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Enhancing Junior High School Students Speaking Skills In Efl Class Through Multimodal Vlogs: A Need Analysis

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Abstrak

Selain bahan ajar berbasis digital, banyak penelitian telah membuktikan bahwa pembelajaran berbasis multimodal dapat meningkatkan kemampuan berbahasa Inggris siswa, terutama dalam berbicara. Namun, tidak banyak bahan ajar yang tersedia, khususnya untuk meningkatkan kemampuan berbicara bahasa Inggris siswa Sekolah Menengah Pertama. Hal ini terkait langsung dengan penggunaan media digital yang dipadukan dengan pengembangan keterampilan karakter dalam pembelajaran berbasis multimodal. Penelitian ini bertujuan untuk mengetahui kebutuhan untuk mengintegrasikan video blog multimodal (Vlog) ke dalam kelas EFL untuk meningkatkan keterampilan siswa, khususnya di tingkat SMP. Metode yang digunakan adalah pendekatan kualitatif untuk mendeskripsikan persepsi siswa. Data dikumpulkan melalui kuesioner dan wawancara. Analisis kebutuhan untuk mengembangkan bahan ajar berbicara bahasa Inggris menyoroti dua poin utama: bahan ajar saat ini tidak bervariasi dan kurang menggunakan media digital, terutama video blog (vlog), dan siswa percaya bahwa bahan ajar berbasis digital seperti vlog dapat meningkatkan keterampilan berbicara mereka. Hasil kuesioner menunjukkan bahwa siswa merasa kemampuan berbicara bahasa Inggris mereka rendah dan menganggap vlog sebagai media yang menarik yang dapat meningkatkan berbagai aspek bahasa dan memotivasi mereka untuk belajar jika lebih banyak sumber daya digital digunakan. Secara keseluruhan, ada kebutuhan untuk lebih banyak bahan ajar bahasa Inggris yang bervariasi dan terintegrasi dengan teknologi untuk dimasukkan ke dalam pengajaran bahasa Inggris bagi siswa Sekolah Menengah Pertama.

Kata Kunci: *Analisis Kebutuhan, Vlog, Keterampilan Berbicara*

Abstract

Apart from digital-based teaching materials, much research has been conducted proving that multimodal-based learning can improve students' English skills, especially in speaking. However, not many teaching materials are available, especially for enhancing the English-speaking skills of junior high school students. These are directly related to the use of digital media infused with developing character skills in multimodal-based learning. This study aims to figure out the need to incorporate multimodal video blogs (Vlogs) into EFL classes to improve students' skills, especially at the junior high school level. The method used was a qualitative approach to describe the students' perceptions. The data were collected through questionnaires and interviews. The analysis of needs for developing English-speaking teaching materials highlights two main points: current teaching materials are not varied and lack digital media, especially video vlogs (vlogs), and the students believe that digital-based materials like vlogs can enhance their speaking skills. Questionnaire results show that students find their English-speaking skills low and consider vlogs an engaging medium that can improve various language aspects and motivate them to learn if more digital resources are used. Overall, there is a need for more varied and technology-integrated English teaching materials to be incorporated into teaching English to junior high school students.

Keyword: *Need Analysis, Vlogs, Speaking Skill*

INTRODUCTION

The use of technology in language education has led to new innovative approaches to language learning. One of these approaches that is gaining attention is using multimodal vlogs to improve students' speaking skills in English. Multimodal communication, which combines visual, verbal, and gestural elements, has become an engaging method for promoting language development (Kress and Van Leeuwen 2001). The widespread use of digital devices and the popularity of social media have changed how people communicate, providing new opportunities for language instruction.

Video blogs, known as vlogs, have become a popular form of self-expression, allowing people to share their experiences, thoughts, and stories through a mix of spoken word, visuals, and other forms of expression. This makes them a valuable resource for language learners looking to engage with real-life spoken language, making their learning experience more immersive and exciting. As technology continues to shape language learning, exploring the effectiveness of multimodal vlogs offers an exciting opportunity to discover new ways to improve communication skills among language learners.

The use of multimodal vlogs for English language learning has attracted considerable attention because it potentially improves students' speaking skills (Syafryadin, Wardhana, and Astrid 2022). This method uses vlogs' interactive nature to create an immersive learning

experience through the combination of visual, auditory, and linguistic elements. Multiple studies have demonstrated the effectiveness of using vlogs to enhance speaking proficiency. For example, Mandasari and Aminatun's research (2020) shows that integrating vlog media significantly improves students' speaking performance. Yeh's study (2018) on students' perceived benefits of multimodal video-making confirms the positive impact of this approach.

