The Use of Digital Vlog Media to Enhance Students' Speaking Skill

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ABSTRACT

The objectives of this research were: (1) To find out whether or not the use of digital vlog enhance the students speaking skill and (2) to find out the students' perception toward the use of digital vlog media in learning speaking English. This research employed quasi experimental design. The population of this research was the second semester students of English Department of IAIN Bone in academic year 2018/2019. This research used random sampling. The sample of this research consisted of 40 students that belong to two groups; 20 students in control group and 20 students in experimental group. The data on the students' speaking skill dealing with the three criteria in assessing speaking test namely accuracy, fluency and comprehensibility were analyzed by using descriptive and inferential statistics in terms of SPSS 20 windows program, and the data form questionnaire on the students 'perception were analyzed by using Likert scale rom questionnaire. The students' result of posttest of experimental group is significantly enhanced than the students' result of posttest of control group by the mean score $68.06 > 58.24$. The difference of both scores is statistically significant based on the t-test value at significant level 0.05 in which the probability value is lower than the significant level ($0.00 < 0.05$). The mean score of the students' perception was 74.57 and it was categorized as positive perception. It can be concluded that the use of digital vlog was effective to improve the students' speaking skill, and the students gave positive perception in learning speaking by using digital vlog media.

INTRODUCTION

In this globalization era, English is an important language and an important role for communication in many parts of the world. Many people use it as a means of international communication, in science, technology, art, and social relation. Related to the teaching English as a foreign language, communication can only be mastered through some steps. (Wong & Nunan, 2011) states that to most people, mastering the art of speaking's a single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

Unsuccessful results of the English teaching place English teachers and English lecturer as the center of public criticism is unwise because there are still many factors causing the education failure such as: the big number of students in each class around 40 – 45 students, minimum meeting frequency, unavailability of learning source center (library), unavailability of multimedia, low motivation of students, and unprofessional English teacher.

One of the teaching medias from technology that can be used is using vlog. It becomes a trend nowdays. (Biel & Gatica-Perez, 2010) stated that vlog defines as the video component that provides a series of online broadcasts which is allowing everyone to create and post content and considers it as video collections that serve both as an audiovisual life documentary and as a vehicle for communication. Vlog offer opportunities to develop English language skills in many ways. (Maulidah, 2018) found that Vlog significantly improves students' speaking ability. It can boost students' encouragement by providing fun and accessible learning process. In addition, it promotes good presentation in students' speaking performance. They will be able to interact in authentic environment to get a lot of exposure in speaking. In addition, students get a chance to build up their autonomous learning. Those several things bring students to enhance their progress in speaking ability. For further discussion, the role of vlogs as media of teaching with its practical concept such approach used or techniques implemented can be interesting. Others, content analysis on vlog project result in terms of language used by the students which errors or pattern may be found is also brilliant. The discussion of vlogs is still warm and it has wide room to debate in the way of process and its existence as the media of learning. Relating to this case, the researcher in inspired to conduct a teaching media in the form of digital vlog. This media is expected to improve the English skill of the students.

Below are three research questions formulated as the follow-up to the above description:

1. Can The Use of Digital Vlog enhance Students' Speaking skill?

2. What are the students' perceptions toward The Use of Digital Vlog in learning Speaking?

The result of this research is expected to provide useful information to innovate the teaching of speaking skill, especially in digital era. The result of this research can be used as an alternative of teaching English-speaking skills for the teachers, and can give more motivation to the learners to develop the speaking skills through digital vlog.

LITERATURE REVIEW

(Boonkit, 2010) carried out a study on the factors increasing the development of learners' speaking skill. The results represented that the use of appropriate activities for speaking skill can be a good strategy to decrease speakers' anxiety. The results also revealed that the freedom of topic choice urged the participants to feel comfortable, persuaded to speak English, and increased the speaking confidence among EFL learners.

(Dincer & Yesilyurt, 2013) carried out a study towards teachers' beliefs on speaking skills based on motivational orientations. The results of their study indicated that the teachers had negative opinions about speaking instruction though they believed that it was of great significance in speaking skill. The results also revealed that the teachers felt unskilled in oral communication though they had various motivational orientations towards speaking English. The researchers indicated that that learners have different opinions about the significance of speaking skill in English language and this difference is related with the learners' motivational orientations and their competent/incompetent feelings in speaking skill. The results demonstrated that learners' self-assessment about their speaking skill was negative and they expressed

themselves as incapable speakers of English. Just some of them expressed that they had a good position in taking part in speaking tasks.

(Doan Sara C, 2015) states that digital representation already surrounds us through social media websites and continues to develop in new and exciting ways. While today's Millennial students have never known a world where social media did not exist, this is not true for all instructors (Romero, Guitert, Sangrà, & Bullen, 2013). One place where digital representation has not developed as rapidly or taken hold as ubiquitously is in course management systems (CMS), especially in post-secondary educational settings where the vast majority of instructors use course management systems both in online and face-to-face classrooms (Dahlstrom, Brooks, & Bichsel, 2014).

(Rakhmanina & Kusumaningrum, 2017) found that First, in general, Videoblogging strategy is more effective than Expository strategy to teach speaking for Law Faculty students. Second, speaking ability of the students having high learning motivation is better than those having low learning motivation. Third, there was an interaction between teaching strategy and learning motivation in teaching and learning speaking for Law Faculty students in University of Prof. Dr. Hazairin, SH, Bengkulu. Fourth, Videoblogging was more effective than Expository strategy for teaching and learning speaking for students with high motivation. And, fifth, Expository strategy was more effective than Videoblogging strategy for teaching and learning speaking for students with low motivation.

