APPLYING VLOG IN TEACHING VOCABULARY

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ABSTRACT

The aim of the study is to investigate whether or not the application of vlog will enhance the vocabulary of the students. This study used pre-experimental studies composing of pre-test, treatment, and post-test. The participants in the study were 25 students of the second grade students of Universitas Muhammadiyah Bulukumba. Based on the result of the sample, there is a substantial difference between the mean pre-test score and the mean post-test score, from a very bad classification to a decent classification. In addition, the t-test value of this analysis (16,12) is greater than the t-table value (3,745) with a degree of significance of 0,05. It means that it supports the alternative hypothesis.

Keywords: *Teaching, Vocabulary, Vlog*

INTRODUCTION

One of the most critical aspects of human life is language. Over the years, language has been used as a medium of communication to convey emotions, messages, opinions, and all that exists in human minds. Brown (2007:6) described language as a standardized means of communication That is practiced in the same way by all people. Language is therefore an essential tool on a daily basis for social interaction between people.

English is recognized as the most popular lingua franca of the outgoing languages. While Mandarin is the most spoken language, the most common language in most countries around the world is still English as a foreign language. Therefore, English is the first foreign language taught in schools by the Indonesian government. (Ramelan, 1992:3). In formal education, English has been introduced in the teaching of English as a compulsory subject from the junior to senior high school of students and as a subject of local material in elementary school.

Since English is a new language for Indonesian students to learn, most students consider it a difficult subject. Therefore more focus can gradually be paid to learning English. Learning English as learning other languages is primarily about learning the elements of language, such as pronunciation, grammar and vocabulary, which form the basis of a language. However, vocabulary development is the greatest and most critical challenge facing language learning (Swan and Walter, 1984).

In addition, the advancement of information, communication and technology (ICT) broadens the range of teaching media to be explored. The use of current ICT-related media is in line with the idea of authentic learning. The idea of authentic learning has contributed to the incorporation of non-educational resources and materials into learning practices. In other words, genuine learning is real life learning.

The use of Vlog (Video Log) is one of the possible implementation of ICT in English learning . This media is believed to be able to attract learners to engage in learning. It is also claimed that it will provide a strong incentive to learn English. This is focused on the idea of audiovisual learning, where anything related to audiovisual learning will attract more students.

A video blog, or vlog, is described as a blog that uses video as its main source instead of text. Current video blogs are basically text blogs with externally connected videos for each post (Parker & Pfeiffer, 2005). Video blogging offers an online experience that is richer than conventional text blogging, as it integrates movies, sound, still images and text, increasing the amount of information exchanged with users, and likely emotions. Most people who have vlogs usually describe a variety of topics as examples: hobbies, tips, short speech, and so on. This is one of the reasons why a vlog is commonly considered to be online diaries.

However, providing a clear explanation of the usefulness of vlog in English learning, especially in vocabulary learning, requires a scientific investigation. In this study, therefore the researcher seeks to link vocabulary teaching to the use of vlog. It helps to justify the usefulness of the use of vlog in teaching, in this case concentrating on learning vocabulary by students.

LITERATURE REVIEW

The definition of video Blog

Blog is one of the technology that is very common among language teachers that they use as a means of providing learning opportunities to learners without any time and place constraints, so learning can take place not just in a classroom that is convenient for learners (Bunjan & Suppasetseree, 2017). This means that by using a blog, students have the ability to research at any time and wherever they want. By using the blog The learning process not only takes place in the classroom, but is

easy to study without any time and place constraints. The Internet cannot be isolated from human daily life. The Internet is a medium for removing the gap between nations in the world. The Internet has a huge role to play in education. It can be seen that the presence of the Internet makes it easier for us to receive up-to-date information on the progress of education. We can do things like chat, browse, watch video, upload our video, etc. through the internet. Technology plays a major role in people's daily lives, and many language teachers have used technology advancement in the learning process.

This vlog is also helpful for students. Vlog could help them improve their vocabulary. Students will do well to find a new language. Students can also participate as a project assignment in an empty blog. The assignment of this project is considered to be satisfactory in the growth of their vocabulary.

