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| RESEARCH ARTICLE

Video Blog (Vlog) As a Strategy in Improving Students' Speaking Skills

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| ABSTRACT

The main purpose of this study is to determine the effectiveness of the use of video blog (vlog) by undergoing several stages to improve the speaking skills of the students enrolled in Purposive Communication class at the University of Cebu-Main Campus, second semester, School Year 2020-2021. Based on the findings of the study, an action plan was proposed as an output. The study sought the following particularities: pretest scores in speaking test of the control and experimental groups; posttest scores in speaking test of the control and experimental groups; significant difference between pretest scores of the control and experimental groups; significant difference between the posttest scores of the control and experimental groups; and significant difference of the pretest and posttest scores of the control and experimental groups. This quasi-experimental research utilized the production of video blog (vlog) as a strategy in improving the speaking ability among college students. Students' speaking test scores and video blog (vlog) outputs were evaluated by three experts using researcher-made rubrics. The data were statistically analyzed using per cent, mean, t-test for correlated samples and t-test for independent samples. Findings show that the majority of the students in both control and experimental groups showed fair performance in the pretest. The two groups of subjects showed an increase of their scores in their speaking skills in the post test. There is no significant difference on the scores of the control and experimental groups in the pretest of their speaking skills test. There is a significant difference in the pretest and posttest scores of the two groups of subjects. Furthermore, there is a significant difference between the posttest scores of the control and experimental groups. The group who underwent the video blogging (vlog) production showed high improvement in their scores in their speaking test. The study concluded that the use of video blog (vlog) as a strategy in improving the students' speaking skills is effective. Furthermore, video blog (vlog) is an effective tool in improving students' speaking skills as it increases learning motivation and interest among students especially in today's digital age.

1. Introduction

Oral communication is expressing, sharing or conveying information or ideas through spoken words. Great communication skills can be a ticket to success specifically in the academic and business world. Excellent oral proficiency can contribute especially among young people brought up in the information age, where communication skills are primarily needed a great deal.

Speech needs to enclose a broad range of difficulties related to all aspects of communication. Students often face a variety of common and student-specific problems. Their words often have different meanings because they usually substitute Filipino for English sounds, and they place the stress on the wrong syllables. It may include difficulties with fluency, forming sounds and words, formulating sentences, understanding what others say, and using language socially. These are just some of the many speech difficulties encountered by learners. This speech difficulty of learning the second language can also make young people more vulnerable because their level of engagement may be misinterpreted as boredom, avoidance, and elevation of general lack of cooperation when, in fact, the opposite may be true. The speech disabilities can worsen with age if these remain unidentified and unaddressed that will likely result in poorer outcome of individual's performance.

Students may have learned the language but they don't feel secure and confident using it outside the classroom or in real life settings. Students have little chance to practice the language because of the less exposure to real communicative situation. Thus, language teachers must use a strategy to address this difficulty by making them involved actively in the process of interaction.

Based on the researcher's experience in teaching oral communication subjects in senior high school, most of the students usually have speech difficulties in vowel and consonant sounds, pitch, intonation, stress, and word junctures. It can be observed that students' retention after acquiring speech communication skills does not last long. One of the common problems that confront students in any speech situation is the speaker's difficulties in intonation, stress, and rhythmic pattern.

These perceived speech problems have prompted the researcher to conduct a study to come up with solutions or remedies to make speech communication more effective to students. There are varied strategies, styles, and methods in teaching speech communication to adhere to the need of improving speech communicative proficiency. One of these possible strategies is teaching speech communication with the utilization of story theatre.

Thus, the researcher will try to find out the effectiveness of the use of Story Theater as a strategy for improving students' speaking skills in English subject and how this strategy can capture the student's attention, interest, and excitement towards learning. It is hoped that the result will guide the teachers to design instructional materials that can be utilized in future classes in improving students' speaking skills.

2. Framework

The leading theory embedded throughout this study is the Theory of Connectivism, also known as the new Learning theory for the Digital Age by George Siemens. It is supported by Communicative Language Teaching (CLT) by Noam Chomsky and Dell Hymes, and David Kolb's Experiential Learning Theory. These theories played a significant role in the occurrence and effectiveness of this teaching strategy.