1. Speaking

Speaking is one of language skills that is considered as the most difficult skills among other skills, because it needs skills to develop correct sentences as well as skills to pronounce it correctly. Speaking deals with the skill to deliver, convey and express idea, feeling, and thought orally. (Bueno, Madrid, & McLaren, 2006) pointed out that the most difficult skills language learners face in language learning is speaking skill. It is believed that speaking is the most important of the four language skills. Many learners state that they have spent so many years studying English language but cannot speak it appropriately and understandably.

According to (Harmer, 2007) and (Pourhosein Gilakjani, 2016) , human communication is a complex process. Persons need communication when they want to say something and transmit information. Speakers use communication when they are going to inform someone about something. Speakers apply language according to their own goals. So speakers should be both listeners and speakers at the same time for the effective communication.

Speaking is very important in second language learning. Despite its importance, speaking has been overlooked in schools and universities due to different reasons like emphasis on grammar and unfavorable teacher-student proportions. Speaking has been absent from testing because of the problem in assessing it objectively and the time it takes to carry out speaking tests(Clifford, 1987). Speaking is a skill which is worthy of attention in both first and second language. Learning the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language(Wong & Nunan, 2011).

Speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language(Ur, 1996). The main aim of English language teaching is to give learners the ability to use English language effectively and correctly in communication(Davies & Pearse, 2000). However, it seems that language learners are not able to communicate fluently and accurately because they do not have enough knowledge in this field.

When we talk about speaking, we do not mean just saying the words through mouth. It means conveying the message through the words of mouth. This skill is often ignored in some

teachers' classes. Learners do not have enough opportunity either in their classes or outside to speak English. Unfortunately, speaking is not an important part of teachers' exams. Learners need a lot of practice to learn to speak. Learners can improve their speaking skill through listening and repeating. Teachers can give their learners some structures and ask them to repeat. This can remove their learners' shyness. Teachers can use short questions and short dialogues in the classrooms to develop their students' speaking skill (Bashir, Azeem, & Dogar, 2011).

2. Defenition of Speaking

There are a lot of definitions of the word "speaking" that have been suggested by the researchers in language learning. In Webster New World Dictionary, speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech (Wong & Nunan, 2011). According to (Chaney & Burk, 1998), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. (Brown, 2010) and (Burns & Joyce, 1997) defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information.

(Bygate, Skehan, & Swain, 2013) defined speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences. (Howarth, 2001) defined speaking as a two–way process including a true communication of opinions, information, or emotions. This top-down view regards the spoken texts as the collaboration between two or more persons in the shared time and the shared context
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3. The Importance of Speaking

Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily and effectively with other people. (Rivers, 2018) studied the use of language outside the classroom situation and understood that speaking is used twice as much as reading and writing combined. According to (Brown, 2010), listening and speaking are learners' language tools.

(Efrizal, 2012) and (Pourhosein Gilakjani, 2016) expressed that speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process.

(Richards & Rodgers, 2014) stated that in the traditional methods, the speaking skill was ignored in the classrooms where the emphasis was on reading and writing skills. For example, in The Grammar-Translation method, reading and writing were the important skills and speaking and listening skills were not of great significance. According to (Ur, 1996), of all the four language skills called listening, speaking, reading, and writing, speaking is the most important one that is very necessary for the effective communication.

The significance of speaking is indicated with the integration of the other language skills. Speaking helps learners develop their vocabulary and grammar skills and then better their writing skill. Students can express their emotions, ideas; say stories; request; talk, discuss, and show the various functions of language. Speaking is of vital importance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations and

companies. These statements have been supported by (Baker & Westrup, 2003) who said that learners who speak English very well can have greater chance for better education, finding good jobs, and getting promotion.

Previous researches approve that persons cannot learn a language without many opportunities for meaningful repetition. Oral language interactions and the opportunity to produce the language in meaningful tasks provide the practice that is very important to internalizing the language. (Asher, 2003) supports the idea that very soon after teachers model the language, learners like to imitate what have been said. He examined the relation between listening and speaking skills. He stated that when students speak, their speaking provides evidence that they have acquired the language. This idea led some teachers to jump quickly from speaking teaching to reading and writing teaching.

When students learn English, speaking is significant to support their ability to apply the language. Speaking skill has been very important to the success of human beings. The significance of speaking skill is observed in the daily activities of persons. Speaking is an interactive activity and it occurs under the real time constraints. That is, persons can use words and phrases fluently without very much conscious thinking. Speaking skill enables individuals to produce sentences for the real communication, in other words they actually like to communicate in language to get specific objectives (McDonough & Shaw, 2012).

4. The Components of Speaking Skills

a. Accuracy

Accuracy in speaking means someone can produce correct sentences in pronunciation, grammar and word choice so it can be understood.

- Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, it will be unable to use the structure and function that have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words. Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; Furthermore, knowing many vocabularies makes easier to express ideas, feeling and thoughts both in oral or written form (Christopher Turk, 2003).

Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary (Hiebert & Kamil, 2005).

- Pronunciation

Pronunciation deals with the way in which a particular person pronounces the words of a language or the way in which a word is pronounced (Oxford Dictionary, 2018). (Nunan & Carter, 2001) stated that pronunciation plays a central role in both personal and social lives: as individuals, one projects his/her identity through the way she/he speak, and also indicates his/her membership of particular communities. At the same time, and sometimes also in conflict with this identity function, our pronunciation is responsible for intelligibility: whether or not we can convey our meaning.

