ENHANCING THE SPEAKING SELF-CONFIDENCE THROUGH THE USE OF VLOG AMONG 11th GRADE STUDENTS AT MADRASAH ALIYAH ROUDLOTUL JADID IN LUMAJANG

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ABSTRACT

This study aimed to explore the students' improvement in self-confidence and to see their perception in using VLOG to enhance their self-confidence in speaking. The XI grade students at Madrasah Aliyah Roudlotul Jadid in Lumajang were the subjects of this study. They were chosen due to their low self-confidence in speaking. The study was classified as classroom action research which used 4 (four) phases consisting of planning, acting, observing, and reflecting. The results of the study show that in Pre-Cycle 22 students (73%) got scores under the criteria of success (or KKM), and only 8 students (26%) had scores meeting the criteria of success. In Cycle 2 the students' scores increased exponentially, 27 students (84%) reached the criteria of success, and only 3 students (16%) did not meet the criteria of success. This means that the students' self-confidence improved by 58% compared to the pre-cycle scores. In addition, the students had positive perception of using vlogs to enhance their self-confidence. It is concluded that VLOG can enhance the students' self-confidence in speaking and is accepted positively by the students.

Keywords: Vlog, Students' Speaking Skills, Classroom Action Research

INTRODUCTION

Language is a system of traditional spoken manual (signed), or written symbols that people use to express themselves as members of a social group and contributors to its culture (Robins, 2023). Similarly, language is a communication tool used to convey ideas, information and feelings from one person to another (Al Zoubi, 2018). Language has structure and function (Ellis, 1999). Structure refers to language as a special and unique sound system with meanings. Communication, identity expression, play, creative expression, and emotional release are just a few of the purposes of language. This is in line with the statement that basically, language has certain functions that are used according to human needs, that is, as a means of self-expression, as a means of communication, as a means of organizing and adapting to social integration in the environment or circumstances, and as a means of social control (Keraf, 1997). One of the most effective forms of communication in human life is, therefore, language. Learning how to utilize language successfully in daily interactions or in daily talks is

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necessary because language plays such a significant role in daily life to deliver one's ideas through communication.

Speaking appears to be the most effective of the four language acquisition skills—listening, speaking, reading, and writing. "While you are on stage, your voice is your most powerful and important asset" (Holtzclaw, 2012). This indicates that both the speaker and the listener should understand the communication. Speaking English well requires using appropriate diction, good intonation, and narrative information; therefore, students should be taught these elements. In addition, both within and outside the classroom, students must learn to communicate in English. According to Bashir et al. in (Fidriani, 2021) the main goal of learning a language is to be able to communicate in that language. In addition, students must practice daily communications in a variety of environments (Darmadi, 2019). One can reasonably assume that speaking skill play a major role in this overall situation.

Most of the students' speaking ability in Indonesia remains very low or inadequate for various reasons. This is because they are not confident when speaking English (Haidara, 2016). Most of their speaking problems are due to their fear of making mistakes, shyness, hesitation when speaking English in front many people or friends, and lack of confidence. Another reason is lack of knowledge of English. In addition, in their daily life, English is rarely used as a means of communication at school (Aeni, 2017). For these reasons, they lose confidence in speaking English. Due to their lack of confidence in speaking in front of others, students may find it difficult to prepare for public speaking, and teachers may find it difficult to come up with engaging media that will keep students' attention. According to an observation of students in grade XI Science at Madrasah Aliyah Roudlotul Jadid in Lumajang, the learning and teaching process has already employed decent methods, but the students have not yet been able to optimize their learning. They were unable to pay attention to the instruction properly.

Since some students never ask a question, the teachers are unaware of their level of comprehension. According to the Merdeka curriculum, to optimize the teaching and learning process, teachers must be more innovative, and students must be more active. This means that teachers must find suitable methods to help students improve their speaking confidence. Research in the fields of second language acquisition (SLA) and positive psychology indicate that people's willingness to communicate in a second language (L2 WTC) as well as actual communication in in-class and out-of-class contexts are significantly influenced by the affective factors like motivation, self-confidence, risk-taking, speaking anxiety, and grit.