Connectivism was first introduced in 2004 by George Siemens and was also known as the new Learning Theory for the Digital Age. According to Siemens (2004), the starting point for learning occurs when knowledge is actuated through a learner connecting to and feeding information into a learning community. Furthermore, it was stated that a community clusters similar areas of interest allowing interaction, sharing, dialoguing, and thinking together.

Connectivism presents itself as a pedagogical approach that allows learners to connect via social networking or collaboration tools. Many theories assume that learning happens inside the head of an individual. Siemens believes that learning today is too complex to be processed in this way and that people need to rely on a network of people and technology to store, access, and retrieve knowledge and motivate its use. Learning is viewed as multi-faceted and particular tasks define which approach to learning is most appropriate to the learner (Siemens, 2006).

According to connectivism, knowledge is distributed across an information network and stored in various digital formats. Learning transpires through the cognitive and affective domains; cognition and emotions fundamentally contribute to the learning process. In addition, Connectivism is the integration of principles explored by chaos, network, complexity, and self-organization theories. Learning (defined as actionable knowledge) can reside outside of ourselves (within an organization or a database) and is focused on connecting specialized information sets. The connections that enable us to learn more are more important than our current state of knowing (Siemens, 2008).

Learners may transverse networks through multiple knowledge domains. For example, Siemens (2008) affirmed that seeing connections between fields, ideas, and concepts is a core skill. Furthermore, he believes that the learning process is cyclical, which means learners will connect to a network to share and find new information, modify their beliefs based on new learning, and connect to a network to share these realizations and discover further information once more.

Learning is considered a knowledge creation process, not only knowledge consumption. Learners' learning network is formed based on how a learner organizes one's connections to learning communities. Siemens (2006) asserted that a new learning theory is required due to the exponential growth and complexity of information available on the Internet, new possibilities for people to communicate on global networks, and the ability to aggregate different information streams. Siemens argues that knowledge resides not only in an individual's mind; instead, it lives in a distributed manner across a network; learning is the act of recognizing patterns shaped by complex networks. These information networks are both internal and external networks in which we learn new things and give meaning by adapting to the world around us (Holman, 1997).

Over the last twenty years, technology has reorganized how we live, communicate, and learn. Therefore, learning needs and theories that describe learning principles and processes should reflect underlying social environments. As of 2015, connectivism is often cited, in particular, to emphasize that learning happens in an environment where everyone is connected all the time (Goldie, 2016). As a result, connectivism is one of the most prominent of the network learning theories that have been developed for e-learning environments.

For almost two decades, educators and researchers have found the significance of this new Learning theory in increasing demands of available e-learning resources that effectively demonstrate communicative skills. Connectivists have developed a Learning Design Model in developing students' communicative competence. A benefit of connectivism is that, as Cormier (2008) recommends, it allows a community of people (working with learning technologies) to legitimize what they are doing. Technology has reorganized how people live, communicate, and learn. Educators wishing to extend the use of social media within their practice can refine and spread knowledge more quickly through membership in multiple communities.

Communicative Language Teaching (CLT) is a theory that views the primary function of language use as communication and that language is best learned through communicating (Chomsky & Hymes, 1966). Chomsky and Hymes believed that an average child or a learner acquires knowledge of sentences on their grammatical aspect and its role and function. A learner acquires competence when the learner knows when to speak and what to talk about with whom, when, where, and in what manner (Chomsky & Hymes, 1966).

In addition, Chomsky and Hymes (1966) promulgated the significance of utilizing this theory in every language-learning environment. CLT enables learners to practice and master the target language through interaction with the instructor, studying authentic texts, and using the target language in and outside of the classroom. Consequently, this allows the learners to converse about their personal experiences, and instructors teach topics outside of the realm of traditional grammar to promote language skills in all types of situations. This method claimed to encourage learners to incorporate their personal experiences into their language learning environment and focus on the learning experience of the target language (Richards, 2006).

According to Chomsky and Hymes (1966), the goal of language education is the ability of the learner to communicate in the target language. Therefore, CLT focuses on the teacher being a facilitator rather than the instructor. This notion implies that a learner can accomplish a repertoire of speech acts, participate in speech events, and evaluate their accomplishment by others when language is used actively. Furthermore, this view constitutes that a language user needs to use the language correctly and appropriately. In other words, its goal is to make use of real-life situations that necessitate communication.