(Klein, 2001) postulates that pronunciation deals with the way for students to produce clearer language when they are speaking. The pronunciation plays important role in order that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. In other words, pronunciation is the way for students to produce the utterance words clearly when they are speaking. Moreover, (Fraser & others, 2006) explained that pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

- Grammar

(Harmer, 2007) states that the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. While (Nelson, 2002) states that grammar is the study of how words combine to form sentences. Moreover, (Batko & Rosenheim, 2004) states that Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words. Thus, from the statements above it can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator and it is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms.

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language (Purpura, 2012). Moreover, the other definition of grammar stated by (Nelson & Greenbaum, 2015) argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units.

b. Fluency

(Pollard, 2008) defines Fluency as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral anguage freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation.

According to (Oxford Dictionary, 2018), comprehensibility means can be understood. Comprehensibility in speaking means that the people can understand what we say and we can understand what they say. In speaking, meaning is very important thing if we want to make a good communication. (Harmer, 2007) said that if there are two people want to make communication to each other, they have to be speaking because they have different information; there is a 'gap' between them. It is not a good communication if the people still confuse with what we say.

c. Comprehensibility

Comprehensibility is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (A. D. Cohen, 2014).

5. Information and Communication Technology (ICT)

Digital computer and networking has changed our economy concept to the economy with no boundary in time and space because of Information and Communication Technology (ICT). It brings a lot of advantages for economic development enabling millions of transactions to happen in an easy and fast way. ICT is one of the economic development pillars to gain national competitive advantage. It can improve the quality of human life because it can be used as a learning and education media, the mass communication media in promoting and campaigning practical and important issues, such as the health and social area. It provides wider knowledge and can help in gaining and accessing information. (Aktaruzzaman et al., 2011) stated that over centuries, education occupies an important role during the teaching and learning process and creation of knowledge in the human history. As the process of teaching and learning became formal and systematic in the times and technologies, the need for effective methods and strategies to raise the quality of learning have been concerned with the issue of increasing the efficiency of the learning experience. In this revolution era 4,0 it cannot be separated from social media and digital life, it also happens to our learners in Indonesia. The will never stop connecting to digital network, it is almost 60%, people kill the time in digital life. It has been a prime need even it also has negative impact. The way to make that case positive is bringing it to the learning process.

The role of technology in traditional school is to increase knowledge and skills through improved efficiency and effectiveness. To be able to fully investigate this thesis, a few terms must first be defined. Efficiency is defined as the speed with which we gain knowledge and, at the same time, the effectiveness of mediated knowledge, which is controlled operationally. When technology is applied directly to educational institutions, e.g. For example, in a school, both students and teachers can be considered learners. Therefore, we can assume that the increasing knowledge and use of teachers has an impact on students' learning. Ultimately, technology should help boost student achievement in schools.

In addition, Internet-based technology allows teachers to create their own learning communities that are not limited to the local school location. For example, science teachers may use a wiki or content delivery system to network with teachers at other schools inside and outside their local school district and share information. Even more exciting is the premise that teachers can not only receive information and training from a central authority, such as: As district or state personnel, but also that teachers develop content and share their information among like-minded people. This leads to mutual teaching and care situations, which are part of a larger informal learning community. In terms of design, online learning communities facilitate a variety of discussions and socializations that follow a constructivist learning approach, where people effectively learn information when they experience and define knowledge through social contexts (Dempsey & Van Eck, 2007).

Students also get benefit from the elimination of physical barriers through distance learning technology. Unlike their teachers, who focus on career development in terms of job performance, students often learn new content, and that content is often removed from their everyday lives. This separation between the content being disseminated and the students' daily interactions and prior knowledge is even more prevalent in lower grades. For example, students can learn the necessary calculations to balance a budget before they even have their own checking account or have a checkbook.

However, the technology can help students to visualize previously unknown content in a way that facilitates learning. For example, multimedia presentations that use various media formats such as pictures, narrations, and text can be used to assist students in concept visualization. Other formats, eg. Simulations and games can add an extra level of interactivity between the student and the content, turning the learning process from a passive to an active

process. Proponents of multimedia adhere to a cognitive learning philosophy and consider the main advantage of multimedia learning to be the use of multiple learning channels, assuming that a single sense channel can only process a limited amount of information simultaneously (Cross, O'Driscoll, & Trondsen, 2007).

Even more advantageous is the use of educational technologies, especially multimedia and simulations, to eliminate physical barriers such as location and financial constraints. For example, students can view images that even consist of videos, distant landmarks, and geographic locations rather than physically traveling to the location. Although it is not possible to organize a digression for just a few students, all students with Internet access through three-dimensional and geographic programs can find a fictitious path through a distant area. The cost of this aforementioned geographic technology is one of the major benefits, as this technology is available free of charge through Google's technology and its web-based map tools at no extra cost

6. Computer Assisted Language Learning (CALL)

Technology has become an inseparable part of people's lives in recent decades. It is also based on the many forms of communication between people around the world that make it a global village. It also improves voice contact, and most people feel the need to improve communication. Computers have become widespread in schools, homes and business, a need for language learning has become urgent and the necessity of computer literacy has become very obvious, language teachers have started to use new technologies as a new pedagogical tool in foreign language teaching. Introduction of new pedagogical tools does not reject, but includes programs and methods of the previous phase, representing inevitable innovation that gains acceptance slowly and unevenly.

Computer Assisted Language Learning (CALL) is one of the many tools and techniques that can help improve the students' language competencies. This new technology in language education has increased learner autonomy, creativity, productivity and team work. Interactive Teaching Approach and Computer-Assisted Language Learning have been used to tutor language learners through language drills or skills practice; as stimulus for discussion and interaction; or as a tool for writing and research (Eslit, 2017).

