

VIDEO BLOGGING: A PEDAGOGICAL MEDIA TO IMPROVE SPEAKING SKILL

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Abstract

Technology is considered as a learning assistant that can be used to improve speaking skills. In this paper, the researcher tried to enhance students' speaking skills using English video blogging. The purposes of this research were to know how students' perception of the use of English video blogging in speaking skills and to what extent video blogging improves students' speaking skills. This study was done in one High school at Tangerang-Banten with 25 students in Grade XI. This study is a qualitative design with descriptive analysis in interpreting data, in data collection, the researcher used an observation (participatory observation) and depth interview with the participants. The result shows that students' perceptions of the use of English video blogging to improve speaking skills are good and successful, and it can be seen about 80 % of the participant are having a good improvement in speaking ability. And the rest of them still feel lack confidence and fluency in speaking. Finally, the use of video blogging in classroom activities gives a good impact on students' speaking skills.

Keywords: Videoblogging, Pedagogical media, Speaking skill

INTRODUCTION

Technology has become an important part of the world, people use technology such as mobile phones to exchange news, send a message, and make videos, even during the current pandemic, learning is shifted to an online system where technology plays an important role in education. Now technology has entered the reality of education and the use of technology takes an important role in the teaching and learning process (Anggraeni and Wulanjani, 2017).

Today, technology provided many resources for learning and it is utilized to assist teacher in conducting activity in the classroom. In line with issues, language learning has some extent to transmute into a more flexible and cost-effective format without being limited to a physical space or time (Chan 2013). There are many platforms that can assist teaching to conduct the classroom activity, such as, the use of *Youtube*, *Telegram*, *Whatsapp*, etc. Indeed, recent mobile technologies (e.g., smartphones, tablets) and widespread availability of L2 materials on the Internet can greatly benefit L2 learners. From this perspective, one

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