Communicative competence is a term coined by Dell Hymes in 1966 in reaction to Noam Chomsky's (1965) notion of 'linguistic competence'. Communicative competence is the intuitive, functional knowledge and the critical component of the principles of language usage. Communicative competence is defined as the ability to interpret appropriate social behaviors, and it requires the learner's active involvement in the production of the language experiences (Swaine, 1980). Such a notion encompasses a wide range of abilities: the knowledge of grammar and vocabulary (linguistic competence); the ability to say the right thing in a particular social situation (sociolinguistic competence); the ability to start, enter, contribute to, and end a conversation; the ability to do this consistently and coherently (discourse competence) and the ability to communicate effectively and repair problems caused by communication breakdowns (strategic competence).

According to Canale and Swaine (1980), promotion of genuine communication (interaction), activities involved to carry out meaningful activities that support the learning process (learning tasks), and authentic experiences to the learner that boost learning (meaning) must be emphasized for authentic learning to take place.

Furthermore, Communicative Language Teaching Theory is a holistic approach to language development. CLT provides vitality and motivation within the classroom as it considers the communicative dimensions of language rather than following the traditional structural syllabus. It capitalizes on the interests and needs of the learner. In a world where communications of information and information technology have broken new considerable ground, CLT can play an essential role in education. This theory opens up a more comprehensive range of functional roles of language in teaching and learning as it focuses more on measuring what learners can do to master the language in practical terms, especially in speaking activities and conversation. In addition, this theory has provided a set of broadly stated goals, thus contributing to curriculum designers' sense of direction.

David Kolb is best known for his Experiential Learning Theory. Other great theorists, including John Dewey, Kurt Lewin, and Jean Piaget, influenced Kolb upon developing the Experiential Learning Theory. According to Kolb (1984), learning by doing is the basis for the experiential learning theory. Experiential learning focuses on the idea that the best way to learn things is by actually having experiences. Those experiences stick out in one's mind and help one retain information and remember facts (Kolb, 1984).

He further cited that learning is the process whereby knowledge is created through experience transformation. Learning involves the acquisition of abstract concepts which are flexible in a range of situations. In Kolb's theory, the impetus for the development of new ideas is provided by new experiences.

Kolb believes that each person has a specific type of learning tendencies, thus dominant in certain stages of experiential learning. Therefore, the experiential learning theory works in four stages—concrete learning, reflective observation, abstract conceptualization, and active experimentation.

Concrete learning is when a learner gets a new experience or interprets an experience in a new way. The reflective observation comes next, where the learner reflects on their experience personally. They use the lens of their knowledge and understanding to reflect on what this experience means.

Next, abstract conceptualization happens as learners form new ideas or adjust their thinking based on experience and reflection. Finally, active experimentation is where the learner applies the new ideas to the world around them to see any modifications. This process can happen over a short period or an extended period. The first two stages of the cycle involve grasping an experience, the second two stages focus on transforming an experience. Kolb argues that effective learning is seen as the learner goes through the process and can enter into the cycle at any time.

Kolb (1984) views learning as an integrated process with a mutually supportive stage and feeding into the next. Thus, it is possible to enter the cycle at any stage and follow it through its logical sequence. However, effective learning only occurs when a learner can execute all four stages of the model. Therefore, no one stage of the cycle is effective as a learning procedure on its own.

Learning a language requires multidisciplinary skills to transmit the message (Mendaros, 2019) effectively. For language teachers, creating opportunities for students to have experiences based on what they are learning is the key to effective learning of the target language. Teachers can help create environments where students can learn and have experiences at the same time.

Experiential exercises in the school environment have generated considerable student involvement and participation in the learning process (Claxton, 1990). This fact has also led to an increase in the student's capacity to retain knowledge for a more extended period, as well as helping them from a better understanding of the concepts they are learning. Furthermore, it also leads to the development of skills for lifelong learning by assisting in the acquisition of essential skills and encouraging students to reflect, conceptualize, and plan for through stages and cycles. This theory further supports the claim to assist with memory retention by building solid relationships between feeling and thinking processes. Experiential learning is changing how we approach education and the benefits to the students and the communities are endless.