Multimedia computing, the Internet, and the World Wide Web have provided an incredible boost to Computer Assisted Language Learning (CALL) applications, offering a wide variety of educational, programs, resources, software, journals, organizations, software tutorials including all types of exercises for grammar drills, vocabulary, listening and pronunciation exercises, games, etc. One of the features of the improvement is shown by language teaching. Many learners have been involved in building new relationships and communicating with people from different cultural backgrounds. They also pursue their academic goals in the use of communication technologies. Among these goals, language learning has always been the primary concern between groups of people who are scientifically pursuing this goal. There are many different types of technologies that can lead to language learning of which computer-assisted learning (CALL) is the most significant. CALL material aims to practice aspects of the theory of learning with the help of computers and software programs. The use of games in learning procedures is an example that can be encouraging for students. It is said that using a computer involves students who learn languages with more authentic material (Reinders & White, 2010).

There are three basic elements in successful Internet activities: integration in the course, teacher's and students' computer competence, and active teacher involvement in explaining, helping and giving directions. Despite an increased use of computers in teaching, fundamental changes yet have to occur within educational perspectives, here language teaching. Social dimensions and authentic activities still favor an emphasis on individual computer use.

Computer-assisted language learning should be integrated step by step from the beginner's to the advanced level, and then included as computer activities in the curriculum according to welldefined goals. Although the software is still limited, it should integrate wisdom of educators and programmers, so each teacher should find their own way of integrating online activities into the classroom, respecting the goals, student needs, materials and available technology (Ruiz et al., 2015).

7. Overview of digital material

The digital revolution and the emergence of an increasing number of mobile devices allow users access to almost unlimited sources of information, from authentic texts to videos anytime, anywhere. Gadgets such as ultrabooks, tablets and smartphones as well as fast Wi-Fi availability in class make information retrieval an easy and challenging task for learners. Even smaller devices will penetrate the market in the forthcoming years such as smart watches and Google Glass with their augmented reality functionality. They will probably change the way of acquiring knowledge and practising languages entirely due to their unlimited Internet access. They will also tremendously change the structure of English classes and other study programmes. In the future, students will have much more opportunities and freedom to apply their language skills in social media, blogs and other networks. They can retrieve real-time information and enter yet unknown areas. This will immensely spur their motivation to learn and use a foreign language, in particular English. From the teaching perspective, on the other hand, the technical developments will prompt teacher to not only familiarize with modern devices but also to design new concepts for their course structure and for testing the acquired knowledge. The digital revolution in the classroom has only begun. To provide some support to teachers in this endeavour, this paper briefly examines the state-of-the-art in the field. The paper provides some insight into currently available digital materials and their practical use

a. Vlog

Vlog in this study is a blog that uses video as the primary content. Vlog entries are made regularly, and often combine embedded video or a video link with supporting text, images, and other metadata. These videos may be embedded and watched on the viewer's Web browser,or downloaded to the viewer's machine or a portable device for later viewing. Liketextblogs, vlogs also often take advantage of Web syndication to allow for the distri-bution of video over the Internet using either the RSS or Atom syndication formats,for automatic aggregation and playback on mobile devices. Apart from the term vlogs, videoblogs are also known as v-logs, vid-blogs, movie blogs,vblogs, vidcasts, videocasts, vcasts, v-casts, episodic video, Web shows or online TV,and so on. Vlogs are created byvideobloggersorvloggers, while the act itself is re-ferred to asvideobloggingorvlogging. As a derivative of blogosphere,vlogosphereisthe collective term encompassing all vlogs. Vlogs exist together as a community or asocial network.

b. Social networks and blogs

The majority of students is affiliated with one or the other social network these days. However, computer students are a little hesitant in this respect. They often do not want to be followers of Facebook, LinkedIn or other social networks because they are in particular aware of the benefits and drawbacks of such media use. They, of course, also benefit from real-time communication with many participants in order to exchange their views upon specific issues. Networks are often used to retrieve information fast or to get rapid feedback on study-related issues. However, the language used in this context is often of poor standard, too colloquial and

shortened with a number of mistakes. So the overuse of such communities can also spoil the achieved foreign language quality, in particular in terms of writing habits and speaking competency. Therefore, lecturers should consider a careful and purposeful use of social networks without anonymous and unqualified responses. An alternative to established broad social networks is TANDEM work, that means, forming learning partnerships on-site between native and non-native speakers/ students of a language or institutionalized exchange networks between domestic university and cooperation partners abroad (Busch-Lauer, 2013).

c. Online dictionaries

Formerly, there has often been a debate on which type of dictionary to be used in a language classroom – monolingual or bilingual. Today, online dictionaries and apps are a very valuable source for students to get proper and real-time information on the meaning of words both from a bilingual or monolingual format. The developed general online dictionaries for English (e.g. the Oxfod Advanced Learners Dictionary, http://oald8.oxfordlearnersdictionaries.com) as well as the bilingual dictionaries like (dict.cc, www.dict.cc) and text-based sources (e.g. linguee.com, www.linguee.com) prove to be very comprehensive for fast information retrieval on terms and usage. Subject-specific sites, e.g. the German Computer Dictionary (see http://www.computer-woerterbuch.de/) or English for Computer Science Words (see http://cs.joensuu.fi/kielikurssit/englanti/compukeyword.html), are also a sound reference for developing terminological knowledge, for defining concepts and for learning about context use of terms. Such continuously updated and improved dictionaries can now also be accessed from mobile devices, so it will be easy to retrieve the usage pattern of a word (e.g. meaning, grammar features, collocations and pronunciation) on the go (Busch-Lauer, 2013).