Regarding L2 motivation, studies on English as a second language (ESL) learners have shown that those who are more motivated to learn the language tend to raise their L2 WTC and participate more actively in L2 tasks (Dörnyei, 2000; Hashimoto, 2002; Khajavy, 2016). L2 activities and lessons that are interesting and relevant to the target learners can boost their engagement and motivation (Kikuchi, 2009). It demonstrates that one of the key elements affecting students' speaking abilities is their level of self-confidence.

Self-confidence is defined as the recognition of an individual ability, loving oneself and be aware of one's abilities and emotions (Gençtan, 1984; Özbey, 2004). Self-confidence is extremely important in almost every aspect of people's lives; so many people struggle to find it. People who lack self-confidence can find it difficult to become successful. Self-confidence is divided into two subcategories, internal self-confidence and external self-confidence (Akagündüz, 2006). He continues his explanation that internal self-confidence is thoughts and feelings that individuals are harmonious or satisfied with themselves. Self-esteem, self-love, self-knowledge, setting specific goals and positive thinking are inner confidence. External self-confidence is also a behavior and attitude towards others. The building blocks of external self-confidence are communication and managing emotions. Speaking is so much a part of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some people, like auctioneers or politicians, may produce even more

than that. So natural and integral is speaking that people forget how they once struggled to achieve this ability-until they have to learn how to do it all over again in a foreign language.

Trust is one's confidence about something that is trusted. Therefore, trust is assuming that something exists. Self-confidence is confidence toward all of the excess aspects owned, and it is the confidence that makes him able to achieve the various targets in his life (Hakim, 2005). The problem arises when students hesitate to say for certain reasons. They have difficulty expressing their ideas. They are also afraid of making mistakes, and they do not feel confident when speaking in public. These things tend to make them passive learners, resulting in their speaking ability unable to improve significantly.

To find a solution to this problem, teachers need to find interesting media to attract students and make them more confident in their English proficiency. Using technology is thought to be able to achieve this goal (Wulandari, 2019). Technology can be very helpful in motivating students and reducing the burden they face when having to use English as a medium of communication. Vlogging, one of the technological advancements, can be used as an interesting medium to improve students' confidence in speaking ability; this medium focuses on speaking as its mode of communication and medium. This is also widely used today.

A vlog, short for "video blog," is a type of online content where individuals or creators share their experiences, thoughts, and stories through video. Vlogs can cover a wide range of topics and styles, such as personal diaries, travel adventures, how-to guides, daily routines, challenges, and more. They often feature the vlogger's speaking directly to the camera, offering a personal and relatable connection with the audience. Vlogs may include a combination of video footage, narration, on-screen text, music, and editing to create engaging and entertaining content. The format and content of a vlog can vary, making it a versatile and popular form of online video.

Vlog is a word familiar to today's youth. With the advancement of mobile technology, young people can now easily create videos of themselves. They can share their daily activities, personal life, hobbies, and many other aspects of their lives that they think will attract people to see and then post online (Wulandari, 2019). In addition, vlogs are used as a means of communication with a large audience, which is the end result of the video creation process (Oya, 2018). Further, vlogging is an intuitive system that provides a series of online broadcasts that allow people to download and share content (Maulidah, 2018). It is considered a collection of videos that function as both a documentary about audiovisual life and a communication channel. Vlogging is therefore one of the effective means to learn to speak. According to Biel and Gatica- Perez as cited in Mandasari (2020) using vlogs can be an alternative way to practice English and build your confidence. "You record videos of your life, thoughts, experiences, and opinions as a vlogger (video blogger) and share them with the world" (Saric, 2018). This indicates that the vlog is beneficial in assisting with every step of the teaching and learning process. According to this study, a vlog of a few minutes can be helpful in helping students practice their learning process. They can easily access these vlogs on their computer and device.