Kolb (2014) established the benefits of experiential learning for teachers and students, including the opportunity to apply the knowledge immediately. Experiential learning can allow students to use things they are learning to real-world experiences directly. It also helps them retain the information better. It improves motivation. Students are more motivated and excited about learning in experiential settings. Experiments are exciting and fun for students, and they will be passionate about learning. It gives the students the opportunity for self-reflection. Students using the experiential model can spend time reflecting on what they are experiencing and learning. It is valuable as they can retain information better when thinking about what's happening to them.

In addition, experiential learning allows students to practice the real world. Students can significantly benefit from the knowledge that helps them prepare for the real world. Experiential learning focuses on using real situations to help students learn to better prepare for their future. Communication skills are vital for a student's academic success and future career prospects. In today's challenging environment, students must possess academic expertise and the requisite skills to enhance their learning and

employability prospects in the future. Communication is a dynamic process as it involves an interaction between the sender and the receiver.

The primary purpose of communication is to transmit thoughts and beliefs to another person. Oral communication is the process of expressing ideas through the medium of speech, which plays a crucial role in the life of students (Albert, 2016). Productive communication is highly needed for future career development. An ability to convey thoughts clearly and precisely would help a learner make a favorable impression on anyone during a conversation, highlighting one's confidence in speaking the language.

Burns (2012) opined that learning to speak in another language is a challenging undertaking because speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes – cognitive, physical, and socio-cultural – and a speaker's knowledge and skills have to be activated rapidly in real-time. He concludes that speaking is the ability to express something in spoken language. Speaking is one of the skills that have to be mastered by students in learning English. Speaking is an interactive process of constructing meaning involving producing, receiving, and processing information (Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

Speaking English is quite challenging for EFL learners, especially Asian learners. Ellis (2008) stated that lacking the chance to practice the language frequently and in a different context may make the students struggle to develop their speaking skills. According to Nunan (2017), successful oral communication involves developing the ability to articulate phonological features of the language comprehensibly. In addition, students should have mastery in stress, rhythm, intonation patterns, and good interpersonal, transactional, and interpersonal skills.

In a broader sense, speaking opportunities allow learners to form connections, influence decisions and motivate change. Without communication skills, the ability to attain competence in language learning would be nearly impossible. A learner's success is measured in terms of his ability to carry out a conversation in school. If a learner does learn how to speak or does not get any opportunity to talk in the classroom, the learner may soon get demotivated and lose interest in learning (Yongco, 2016).

Speaking as the production skill does not merely consist of the sound but also includes language features (Derakhshan, 2016). When students have mastered the speaking skills in their learning activities, it can boost their confidence to start the conversation with their friends or teacher, and also when students can master the speaking skill. They are expected to express themselves in English through short dialogue, offering an invitation, giving suggestions or comments, participating in debate, and speaking extemporaneously.

It has the same perspective pointed out by Albert (2016) that speaking skills have two essential elements: production skills and interaction skills. The production skill is in the outer position, and the transactional skill refers to the inner cluster. Production skills deal with pronunciation, stress, and intonation. They are the conventional components and rules which should exist in the language. Meanwhile, transactional production deals with fluency and comprehension. These units are both necessary in developing communicative competence among learners.

Pronunciation is the standard way in which a word is made to sound when spoken. Nordquist (2020) defines pronunciation as the act or manner of saying a word. A word can be communicated in different ways by various individuals or groups, depending on many factors, such as the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.

English pronunciation is one of the most challenging skills to acquire, and learners should spend lots of time improving their pronunciation (Gilakjani, 2016). In tracing out difficulties faced by Asians in terms of pronunciation, a study of Rahman (1996) cited by Shanini (2017) has found out that English is spoken with an accent related to the mother tongue, which pays little attention to sound patterns and systems of English. Understandable pronunciation is one of the basic requirements of learners' competence, and it is also one of the most important features of language instruction. Good pronunciation leads to learning, while poor pronunciation promotes adverse effects in language learning (Gilakjani, 2016).

According to Hismanoglu (2006), pronunciation instruction is crucial for oral communication. It is also a significant part of communicative competence. Although English pronunciation is essential in the English language, many teachers do not pay enough attention to this vital skill.

Teachers should present appropriate materials to their learners to reduce their pronunciation problems (Shahzada, 2012). In addition, teachers should use computer technologies such as computer software in their classes to help their learners improve their pronunciation by exposing them to authentic materials (Kolokdaragh, 2010).