d. Applications and e-learning platforms

Traditional ESP teaching has basically been relying on English textbooks for the subject to be taught, on script material and journal articles. For some years now, the material of publishers has successively been accompanied by workbooks and CDs. In Germany, publishing houses like Cornelsen, Klett and Hueber have developed short course series of textbooks for many application areas (see respective websites). More recently, these materials have been supplemented by online worksheets and/ or audio/ video files in MP3 or MP4 formats. However, the majority of teachers and students would like to use more authentic and topical materials in the classroom without the need of time-consuming searches on the Internet and developing script material, which may infringe copyright law. So there were a couple of good reasons to develop e-learning platforms and apps that support both teachers and learners in their daily routine (Busch-Lauer, 2013).

e. E-magazines and newsletters

E-Newsletters of professional magazines are also an interesting resource of up-to-date developments. Daily or weekly updates on very specific topics are provided, for example by: TechRepublic (Daily Digest), MIT Technology Review and Solid State Technology (MEMS). Moreover, blogs accompany many technology and company websites, which also may be applied for interaction between ESP lecturers and experts or even between students and experts. However, blogging has not yet been used too often in my ESP classrooms because students do not want to leave their digital fingerprint on the web and sometimes do not dare to discuss critical issues on the Internet.

f. Podcasts and webinars

Students sometimes complain about the "incomprehensibility of authentic English". They are often not familiar with the various English dialects and accents. Therefore, podcasts and video files represent a useful tool to develop both awareness for the varieties of English and for training listening comprehension skills in a variety of fields and communication scenarios. The journal Scientific American (ww.sciam.com), for example, offers several podcasts on their website that only last about 60 seconds: 60 Second Tech, 60-Second Science, 60-Second Earth, 60-Second Mind as well as Science Talk. These short sequences of up-to-date information can effectively be used in class to check listening comprehension on the one hand but also to develop own speaking fluency on the other (for example, when the text needs to be back-read for time). Short statements are an ideal stimulus for discussions or for writing a short comment (Busch-Lauer, 2013).

METHODS

(Mills & Gay, 2016) states quantitative research are applied to describe current conditions, investigate, relation, and study cause-effect phenomena. In experimental research, at least one independet variable is manipulated, other relevant variables are controlled, and the effect on one or more dependent variables is observed. The researcher used quasi experimental research for this research. Quasi experimental research provides the strongest results of any the quantitaive research approaches because it provides clear evidence for linking variables. The researcher employed pre-posttest control group design which aims at finding out the English speaking improvement through the Use of digital vlog.

There were two variables in this research, namely independent and dependent variable. The independent variable was the Use of digital Vlog aplication in teaching English speaking, and the dependent variable was the students' speaking skill.

Operational definition of variables of research are the Use of digital vlog was a media that used as guide in enhancing students' speaking skill. Students were treated through digital material through gadget or other electronic devices that used application story to make short vlog related to the topic of speaking given. Students' speaking skills was the speaking skill of English education department students in terms of fluency and comprehensibility.

The speaking test that used in this research was interview which was administrated in pre-test and post-test that covered speaking skill aspects. The pre-test was administrated before the treatment to get data on the students' prior knowledge of speaking skill. Post-test was given after the treatment to get data on the impact of using digital vlog in building up students' speaking skill. The treatment materials were given to the students for five times. All the process of speaking test were recorder by recorder to be extracted.

The questionnaire can obtain the obtain the depth and richness of information from anyone individual by the types of analyses and inferences (R. J. Cohen, Montague, Nathanson, & Swerdlik, 1988). It was created using paper based that could be spread by online and shows the accurate data. It used to find out the student's perception after the implementation of vlog in teaching speaking.

Before doing the treatment, the students were given pre-test to know the students achievement in speaking skills. The test consisted of speaking test aspect assestment. The researcher used interview in speaking test. After giving the pre-test, the students were treated by doing vlog activity in building the English speaking skill. The treatment were done for 5 times or 5 meetings. Teacher made sure the students ready to explore their idea in front of camera. The treatment needed gadgets as media to support the treatment.

After giving the pre-test, the students were treated by doing Telling Story in building the English speaking skill. The treatments were done for 5 times, same as the treatment in experimental Class. It also had same topic, duration, and time treatment as the experimental class in order to have true experiment result. After doing the treatment, the students were given pre-test to know the students achievement in speaking skills.. The test consisted of speaking test aspect assesment. The researcher used interview in speaking test. The questions of speaking test were same as in pretest.

Speaking test is conducted to know the result of quantitative data from the students' speaking test before and after the treatment(Hughes, 2003). To find out the significance difference experimental and control class, the researcher used SPSS 20 version (Mills & Gay, 2016).

The data from questionnaires use Likert Scale and then analyzed in percentage to see the students' perception toward the use of digital Vlog to enhance students'speaking skills. A Likert scale requires an individual to respond to a series of statements by indicating whether he or she strongly agrees (SA), agrees (A), is undecided (U), disagrees (D), or strongly disagrees (SD). Each response is assigned a point value, and an individual's score is determined by adding the point values of all the statements. For example, the following point values are typically assigned to positive statements: SA 5 5, A 5 4, U 5 3, D 5 2, SD 5 1. An example of a positive statement is, "Short people are entitled to the same job opportunities as tall people." A score of 5 or 4 on this item indicates a positive attitude toward equal opportunity for short people. A high total score across all items on the test would be in-dicative of an overall positive attitude. For negative statements, the point values would be reversed— that is, SA 5 1, A 5 2, U 5 3, D 5 4, and SD 5 5. An example of a negative statement is, "Short people are not entitled to the same job opportunities as tall people." On this item, scores should be reversed; "disagree" or "strongly disagree" indicate a positive attitude toward opportunities for short people

The Likert Scale is used as in the following table.