Additionally, Camiciottoli and Campoy-Cubillo (2018) investigate the connection between multimodality and language education, emphasizing the interplay between multimodal literacy and language instruction. As a type of multimodal composition, Vlogs allow students to create significance through various semiotic modes, promoting holistic language abilities. Muftah (2022) acknowledges the impact of social media platforms on learning English, demonstrating the importance of environments rich in multimedia. This research paper explores the potential of vlogs-based language learning to improve students' speaking skills. By examining existing research on the effectiveness of multimodal approaches in education, this study contributes to the ongoing discussion on innovative language teaching methods (Jewitt 2008). The current language education landscape is significantly changing due to the integration of technology and multimodal resources (Godhe and Magnusson 2017). One emerging approach attracting considerable attention is using multimodal vlogs to enhance students' speaking abilities in English language learning.

Vlogs combine visual, auditory, and linguistic elements dynamically. This multifaceted form of communication reflects real-life interactions and provides an immersive environment for learners to engage with authentic spoken language. Scholars emphasize the transformative potential of using multimedia platforms such as YouTube for language instruction in promoting speaking proficiency and engagement (Jiang and Luk 2016; Zhang, Liu, and Chen 2021). The concept of multimodal composing aligns with language acquisition, where communication goes beyond traditional linguistic boundaries to create meaning. International English learners are increasingly embracing multimodal composition to construct intricate meanings through visual, auditory, and textual semiotic modes (Wang 2022). The importance of this research is highlighted by the increasing acknowledgment of technology's impact on reshaping language teaching methods. As studies investigate the effectiveness of using multiple modes for feedback in improving speaking skills (Syafryadin et al. 2022) and the advantages perceived by students who engage in creating videos using multiple modes (Yeh 2018), it becomes clear that the combination of technology and multimodality holds excellent promise.

Integrating digital videos (vlogs) involves combining multimedia elements such as images, audio, and videos. This integration demonstrates how it can improve students' speaking skills while giving them hands-on learning experiences (Chao 2013; Tanrıku 2022). All educational efforts aim to develop students' understanding, attitudes, collaboration, and expertise in various forms of literacy. The teacher uses student-focused activities, assigning multiple tasks requiring them to create knowledge or information independently or collaboratively. There has been a change in teacher attitudes compared to traditional teaching methods. The classroom used to be controlled by teachers, mainly presenting information that made students passive recipients, as they listened and obeyed their teacher's directions. With the help of technology, the situation has changed, enabling teachers to use different multimedia materials that inspire students to improve their English skills in speaking. As a result, students show a strong desire to learn English.

The concept of multimodality involves using various forms of communication, such as gestures and verbal or visual expression, through different types of media. It encompasses using different sensory channels, like touch, sight, and hearing, for information gathering. It is a method of representation and communication that uses various established tools, including gestures, sound, images, color, and layout. According to Kweldju (2019), multimodality includes both the verbal and visual components of texts, considering their content and visual appeal. Content includes writing and images, incorporating factors like color, fonts, shapes, and layout, while aesthetics cover style, symbolism, and design.

Multimodality is essential for developing and sharing educational materials when learning English. Multimodal environments enable English learners to express themselves and communicate within specific language-use situations. To do this well, learners must understand and incorporate language elements into the appropriate language contexts, matching them with specific content. Furthermore, following the constructivist view of learning, learners should have chances to learn through active participation, like creating multimodal objects with more flexibility and imagination in their content-related learning experiences. As a result, multimodality engages learners in a complex process of understanding, drawing from social interactions between language and other semiotic systems (Guo 2023). Thus, this study seeks to figure out the need to incorporate vlogs in English classes in junior high schools, especially in the Indonesian context, to help shed light on what the students feel and think about it after creating a pilot vlog by themselves.

RESEARCH METHOD

Research Design

A qualitative approach was used to address the research inquiries at hand. Questionnaires and interviews were used as the research instruments. The participants of this research were 60 junior high school students from two different schools. Data was gathered in this study using a set of questionnaires employing a 4-point Likert scale. Bertram (2007) defines a Likert scale as a ranked scale from which participants select the option most closely reflects their perspective. This scale effectively gauges participants' beliefs by inquiring about the degree to which they agree or disagree with a specific question or assertion.