A study of Vlog as a media to learn, entitled Creating Vlog as Media in English Language Teaching (ELT): Teaching Speaking, aims to know the implementation of creating vlogs in English Language Teaching (Anrasiyana, 2022). This research used qualitative-descriptive in illustrating the result. The subjects of this research are the students of VI SDN Batang-Batang Daya 1. The instruments of this research were observation sheets, field notes, in-depth interviews with the teacher, and questionnaires for students. The study revealed that the learners were very enthusiastic in creating a vlog because they had confidence in performing their text in the video; this also resulted that they had improvement in their speaking skill. Higher motivation was another benefit they got because creating a vlog was challenging for them. It is evident that brief vlog segments are more beneficial for teaching and learning because the teacher can select any section of a particular language that the

students will study and practice. Using a device to record their video seemed simpler for them, and by recording, they were able to assess their level of advancement in speaking. Because they can utilize their smartphones, learners can create vlogs without spending a lot of money. They may record it using the camera in their smartphones.

In order to create a genuine vlog, students must talk more clearly and focus on a single subject. The first thing they need to do when wishing to create a vlog is choosing a topic. They prepare the contents they wish to share on the vlog. When they are ready to present the subject, they arrange the gesture. Thus, before filming the video or taking a vlog, they must integrate the subject with the movements. In order for everyone to progress at the same rate, they need to talk to people on their level. This implies that students should work together and be consistent in communicating their message. If students are unsure about the recording, they are free to repeat it as long as they think the video is good enough. After completing the film, the students can show their parents and friends. They can also get the other people's opinion to recognize their shortcomings without becoming offended by their judgments.

There are some studies concerning students' self-confidence when speaking in front of the class. The first study was entitled 'A Study of Students' confidence in their speaking abilities'. One of its goals was to ascertain the degree of trust that eighth-grade students have in MTs AL JIHAD Pontianak during the 2019–2020 academic year (Febriyani, 2020). Another goal was to analyze the eighth grade students' confidence in speaking skills in MTs AL-JIHAD Pontianak in the academic year 2019/2020. This study employed a descriptive research methodology using surveys and interviews as the data collection methods. The research findings proved that the eighth-grade students of MTs AL-JIHAD Pontianak generally had good self-confidence throughout the 2019–2020 academic year.

The second study entitled 'Students' self-confidence in English speech' aims to identify the contributing variables to students' low self-esteem when speaking English (Nety, 2020). This study used a qualitative methodology. This study was carried out at SMA Negeri 4 BauBau. The data collected from the English teachers in SMA Negeri 4 BauBau's for the eleventh grade students throughout the 2018–19 academic year. The findings of this study indicated that shyness, nervousness, fear of making mistakes, and a lack of language are the main causes of the students' low self-esteem.

The next study entitled 'Improving students' motivation and self-confidence in speaking using mingling games' employed mingling games to increase students' motivation and speaking confidence (Karsudianto, 2020). This study used mingling games to increase the students' intrinsic drive and speaking confidence. One of the junior high schools in Bengkayang County served as the site for this investigation. It used the action research approach in the classroom. The research findings showed that the use of mingling games was effective in raising students' motivation and self-assurance during speaking practice.

These three earlier studies were aimed at finding the reason for students' low speaking self-confidence; however, they did not attempt to enhance students' self-confidence. The present study, therefore, is attempting to solve the problem of students' low self-confidence in speaking English by using VLOGs. This study aims to find the answers to these questions: (1) Is it possible to enhance students' speaking self-confidence through the use of vlogs? and (2) What are the students' perceptions of enhancing their' speaking self-confidence through the use of vlogs?