Some stages of vlogging according to Sun (2009) are as follows:

Table 1. The Video Blog Stages

Vlogging Stages	Activities
Conceptualizing	1. Planning when and how to say what to say 2. Coming up with an suitable voice blog theme 3. Listening to vlogs of others for ideas 4. Consulting or searching the Internet for a dictionary 5. Note-taking Notes
Brainstorming	1. Outline the key proposals and help them 2. Translate from L1 to L2. 3. Writing a script before recording
Articulation	1. Rehearsing prior to recording 2. Recording and uploading your voice blog after testing
Monitoring	1. Listening to the audio file before uploading 2. Monitoring of vlog entries in terms of content, organization and language use
Evaluating	1. Evaluating content, organization, and language of the vlog 2. Re-doing vlogs

Teaching Vocabulary

Teaching is a knowledge transformation practice or a technique that allows someone to need change and develop their skills, behaviours, ideas and appreciations. They are affected by fields that are affective, cognitive and psychomotor. In the past, second language programs have often given vocabulary teaching and learning little importance, recently, however, there has renewed interest in the nature of vocabulary and its role in learning and teaching. (Richard:255).

Teaching vocabulary above elementary levels has always been incidental, restricted to addressing fresh things as they appeared in texts that were read or often heard. This indirect vocabulary instruction suggests that the expansion of vocabulary would occur through the practice of language skills, which have been found to be insufficient to ensure vocabulary expansion. Nowadays, it is widely understood that vocabulary teaching should be part of the syllabus and taught on a well-planned and consistent basis. As the language consists of grammatical lexis, the vocabulary is the cornerstone of language instruction, not lexicalized grammar.

There are many features of vocabulary that must be taken into consideration when teaching vocabulary. The list below is based on the work of Gains and Redman. (1986).

a. Conceptual meaning boundaries: recognizing not only what the lexis applies to, but also where the boundaries distinguish it from terms with similar meaning (example: cup, mug, bowl).

b. Polysemy: the distinction between the different meanings of a single word with many meanings closely linked to each other (head: of a person, of pin, of an organization).

c. Homonymy: the distinction between the different meanings of a single word type that has several meanings that are not closely related (example, a file: used to put papers in or a tool)

d. Homophony: words of comprehension that have the same pronunciation but distinct spellings and meanings (example: flour, flower).

e. Synonymy: the distinction between the various shades of meaning of synonymous terms (example: extend, increase, and expand).

f. Affective meaning: Another important factor is the distinction between attitudinal and emotional influences (denotation and connotation) that depend on the attitude of the speakers or the social-cultural condition of lexical artifacts.

g. Style register, dialect: the ability to differentiate between different levels of formality, meaning and subject effect, as well as variations in geographical variation.

h. Translation: knowledge of certain discrepancies and similarities between the native language and the foreign language; (example: false cognates).

i. Language chunks: multi-word verbs, idioms, collocation of strong and weak, lexical phrases.

j. Grammar of vocabulary: studying the rules that enable students to create various types of vocabulary or even different terms from that word (example: sleep, slept, sleeping, able, unable, disability).

k. Pronunciation: capacity to identify and replicate speech objects. In other terms, the students attempt to say the term better.

In teaching vocabulary in the classroom, it can be said that there are fourteen elements that the teacher must know and understand. The instructor must also clarify the elements to the students while the teacher explains the vocabulary, in order for the students to know the elements well.
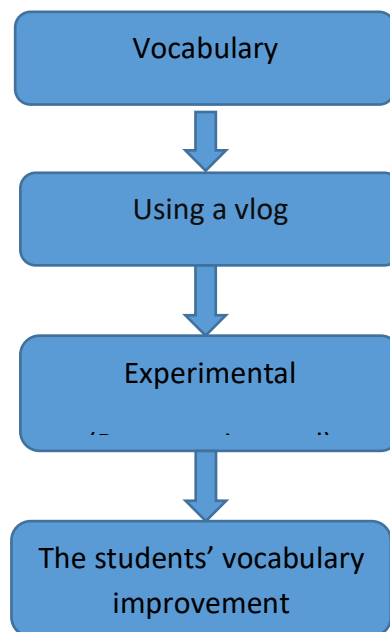
RESEARCH METODOLOGY

This study used pre-experimental design with pre-test and post-test in one group. There were two variables are the independent variable; using video blog to improve students' vocabulary and the dependent variable is the improvement of students in vocabulary. The Population would be the second semester students of English Department in UMB. There were 2 parallel classes. Each Class had 25-24 students, the total number of population are 49 Student. The researcher used purposive sampling to choose the class. Class 19 A as a sample, class consisted of 25 Students. The researcher chose 19 A class because the students in this class more interest in studying English by using media.

A vocabulary test consisting of a pre-test and post-test was the instrument of this study. The pre-test is aimed at learning the students' basic vocabulary. The post-test is therefore intended to explain the vocabulary of the students' improvement after giving the treatment for teaching vocabulary using the treatment list.