Positive statement		Negative statement	
Category	Score	Category	Score
Strongly agree	5	Strongly agree	1
Agree	4	Agree	2
Undecided	3	undecided	3
Disagree	2	Disagree	4
Strongly disagree	1	Strongly disagree	5

(Mills & Gay, 2016)

Based on the score presents in the table above, so the highest score is 100 and the lowest is 20. The interval of the students' responses on the questionnaire can be seen in the following table:

Interval score	Category
85 - 100	Very positive perception
69 – 84	Positive perception
53 – 68	Fair perception
37 – 52	Negative perception
20 – 36	Very negative perception

FINDINGS AND DISCUSSIONS

1. The Students' Speaking Skill

The findings of the research reveal that the use of digital vlog enhanced the students' speaking skill in relation to accuracy, fluency and comprehensibility as shown in the following tables.

The Mean Score and the Standard Deviation

| TREATMENT		N	ACCURACY				FLUENCY				COMPREHENSIBILITY			
			MEAN	STD DEVIATION	STD ERR OF MEAN	GAIN SCORE	MEAN	STD DEVIATION	STD ERR OF MEAN	GAIN SCORE	MEAN	STD DEVIATION	STD ERR OF MEAN	GAIN SCORE
EXP	PRETES	20	55.83	4.22	0.94	9.17	56.67	8.38	1.87	10.00	59.17	11.44	2.56	13.33
	POSTTE	20	65.00	6.52	1.46		66.67	12.09	2.70		72.50	11.18	2.50	
CNTR	PRETES	20	55.00	5.38	1.20	3.06	55.83	9.79	2.19	2.50	56.67	11.34	2.54	1.67
	POSTTE	20	58.06	6.37	1.42		58.33	10.12	2.26		58.33	11.47	2.56	

The Mean Score and the Standard Deviation of the Students' Pre-test and Post-test both Experimental Group (Exp.Group) and Control Group (Con.Group) in regard to Accuracy, Fluency and Comprehensibility. In table 4.4 above, the mean score and standard deviation shows the difference in pre-test and post-test to both of the groups. The table indicates that the mean score of the students' pre-test of the experimental group relating to accuracy was 55,83 and the standard deviation was 4,22 while the mean score of the control group was 55,00 and the standard deviation was 5,38. The mean score of both groups was different after the treatment. The mean score after the treatment was 65,00 for the experimental group and the standard deviation was 6,52 while the mean score of the control group was 58,06 and the standard deviation was 6,37 It can be concluded that the mean score of experimental group is higher than control group (65,00 > 58,06).

The table also shown that the mean score of the students' pre-test of the experimental group relating to fluency was 56,67 and the standard deviation was 8,38 while the mean score of control group was 55,83 and the standard deviation was 9,79. The mean score of both groups was different after the treatment. The mean score after the treatment was 66,67 for the experimental group and the standard deviation was 12,09 while the mean score of the control group was 58,33 and the standard deviation was 10,12. It can be concluded that the mean score of the experimental group is higher than the control group (66,67>58,33).

The table also shown that the mean score of the students' pre-test of the experimental group relating to comprehensibility was 59,17 and the standard deviation was 11,44 while the mean score of the control group was 56,67 and the standard deviation was 11,34. The mean score of both groups was different after the treatment. The mean score after the treatment was 72,50 for the experimental group and the standard deviation was 11,18 while the mean score of the control group was 58,33 and the standard deviation was 11,47. It can be concluded that the mean score of the experimental group is higher than the control group (72,50>58,33).

The gain score of the mean score of the students' accuracy in experimental group was 9,17 while the gain score of the students' accuracy in control group was 3,06. The gain score of the mean score of the students' fluency in experimental group was 10 while the gain score of the mean score of the students' fluency in control group was 2,50. The gain score of the mean score of the students' comprehensibility in experimental group was 13,33 while the gain score of the mean score of the students' comprehensibility in control group was 1,67. The gain score of the students' comprehensibility in experimental group was the highest score if it was compared with the gain score of the students' accuracy and fluency in the experimental group and the gain score

