reviewed use a variety of methods, including descriptive qualitative, experimental, case study, quantitative descriptive, classroom action research, and hermeneutic phenomenology.

Five articles used interviews to collect data; two use pre- and post-tests; and three use questionnaires. These methods include descriptive qualitative, experimental, case study, quantitative descriptive, classroom action research, and hermeneutic phenomenology. Additionally, five articles use interviews, two use pre- and post-tests, and three use questionnaires. The use of vlogs as a medium for learning can be implemented in two ways: by providing materials and references, and by making vlogs in groups or by individuals. The outcomes of adopting vlog media in education include two articles that can boost students' creativity, confidence, and vocabulary growth; one article that can improve student participation and comprehension of a subject; five articles that can increase speaking abilities; and one application that can greatly contribute to student growth.

According to this finding, the average used of vlog videos in learning can increase students' speaking skills. This article can be used as a reference for other authors in future research. The limitation of this article is minimal number of articles reviewed, which is only 10 articles. Therefore, for future research, more articles with a wider scope can be used. For that, future research is suggested to take more resources and a wider coverage.

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