Conceptual Framework

The conceptual framework of this research is in the following diagrams

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┌─────────────────────┐
│     Vocabulary      │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐
│    Using a vlog     │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐
│    Experimental     │
│                     │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐
│ The students' vocabulary │
│     improvement     │
└─────────────────────┘
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RESULT AND DISCUSSION

Result

The results of this study deal with the students' pre-test and post-test scores, the percentage rate of the student score received, mean score, standard deviation, significance test, and testing of hypothesis. Such results are described as follows:

Scoring classification and Rate Percentage of Students Score in Pre-Test and Post-Test

The criteria and the students' percentage score of pre-test and post-test are presented as follows:

Table 2. Frequency and rate of student score in pre-test

	Classification	Range	Frequency	Percentage
1	Very Good	90-100	-	-
2	Good	70-89	-	-
3	Fair	50-69	6	24%
4	Poor	30-49	19	76%
5	Very Poor	10-29	-	-
	Total		25	100%

The above table shows the percentage score rate for 25 students in the pre-test. The table indicates that no student obtained the score in the item, 6 students (24%) were acquired as a fair classification, 19 students (76%) were acquired as a poor classification. It can be inferred that the student's vocabulary was already low before the treatment was offered. The researcher therefore thought that students need treatment to increase their vocabulary.

Table 3. Frequency and rate of student score in Post-test

No	Classification	Range	Frequency	Percentage
1	Very Good		4	16%
2	Good		2	8%
3	Fair		19	76%
4	Poor		-	-
5	Very Poor	10-29	-	-
	Total		25	100%

The above table indicates the frequency and percentage rate of 25 students in the post-test student score. The table showed that in the item "Very good" there is no student who gets the grade. Four students (16%) were classified very well, 2 students (8%) were classified as good, and 19 students (76%) were classified fair. There is no student score graded into a very poor score after giving treatment. As an outcome, it can be inferred that the post-test rate percentage was higher than the pre-test percentage.

The mean Score and Standart deviation of pre-test (X_1),post-test (X_2)

Table 4. The mean score and standard deviation of pre-test and post-test

No	Test	Mean Score	Standard Deviation
1	Pre-test	49,8	10,65
2	Post-test	71,1	7,01

Based on the above table, the mean score of the pre-test students was 49.8 and the mean score of the post-test students was 71.1. The pre-test standard deviation was 110,65 and the post-test standard deviation was 7,01. The mean score of post-test students was higher than the mean score of pre-test students. This suggests that after giving treatment, there was a substantial difference in the post test.

Test of Significance

In this case, in order to explain whether or not the mean score differs between pre-test and post-test statistically, at the level of significance difference degree of fredoom = N-1 (25-1=24), the researcher used the test relevant, where N = the total number of students (25). The result of the t-test calculation was demonstrated in the following table:

Table 5. The t-test value and the t-table value of the students' English Vocabulary

t-test value	t-table
16,12	3,745

The table showed that t-test values were greater than t-table values (16,12>3,745). It suggested that it rejected the null hypothesis (Ho) and supported the alternative hyphothesis (H1). This means that students are developing their vocabulary through the Vlog to strengthen the students.

DISCUSSIONS

Applying Vlog to the second grade students of the English department reveals that the vocabulary of the students is greatly enhanced by the data analysis of the students in teaching vocabulary. It is demonstrated by the achievement of the students after performing treatment in the pre-test and post-test. The outcome of the frequency and percentage rate of the students' pre-test and post-test was supported.

Before giving treatment, pre-testing is done to assess students' prior knowledge. And the score of the students was still low as a result of the pre-test. There are 19 (76%) students who get poor classification and there are 6 (24%) students who get fair classification.

The score in the post-test indicates that there were 4 (16%) students who obtained very good classification, 2 (8%) students who obtained good classification, and 19 (76%) students who obtained fair classification after giving treatment (applying vlog) as a medium in teaching vocabulary, showing that there was a substantial change in the post-test. Then there are no students who are poor and very poor classified.

The mean pre-test score is 49.8, which is 10.65 for poor classification and standard pre-test deviation. The mean post-test score is 71.1, classifying 7.01 as fair classification and standard post-test deviation. There is a substantial difference between the pre-test mean score and the post-test mean score, from very poor classification to good classification, based on the findings above. In addition, the t-test value of this analysis (16,12) is greater than the t-table value (3,745) with a degree of significance of 0,05. It means that it supports the alternative hypothesis.

On the basis of the above discussion, the researcher concluded that the use of a video blog could enhance the vocabulary of students at the UMB English Department's second grade students.

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