Instruments

A speaking assessment (the pretest) was administered to the participants. Notably, the participants were not informed of their pretest scores to prevent potential issues with the internal validity of the test. Following the pretest, the participants were instructed to create and upload their vlogs to Instagram or YouTube. Throughout the treatment period, from week 1 to week 3, students were expected to attend regular English language classes and create a 2-minute vlog entry based on assigned topics every week. Subsequently, after the treatment period, in week 4, another speaking assessment was conducted, serving as the post-test. The evaluation criteria for the post-test were consistent with those used for the pretest. As the final step in the research process, participants were asked to complete a questionnaire to express their perceptions and views regarding the vlogging project. The pretest and post-test mentioned above were the instruments used to determine the effect of the vlogging project.

The questionnaire was another instrument used, adapted from Yang's (2003) study on integrating portfolios among EFL students. The questionnaire consists of 20 items on a 4-point Likert scale, indicating their perceptions of the vlog project. The items are grouped into four domains: (i) vlogs as a facilitator of learning, (ii) vlogs as a student-friendly tool, (iii) vlogs as a tool for self-evaluation, and (iv) vlogs as a source of motivation.

Table 1. Students' Responses On The Vlogs Project Framework

No	Items	Strongly disagree	Disagree	Agree	Strongly agree
1	The vlog project allowed me to learn good speaking skills from my classmates.				
2	The vlog project takes up a lot of my time.				
3	The vlog project helped me to improve my English language speaking skills.				
4	The vlog project increased my workload.				
5	The vlog project allowed me to talk about my personal interests.				
6	The vlog project increased my willingness to speak in English.				
7	The vlog project allowed me to learn English according to my learning style.				
8	Preparing a vlogs requires good video recording and editing skills.				
9	The vlog project helped me to understand my strengths and weaknesses in English.				
10	The vlog project helped me to learn English independently.				
11	Watching other friends' vlogs helped me to have a better idea about vlogging.				
12	I feel the vlog project made me realize that I can learn English anytime and anywhere, not just in the classroom.				
13	Vlogs can show my efforts in learning English outside the English classroom.				

No	Items	Strongly disagree	Disagree	Agree	Strongly agree
14	The vlog project is an excellent tool to show my learning progress.				
15	I still do not understand why we must participate in the vlogs project.				
16	When making the vlogs, I had a chance to reflect on my English language learning.				
17	The vlog project helps me instill a habit of regularly listening to, speaking, reading, and writing in English.				
18	I want the teacher to assess my speaking skills through the vlog project.				
19	My experience of making vlogs has been successful.				
20	I will continue to make vlogs after this vlog project				

In addition, interviews were also conducted to see the teachers' viewpoints on incorporating vlogs into the English class to improve students' speaking skills. Interviews play a crucial role in qualitative research, allowing researchers to deeply explore participants' experiences and perspectives, yielding detailed data that other methods may miss. The flexible nature of interviews enables researchers to adjust questions based on participants' responses, facilitating a thorough analysis of complex phenomena (Dunwoodie, Macaulay, and Newman 2023). This adaptability is essential for uncovering hidden insights that might not be revealed through more rigid data collection methods. Additionally, interviews capture the contextual factors surrounding participants' experiences, offering a deeper understanding of the issues. Through the exploration of both verbal and non-verbal communication, interviews provide a comprehensive view of participants' beliefs and experiences, making them indispensable in qualitative research (Robinson 2023).

RESULT AND DISCUSSION

Result

There are two main things related to the analysis of needs for developing English-speaking teaching materials, which are the results of the data analysis that has been carried out:

1. The interview results show that the teaching materials currently used in schools are not varied and do not use digital media much, especially video vlogs (vlogs).
2. Teachers assess that students' diverse backgrounds are one of the main obstacles to not having many digital-based teaching materials created.
3. Teachers believe that digital-based teaching materials such as video vlogs (vlogs) can improve and hone students' speaking skills in English because students have to practice a lot before they can start making video recordings of vlogs (vlogs).
4. The teachers assessed that if there were multimodal-based teaching materials using video vlogs (vlogs) media that had been analyzed and suited to students' needs, it would help students improve their English speaking skills.

Second, the results of the questionnaire analysis related to the analysis of students' needs for English-speaking teaching materials that utilize multimodality using video vlogs (vlogs) media show several things. First, students assess that their English speaking skills are still relatively low, while the teaching materials provided so far by teachers at school cannot hone their English speaking skills. Second, most students consider video vlogs (vlogs) an absorbing learning medium, and vlogs in English are considered capable of improving their English speaking skills. This is because students think that by watching vlogs videos (vlogs) in English, students can learn many things, such as:

1. How to convey something in a structured manner.
2. Understand various kinds of new vocabulary in English correctly.
3. Understand the correct use of English grammar.
4. Understand the correct pronunciation of words in English.
5. Understand fluency in using English correctly.