RESEARCH METHOD

This research was conducted to students of grade XI Science at Madrasah Aliyah Roudlotul Jadid in Lumajang. The class consisted of 30 students, between 16 to 18 years old. This study applied Classroom Action

Research. The following Figure 1 illustrates the steps used in the classroom action research (Madrid, 2000).
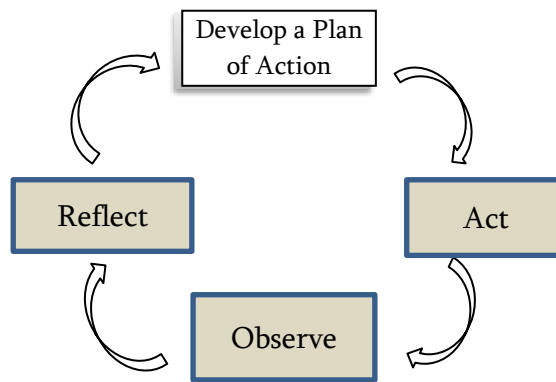

Figure 1. Basic Stages of Action Research

The procedure consists of four steps as follows:

a. **Planning**, the discussion was conducted to know learners' speaking ability.

b. **Action**, was conducted to plan the action. It was needed to work together with the Teacher.

c. **Observation**, was conducted to observe the teaching and learning process during the classroom.

d. **Reflection** was to know to the activities; it could be continued or not.

The Pre-Cycle was implemented to know the students' speaking self-confidence by giving the pre-test and to know the students' perception after Cycle 2, questionnaires using Lickert Scale was given. The results of the pre-test did not reach the criteria of success. Cycle 1 was, then, implemented.

Cycle 1, a vlog approach was implemented, through 4 phases (planning, acting, observing, and reflecting). The results still did not reach the criteria of success; therefore, comparing the results of the Pre-Cycling test with Cycle 1 was conducted to know the improvement.

Cycle 2 a vlog approach was implemented, through 4 phases (planning, acting, observing, and reflecting). The results reached the criteria of success; comparing the results of the Cycle 1 test with Cycle 2 was done to know the improvement. To know the improvement, the results of Cycle 2 were compared with Pre-Cycle.

Pre-Cycle:

In the Pre-Cycle phase, various methods including surveys, observations, and assessments were employed. In this phase, the number of students who achieved a passing score, specifically, those who scored > 80, was determined. However, this did not meet the criteria of success, which is defined as 80% of students scoring ≥ 80. Therefore, Cycle 1 needed to be implemented using the Vlog technique.

The students were given Pre-Test to know students' speaking self-confidence before treatment. After students filled out the questionnaires, the teacher and collaborating friend calculated the questionnaire results using the Likert Scale. Figure 2 indicates the results.
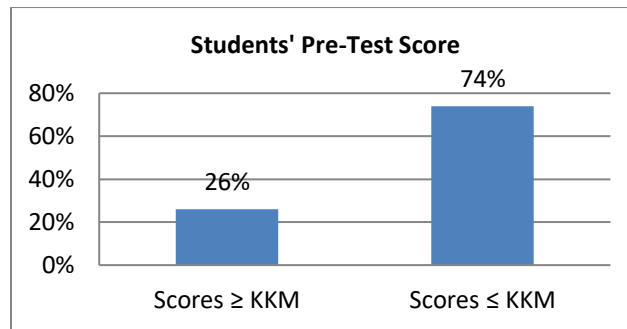
Figure 2. Students'Scores of the Pre-Test

Figure 2 indicates that out of 30 students, only 8 (26%) students achieved scores ≥ KKM, while the remaining 22 scored ≤ KKM. Therefore, it is necessary to employ a vlog approach to enhance speaking self-confidence skills through Cycle 1.

Implementation of Cycle 1:

This cycle involved four phases:

Planning:

1. Developing Lesson Plans (RPP)
2. Identifying key topics
3. Creating Lesson Implementation Plans (LKM)
4. Preparing instructional materials
5. Designing evaluation formats

Acting:

1. Executing the planned scenarios
2. Explaining the vlog approach
3. Giving test-2

Observing:

1. Conducting observations
2. Assessing the outcomes of the implemented actions

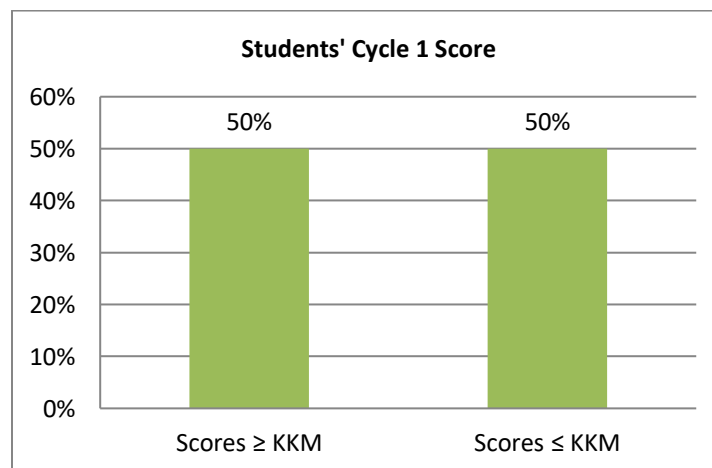The results of the implementation of Cycle 1 are shown in Figur 3

Figure 3. Students' Scores of Cycle 1

Reflecting:

Evaluating the quality, timing, and effectiveness of the actions

The scores of test-1 indicated that 15 students achieved a score of 80, and this constituted a percentage of 50%. However, this fell short of the 80% criteria, indicating that the criteria of success were not met. Therefore, Cycle 2 was initiated.

Implementation of Cycle 2

Planning

1. Determine students' speaking self-confidence ability level by providing questionnaires after explaining the vlog video approach
2. Setting up questionnaires
3. Preparing a lesson plan
4. Designing evaluation format
5. Setting achievement indicators
6. Setting up an observation field note to record all events in class

Implementation

1. Carrying out the plan, letting students make vlogs
2. Giving test-2
3. Giving questionnaires to students
4. Enabling students to answer questionnaires
5. Compiling instruments collecting data

Observation

1. This activity took place simultaneously with the implementation of the plan
2. Observing the results of the process of activities in class
3. Collecting data on test-2
4. Collecting data on questionnaire results
5. Using the Observation field note sheet to record all results of the class in progress

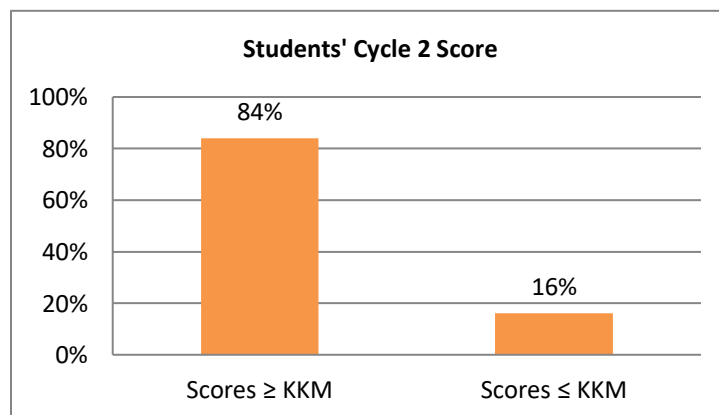Figure 4 shows the results of the implementation of Cycle 2.

Figure 4. Students' Scores of Cycle 2

The scores from test-2 indicated that 27 (84%) students achieved a score above KKM. Only three (16%)

students were under KKM.

Reflection

1. This stage was a thorough review of all actions, based on the collected data
2. Performing analysis and evaluation to do the next action
3. The percentage of the students who reached the criteria of success was 84%.

FINDING AND DISCUSSION

Finding

Based on the data analysis of the treatment sections, some points are presented about measuring the improvement on student's self-confidence.

The Improvement of Students' Self-Confidence in Speaking Using Vlogs

Table 1 shows the comparisons of the number of students who got scores of self-confidence ≥ 80 KKM from the pre-test to the last cycle.