of the students' accuracy in the control group was the highest score if it was compared with the gain score of the students' fluency and comprehensibility in the control group.
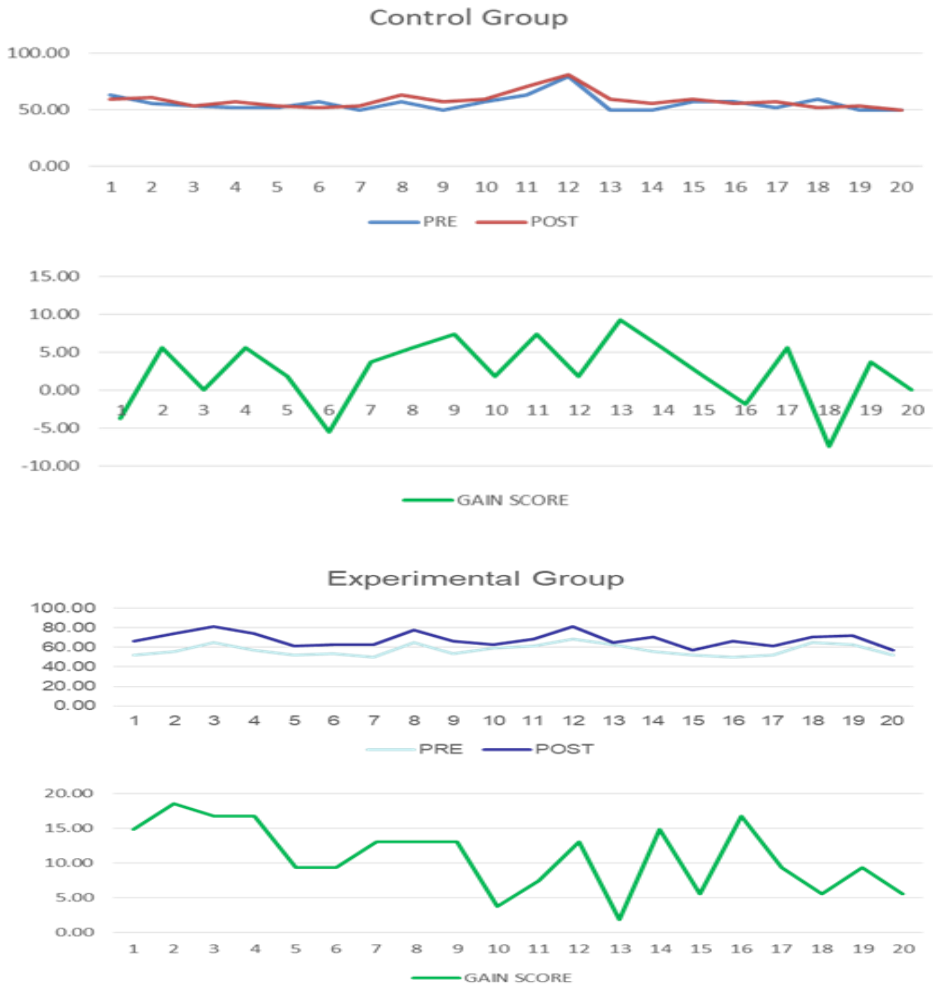
The Effectiveness of n-gain Score

CLASS	PRE	POST	GAIN SCORE	N-GAIN SCORE
EXP	57.22	68.06	10.83	0.26
CONTROL	55.83	58.24	2.41	0.05

Table pointed that the Students' Speaking Performance in Pre-test of Experimental Group and Pre-test of Control Group and Post-test of Experimental Group and Post-test of Control Group. The table 4.5 shown that the N-Gain score of the students' pre-test of the experimental was 0,26. Based on the table classification, it can be indicated in high effectiveness category. Meanwhile the n-gain score of control group was 0,05. Based on the table classification, it can be indicated in low effectiveness. It can be concluded that the treatment of experimental group was in high effectiveness, while the treatment of control group was in high effectiveness.

Based on the result of data analysis in table pre-test of experimental and control group, the researcher found that the t-value was higher than α (0.62 > 0.05) and the degree of freedom was 19. The t-test value of experimental and control group in pre-test was remarked not

different. Meanwhile, the t-Value of post-test from both groups was lower than α (0.00 < 0.05) and the degree of freedom was 19. The t-test value of both groups in post-test was remarked significantly different.

The accumulation score in terms of the students' accuracy, fluency and comprehensibility in pre-test of the experimental group was 57.22 and the post-test of the experimetal group was 68,06. The gain score of the students' speaking performance in the experimental group was 10,83. The accumulation score in terms of the students' accuracy, fluency and comprehensibility in pre-test of the control group was 55,83 and the post-test of the control group was 58,24. The gain score of the students' speaking performance in the control group was 2,41. The gain score of the students' speaking performance of the experimental group is higher than the control group (10,83 > 2,41).

The discussion presents the intrepretation of the data found from the result of statistical analysis and the description of the data derived from the motivation scale and interview towards the implementation of shadowing technique.

The comparison of the enhancement of the students' speaking skill of experimental and control group dealing with accuracy can be proved by comparing the pre-test and post-test result. The result shows that the mean score of the students'. Post-test both the groups increased significantly after the treatment. It ccould be seen in table 4.4 that the mean score of the accuracy students' pre-test to post-test for experimental group was 55.83 to 65.00 it shown gain score 9.17 while the students' pre-test to post-test for control group was 55.00 to 58.06, it shown gain score 3.66. In this case both of the groups were enhanced after the treatment, but the result of the post-test in the experimental group was higher than the control group (65.00>58.06) and it shown gain score (9.17>3.66). The result of the post-test indicated that the use of digital vlog gave progress toward the students' speaking fluency.

The comparison of the enhancement of the students' speaking skill of experimental and control group dealing with fluency can be proved by comparing the pre-test and post-test result. The result shows that the mean score of the students'. Post-test both the groups increased significantly after the treatment. It could be seen in table 4.4 that the mean score of the fluency students' pre-test to post-test for experimental group was 56.67 to 66.67, it shown gain score 10.00 while the students' pre-test to post-test for control group was 55.83 to 58.33, it shown gain score 2.5. In this case both of the groups were enhanced after the treatment, but the result of the post-test in the experimental group was higher than the control group (66.67>58.83) and it shown gain score (10.00>2.5). The result of the post-test indicated that the use of digital vlog gave progress toward the students' speaking fluency.