Pronunciation instruction aims at intelligible pronunciation, and teachers can actively encourage their learners' actual production and build pronunciation awareness and practice. Moreover, pronunciation instruction is essential because it is the primary source of understanding. If learners cannot utter the correct version of a word, they cannot communicate correctly. Thus, pronunciation instruction helps learners better understand native speakers and improve communication efficiency and effectiveness (Gilakjani, 2016).

Stress is a relative force of sound or emphasis given in a syllable or word following a metrical pattern. In phonetics, stress is the degree of focus offered in a sound or syllable in speech, also called lexical stress or word stress. Edwards (2002) said that word-level stress is influenced by the context and content of the stress to inform meaning. Stress is a crucial constituent of intonation, and it reveals with the L1 background of the speaker. Therefore, the stress in a sentence needs to be studied as one of the aspects to consider in speaking the language as native speakers do. Moreover, stress pertains to the prominence in syllables produced with the help of muscular effort (Lehiste, 1970).

Dale and Poms (2005) asserted that detectable foreign accent is not avoidable without mastering a foreign language's stress, rhythm, and intonation no matter how accurately one pronounces the individual sounds and has a good command of grammar. In addition, Underhill (1994) believes that comprehension falls in difficulty without using the correct stress pattern. The word in a sentence needs to be stressed mainly depending on the context to get the meaning and a good application of pronouncing the individual words.

On the other hand, intonation constitutes the melodic pattern of an utterance. Intonation is a means for conveying information in speech independently of the words. Intonation is primarily a matter of variation in the pitch level of the voice (Nolan, 2020). In many languages, including English, intonation serves a grammatical function, distinguishing one type of phrase or sentence from another.

Dealing with intonation and stress problems in the target language needs extra effort in the classroom and standard teaching methods. English intonation is quite tricky for learners. Developing the ability to hear, understand and reproduce sentence stress in speech is the main requirement to master English intonation (Kucukoglu, 2012).

Fluency in the broad sense can be seen as another term for oral proficiency. It constitutes oral proficiency that deals with the flow and smoothness of speech and focuses on speech production at a rate similar to native speakers of the language, without pauses, hesitations, fillers, and corrections (Segalowitz, 2010). In addition, Richards (2006) points out that fluency uses naturally occurring language when a speaker engages and maintains meaningful communication. This communication would be understandable and ongoing despite limitations in one's communicative competence.

Caroll's fluency type model plays a vital role in language learning. For example, word fluency type refers to the ability to recall words with a given phonetic- orthographic characteristic; ideational fluency type is the ability to call up names or ideas appropriate for shared semantic features; expressional fluency type refers to the ability to compose proper sentences for a given grammatical requirement rapidly; oral fluency type is the ability to use integrated language skills which depends on the psycholinguistic mechanism (Gunning, 2015).

It is highly suggested that during classroom discussion, interaction is necessary for learners' speaking skills improvement. The teacher must pay attention to the amount of time the students speak the target language. The classroom should be an environment where students can develop confidence in speaking the language. Fluency in speaking cannot be taught directly but naturally and independently emerges after the student can acquire and build linguistic competence by understanding its context. Thus, learning media is needed for the holistic development of language skills.

Learning media is a tool in learning activities to facilitate teachers in presenting material to students. In addition, media learning can help students prepare and accept the material because they can use it even outside the classroom. There are a lot of types of media that can be used to teach speaking. According to Kahler (2017), students are accustomed to watching videos for their classes and coursework in colleges and universities; 68% of students reported watching videos in their classes.

In this era of 21st-century learning, technology plays an essential role in the teaching and learning process (Anggareni, 2017). One of the English classroom's latest teaching and learning approaches is integrating technology in the classroom environment (Mutmainna, 2016). For many years, the Internet has been a severe challenge of technology in people's lives. The learners may be more active in their learning by technology, and technology can change learners from passive to active (Lowerison, 2000). In addition, every learner is familiar with using technology daily today. Thus, through technology, students have high motivation to learn, such as it provides active engagement and teamwork and helps students with more comprehensive sources (Phillips, 2000).