Table 1. Comparison of the Number of Students Reaching the Criteria of Success Achievement

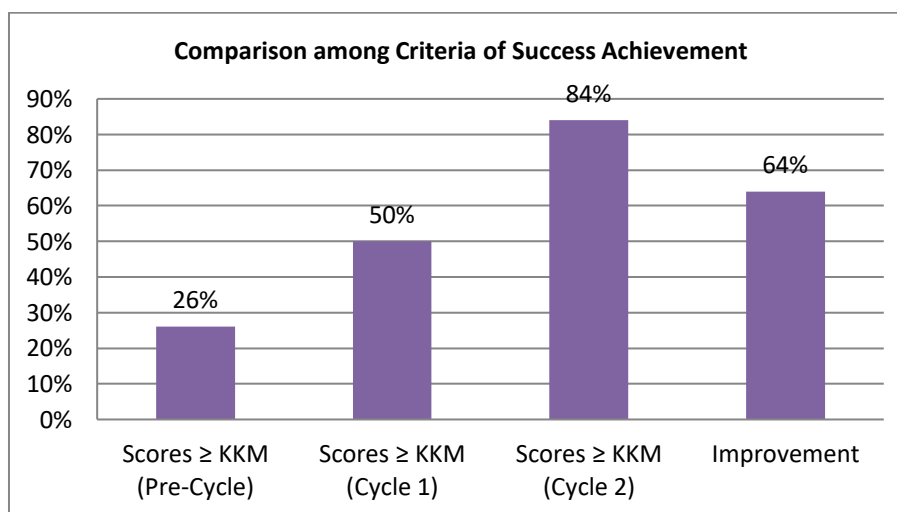| Total of Students	Scores ≥ 80 KKM Pre-cycle	Scores ≥ 80 KKM Cycle 1	Scores ≥ 80 KKM Cycle 2	Improvement
30	8	15	27	19
100%	26%	50%	84%	64%

Figure 5. The Percentage of Each Test

Note:

There were 8 (26%) students who achieved the KKM in Pre-Cycle

There were 15 (50%) students who achieved the KKM in Cycle 1

There were 27 (84%) students who achieved the KKM in Cycle 2

Each percentage indicates the number of students with the increasing self-confidence. This was shown from the Pre-Cycle, Cycle 1, and Cycle 2. Just 26% of the students who took the pre-test were able to reach the KKM. As indicated by the results, a large number of students continued to fall short of the KKM score. The action

to address the issue was carried out. Cycle 1 was undertaken. Fourteen percent of the students in Cycle 1 felt confident in themselves. Nothing changed concerning Cycle1's scores. Cycle 2 was carried out, and 84% of the students expressed confidence in themselves. Many students (84%) attained the KKM score, as demonstrated in Cycle 2.

Initially, utilizing vlogs helped them become more proficient speakers. Through the media, they had more chances to voice their opinions. They could improve their poor grammar, vocabulary, and pronunciation. Second, the students found learning English through vlogs to be enjoyable and joyful. When they were in a classroom setting, they changed. They appeared to enjoy themselves during the exercise, and as a result, they felt more at ease learning and presenting their queries in class. Third, the students' desire to learn English lessons increased. Finally, the students were inspired to use vlogs to practice speaking. Twenty-seven (or 84%) students expressed a desire to voice up by utilizing a video blog.

The Comparison between Each Cycle

1. Pre-Cycle Test Results:
   a. The number of students who scored ≥80 was 8, constituting 26 %.
   b. The remaining students (22 students), who did not reach 80, accounting for 74%.
2. Cycle 1 Test Results:
   a. The number of students who scored ≥80 was 15 (50%), indicating that the criteria of success (KKM) were not achieved.
   b. When comparing the results of the Pre-Cycling test with Cycle 1, there was an improvement in the number of the students, that is 7 (or 23%).
3. Cycle 2 Test Results:
   a. The number of students who scored ≥80 was 27 (84%), indicating that the criteria of success (KKM) was achieved.
   b. Comparing Cycle 1 test results with Cycle 2, there was an improvement in the number of the students, that is 12 (or 40 %).
   c. When comparing Pre-Cycle test results with Cycle 2 there was an improvement of 19 students (or 58%).