Moreover, most students agreed that vlogs can enhance their fluency in speaking English, as can be seen in the diagram below:

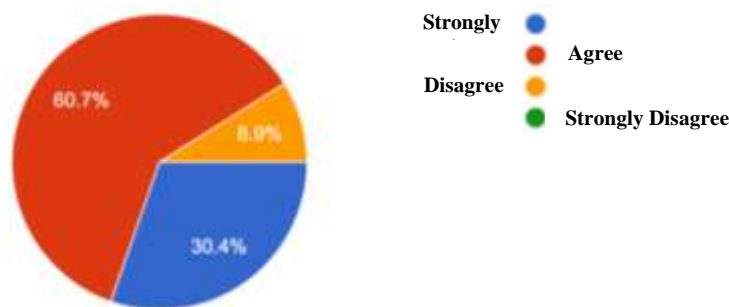


Figure 1. Research Findings

As can be seen from the diagram above, 30,4% of students strongly agreed that vlogs can help them develop their fluency in speaking English. It is followed by 60,7% of students agreeing and only 8,9% disagreeing. This kind of trend of the students agreeing or strongly agreeing that vlogs can help them improve their speaking skills in most of the questionnaire's answers is similar in that it gave a positive perception towards students' thinking and experience of using vlogs.

Apart from that, students consider that currently, there are not many English learning materials that focus on improving students' English speaking skills in junior high schools and that English learning materials that utilize developments in information technology still need much development. Students admit they will be more motivated to learn English if the material uses electronic media.

Discussion

The findings of this study on the use of multimodal vlogs to enhance junior high school students' speaking skills in EFL classes align with and extend recent research in the field. This discussion will examine how the current results compare to studies conducted in the last five years, highlighting areas of convergence and divergence.

The vlogging project significantly improved students' speaking scores, aligning with recent research studies. For example, Mandasari and Aminatun (2020) discovered that incorporating vlog media notably enhanced the speaking performance of Indonesian EFL learners. Additionally, the diverse nature of vlogs encourages students to interact with language using various methods, potentially boosting their overall language proficiency (Jiang & Luk, 2016; Zhang et al., 2021). Moreover, these recent research findings align with the optimistic viewpoint of students on vlogs as an effective tool for learning.

Based on this study and recent research, the pedagogical implications for EFL teachers suggest considering vlogging integration into EFL curricula to enhance students' speaking

skills. This notion is supported by multiple recent studies (Mandasari & Aminatun, 2020). Another implication is to capitalize on the motivational aspect of vlogging to involve students in language learning. Teachers can create vlogging activities that resonate with students' interests and real-world communication needs to boost intrinsic motivation (Tolkach and Pratt 2021). Additionally, the diverse nature of vlogs should be utilized to develop not just speaking skills but also other language skills and digital literacy. This is in line with recent research highlighting the significance of multimodal literacy in language education (Wang, 2022; Zhang et al., 2021).

This research paper offers valuable insights into the field while indicating numerous areas for future exploration, many of which have been highlighted in recent literature. There is a need for longitudinal studies to investigate the enduring impact of vlogging on language proficiency, which has been emphasized by multiple researchers (Mandasari & Aminatun, 2020).

In summary, the results of this investigation, backed by recent studies conducted over the past five years, indicate that using vlogging can be an effective method for improving the oral communication skills of middle school students in English as a Foreign Language (EFL) classes. Its capacity to inspire students, offer genuine speaking opportunities, and promote multi-format learning makes it a valuable asset to language teaching approaches. Nevertheless, implementing it successfully necessitates thorough planning, sufficient support, and awareness of potential obstacles. As technology advances, further research will be essential in enhancing our understanding of the most effective ways to utilize vlogging for language education in an increasingly digital era.

CONCLUSION

This is the first year of research in which a needs analysis was carried out to look at school conditions regarding students' needs for English-speaking teaching materials. The research results show that the teaching materials currently taught in schools have not maximized using digital media to improve students' English speaking skills. Students also think that using multimodal-based teaching materials through video blog (vlogs) media will allow them to practice their English speaking skills, and they have never done vlogs-based learning activities before. Thus, developing vlogs-based teaching materials is necessary to implement in the classroom to improve students' English speaking skills.

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