The comparison of the enhancement of the students' speaking performance of experimental group and control group dealing with comprehensibility can be proved by comparing the pre-test and post-test result. The result shown that the mean score of the students' post-test both the groups increased after the treatment. It can be seen in table 4.4 that the mean score of the comprehensibility students' pre-test to post-test for experimental group was 59.17 to 72.50, it shown gain score 13.33 while the students' pre-test to post-test for control group was higher than the control group (72.50>58.83) and it shown gain score (13.33>1.66). The result of the post-test indicated that the use of digital vlog gave progress toward the students' speaking comprehensibility

Based on the data of the gain score in regard to accuracy, fluency and comprehensibility in table 4.4 The highest gain score was reached in comprehensibility aspect. The researcher concluded that the use of digital vlog enhanced students' speaking skill in regard to accuracy, fluency and comprehensibilty, but the use of digital vlog media worked best in enhancing the students' comprehensibility.

Based on the result of data analysis in the table 4.5 on pre-test of experimental group and pre-test of control group, the researcher found that the probability value was higher than α

(0.62>0.05) and the degree of freedom was 19. It indicated that the students' speaking performance was mostly in the same level and there was not the difference between the students' pre-test in experimental group and the students' pre-test in control group. In the other word, there was not significant difference between the students' speaking performance in pre-test of experimental group and pre-test of control group before the treatment. It indicates that the alternative hypothesis (H_1) was rejected and the null hypothesis (H_0) was accepted. It can be concluded that the students' speaking performance both experimental group and control group was mostly in the same level.

Morever, based on the result of data analysis in the table 4.5, post-test of experimental group and post-test of control group showed that there was significantly different. The data shown that the probability value (0.00) was lower than the level of significance at t-table (0.05) or the probability value was lower than α (0.00<0.05). It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (Ho) was rejected. It can be concluded that the use of digital vlog significantly enhanced the students' speaking skill dealing with accuracy, fluency and comprehensibility.

In addition, based on the data of th gain score of accumulation score in the table 4.6 the score between pre-test and post-test of experimental group was 57.22<68.06. The students' speaking performance enhanced about 10.83. It indicated that there was significant progress after the treatment by using digital vlog. Meanwhile, the pre-test and post-test score of control group was 55.83<58.24. It means that the students' speaking performance enhanced about 2.41. It can be stated that the score of the two groups got progress, but the experimental group was higher than the control group (10.83>2.41). It can be concluded that the use of digital vlog was more effective than the use of story telling in enhancing the students' speaking skill.

Based on the data, the accumulation of post-test result in experimental group was higher than the control group if it was compared with the pre-test result of both groups (68.06>58.24). The researcher concluded that the data of post-test in experimental group as the final result gave significant improvement. It can be summarized that the use of digital vlog enhanced the students' speaking skill or other word that the use of digital vlog was more effective to enhance the students' speaking skill than the use of story telling that currently used by lecturer in IAIN Bone.

In this research, the researcher treated the students speaking for 5 meetings using digital vlog. In the beginning of the research, the first meeting, the researcher explicitly gave input about vlog in order to have clear idea about it. As the result of the treatment it shown that the mean score of the students' post-test in experimental group was higher than the students' post-test in control group and it was significantly different if it was compared with the control group (68.06>58.24). It was also proved by the significance test that p-value was lower than α (0.00<0.05), where the p-value was 0.00 at the level of significance 0.05 and the degree of freedom was 19.

The main reason why the control group had also enhancement after the treatment although it was not as significant as the experimental group. The students in the control group were given 5 meetings of treatmentas as in experimental group by using story telling. It gave chance to the students to speak English, to express their ideas in front of class in every treatment.

3. The Students' Perceptions

The findings of students' perception interview reveal that the use of digital vlog to enhance students' speaking skill as shown in the following tables. The percentage of the students' perception in experimental group is given in the table 4.10, and the mean score and the standard deviation are given in the table.

Interval Score	Category	The Perception towards the use of Vlog	
		F	%
85-100	Very positive perception	3	15
69-84	Positive perception	14	70
53-68	Fair perception	3	15
37-52	Negative perception	0	0
20-36	Very negative perception	0	0
Total		20	100

The data of the students' interval score based on the motivation scale in the table 4.10 shows that 3 students (15 percent) had very positive perception, 14 students (70 percent) had positive perception, 3 student (15 percent) had fair perception, but none of the students had negative and very negative perception. In the table below, the researcher presented the mean score and the standard deviation of the students' perception in experimental group towards the use of digital vlog to enhance students' speaking skill

	N	Mean	Std. Deviation	Std. Error Mean
Students' Perception	20	74.5714	6.45355	1.72478

Table shows that the mean score of the students' motivation was 74,57 which was categorized as positive perception and the standard deviation was 6,45.

The data of the students' interval score based on the scale in the table shows that 3 students gave very positive perception and 14 students gave positive perception, and 3 students gave fair perception towards the use of digital vlog. It indicated that the use of digital vlog media gave positive perception the students it can be seen from the frequency of students (14 students).. Table 4.11 shows that the mean score of the students' perception was 74.57 which was categorized as positive perception with the interval score 69-84 and the standard deviation was 6.45. Based on the mean score and the standard deviation above, the researcher concluded that the use of digital vlog in teaching speaking gave positive perception to the students.

CONCLUSIONS

The use of digital vlog media in teaching speaking class enhanced the speaking skill of the students of second semester of IAIN Bone academic year 2018/2019. It was proved that the mean score of the students' pre-test to post-test in the experimental group using digital vlog media enhanced from 57.22 to 68.06 and the mean score of the students' pre-test to post-test in the control group using telling story enhanced from 55.83 to 58.24. It means that there was higher enhancement in the experimental group than in the control group. That is 68.06>58.24

The use of digital vlog media gave positive perception in studying speaking English. The mean score of the students' perception was 74.57. It was categorized as positive perception in studying speaking English.

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