The students were the subjects of the interview. The students claimed that because they were not given the opportunity to speak up, they felt speechless. The purpose of the pre-test was to determine the students' speaking confidence levels and test results. The students' average pre-test score was 65 according to the results of their pre-cycle score. They continued to have inadequate speaking proficiency. The students paid attention to the topic, but they lost focus and got distracted by their devices. The others were just chatting among themselves. When the therapy in Cycle I was implemented, students failed to meet the minimum mastery criterion (or *KKM*) in Cycle 1. Regretfully, they had problems when utilizing vlogs; therefore, they continued to require assistance with vlog usage. The students' average score of Cycle 1 was 69. Their speaking confidence did not increase much yet. The students did not reach the *KKM* in the first cycle. Thus, Cycle 2 this was carried out in this study.

Students were encouraged to vlog freely in Cycle 2. They were told to set aside any errors in grammar and pronunciation. They consequently became more enthusiastic, attentive, and serious. They began discussing in more detail the topics they planned to cover in their second cycle of vlogs. The students were able to reach the *KKM*, according to the score results. Cycle 2 had an average score of 77 for students' self-confidence. It indicated that the students' progress was noteworthy. This suggests that using video blogs could help students express themselves more and enhance their speaking abilities. By the end of the course, the students were able to use vlogs to enhance their speaking skills.

In Cycle 2, the survey was administered by giving questionnaires to know the students' perceptions on using vlog to enhance their speaking self-confidence. The students had positive perceptions on using vlogs to

enhance their speaking self-confidence. The results of the questionnaires can be seen in Table 2.

Table 2. Students' Questionnaire Results

| No.	Statement	Strongly Agree	Disagree
1.	I wasn't confident speaking English before using vlog	76%	6%
2.	I was afraid of speaking English incorrectly before getting to know vlog	83%	6%
3.	Vlog can enhance my confidence in speaking English	100%	0%
4.	Vlog has been me more opportunities to interact with teacher and classmates	100%	0%
5.	Vlog allows me to get direct feedback from teacher and classmates through comment and subscribe	100%	0%
6.	Vlog can increase motivation while learning speaking lesson	100%	0%
7.	It takes a long time to implement vlog	83%	17%
8.	It is difficult to implement vlog	80%	20%
9.	I don't like using vlog as speaking medium because it needs good devices and wasting time	96%	3%
10.	Practicing speaking on vlog is frustrating because the internet is bad	73%	27%
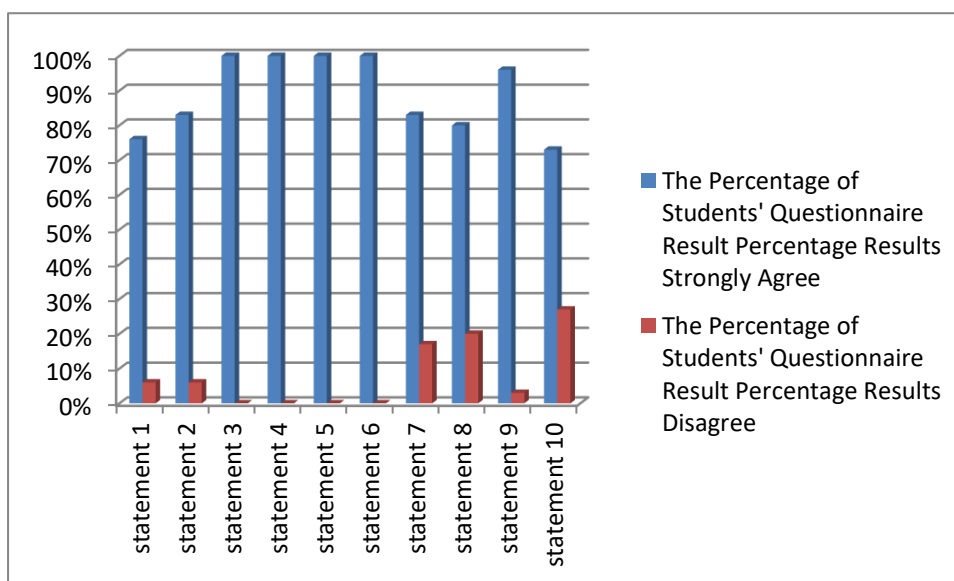
Figure 6. The Percentage of Questionnaire Results

Note :

There were 23 (76%) students who strongly agreed and 2 (6%) students who disagreed to question no.1

There were 25 (83%) students who strongly agreed and 2 (6%) students who disagreed to question no.2

There were 30 (100%) students who strongly agreed and 0 (0%) student who disagreed to question no.3

There were 30 (100%) students who strongly agreed and 0 (0%) student who disagreed to question no.4

There were 30 (100%) students who strongly agreed and 0 (0%) student who disagreed to question no.5

There were 30(100%) students who strongly agreed and 0 (0%) student who disagreed to question no.6

There were 25 (83%) students who strongly agreed and 5 (17%) students who disagreed to question no.7

There were 24 (80%) students who strongly agreed and 6 (20%) student who disagreed to question no.8

There were 29 (96%) students who strongly agreed and 1 (3%) student who disagreed to question no.9

There were 22 (73%) students who strongly agreed and 8 (27%) students who disagreed to question no.10.

Students in the learning-teaching process responded positively and enthusiastically to the vlog's behavior. Based on the answers to the questionnaire and the students' post-test scores, it is possible to conclude that the action was successful. According to the questionnaire, the students were eager to use vlogs to hone their speaking abilities and were driven to do so. One of the newer technologies, vlogs, encourages the students to speak up more and develop their speaking confidence. From the responses to the questions asked, it was clear that the students were really excited about studying English.

Another notable difference was that prior to the activity, the students had been talking to their friends and paying little attention to the material. However, following the activity, the students became more engaged in the lesson, paying attention to the material, and were more willing to share their thoughts and opinions. They altered their behavior after enjoying the lesson. The students' excitement suggests that using vlog made the process of teaching and learning more engaging. With the aid of technology, the students could play and improve their confidence in communicating in English on their own.

Discussion

Based on the findings above, as many as 84% of respondents experienced an improvement in self-confidence. These findings answer the question in this study that the use of vlog media can increase students' confidence in speaking well. From the data obtained at the end of the cycle, there was an increase in students' confidence scores which originally amounted to 12 students or by 40% who achieved KKM scores to reach 27 students or by 84% who met the KKM criteria This is similar to research conducted by (Ersan, Kurnia, & Fadilah, 2022) by measuring students' speaking skills in class. The results indicated that students implemented Vlog in speaking class twice a cycle, and that the results indicated that students were more engaged in speaking class and that the majority of students improved their ability to speak well. The study's findings indicated that students' achievement increased from the start to the end of the second cycle. The initial condition's average was 65.76, and it increased to 80.30 during the final cycle of the investigation.

The use of vlogs in improving students' speaking skills has also been investigated by (Lingga, Yuliyanti & Ningsih, 2021) which found that in cycle 1 found that the frequency level of proficiency criteria of the students are still an average level in vocabulary and pronunciation, and poor level in grammar, fluency, and content. In cycle 2, the frequency levels become better. All criteria increase at a good level. Video blog on social media improves the English speaking skill of the students well.

The interactive vlog proposed by (Safitri & Khoiriyah, 2017) stated video blogging provides a richer experience than sites with text blogging, due to the collaboration of video, sound, images, and text, enhancing the informational content and emotions that are shared with other Internet users. This makes students more comfortable in expressing ideas and conveying them easily. With the findings that have been put forward by us and several researchers, it is very clear that vlogs are a medium that can be trusted as a means to increase students' confidence and ability to speak well.

CONCLUSION

The research findings indicated that using video blogs was efficient and successful in boosting the eleventh-grade students' self-confidence in speaking English in Roudlotul Jadid. In other words, the students became more joyful, contented, and at ease in speaking English on their own. In the classroom, they were transformed into new

people. The students voiced their opinions and asked questions when they encountered challenges during the teaching-learning process. As a result, using vlogs to spark interest and excitement in the lessons for the students who lacked confidence proved to be a practical and efficient method. The use of vlog on enhancing students' self-confidence in speaking can be adopted by teachers in which the class lacks self confidence in speaking.

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