Though it is evident that the learners are more inclined to integrate technology in-class activities, teachers still utilized mostly boring strategies and did not encourage the students' motivation to learn speaking. Therefore, they usually get lazy with these common ways of using conversation, speech, etc. Thus, although many methods, media, techniques, and approaches to teaching and learning are adequate rather than using ordinary ways to support the speaking class of the students, the use of video blogging can help the course.

Bell (2009) makes the following suggestions for practical and meaningful teaching and learning experience. First, students should follow the video blogs of those who innovate with educational technologies. Second, learners are encouraged to experiment with web services and tools that enrich the process of teaching and learning. Third, it is evident that learners and teachers can benefit when they use, publish and share resources through blogs, video blogs, wikis, photo, and video sharing sites. Another thing to consider is encouraging students to use the web for scholarly resources – critical, selective, and attributing sources. Lastly, assign student activities that enable practical media usage to report processes, evaluate outcomes, and appreciate feedback to improve their speaking skills.

Developers of e-learning (Siemens, 2004) propose that the increasing influence of the Internet and online connectedness of people will affect educational practice. The rapid development of technology and exponential growth in the Internet and Web 2.0 and mobile developments make new educational structures and organizations. The online and face-to-face networks that people build up throughout their lives will provide expertise and knowledge, in addition to the guidance that online tutors can provide. Learners will be at the center of the learning experience rather than the tutor and the institution. Learners will be instrumental in determining the content of the learning and deciding the nature and levels of communication and who can participate. Connectivism plays a vital role in developing and emerging new pedagogies, where control shifts from the tutor to an increasingly more autonomous learner.

Video blogging is one variation of the social networking site's blog. It is one of the internet technology's product development which is already more attractive to the learners. Lee (2017) describes vlogging as typically featuring a single person speaking to a camera about various topics, including personal issues, a short yet substantial narration of personal experiences, short speeches, or those topics relating to the broader world.

Video blogging is an essential strategy in developing speaking skills among learners. They express information, opinion, idea and even make a public diary through video to be seen by an unplanned audience in the broader world. The information can be various, such as news, daily activity, hobby, and more based on their interest. Some vlog genres are diary, experimental, documentary, and mash-up (Luers, 2007). Personal vloggers talk about or even share their life experiences captured by a video camera and are thus more of a private media than a television show.

Video blogging provides a more comprehensive site experience than blogging, which uses texts because it mixes texts and pictures and video clips and sounds. This notion makes vlog increase the information gained and emotions shared with the users (Rakhmanina, 2017). Through vlogs, people can share various topics such as tips, hacks, hobbies, experiences, speech, and others. YouTube is the biggest platform for everyone to share their vlogs with everybody. Currently, there have been many people making their YouTube channels containing various topics. That is why vlogs can also be defined as online diaries.

Video blogging highlights one's creativity in delivering a message to an audience and can be an advanced idea of learning the target languages, especially English. Taking a closer look into the current situation in the Philippines, many students of any levels starting from the basic Elementary level up to the Junior High and Senior High School are visual learners, and they are really into the updates of the technology. Back then, in the previous era, students learned by reading books and going to the library, and it is now totally different in any situation or context. Nowadays, what the Philippines is called the "digital age" phenomenon refers to the kids as early as five years old above, have already shown an inclination to video and multimedia applications. These kids are known as gadgets and social media fanatic users. Therefore, they are most active in social media platforms like Facebook, Instagram, Snapchat, and YouTube. That means learners nowadays have been acquainted with how the technology works.

According to Maulidah (2017), accessing information in today's digital age seems convenient and is made available in just a few clicks from our smartphones. Looking at that phenomenon, the education system in the Philippines has to balance the current situation of the students.

The teacher should be creative in making the teaching-learning process fun and enjoyable. As a result, the students will be encouraged and excited to learn English in the classroom or even outside the school (Yongco, 2016). For example, students could do better on storytelling, expressing ideas, and others. Students could also be involved in a video blogging activity like a project assignment. This project assignment is considered effective in improving their communication skills in foreign languages (Rakhmanina, 2017).

Video blogs (or vlogs) are blogs where each post is a video. Although the posts may also include text, providing context for the video, the focus of each post is a video. The use of videos allows the video bloggers (vloggers) to express their opinions/views and interact with their viewers more directly and interactively. Vlogs have become increasingly popular over recent years. For example, in January of 2005, Mefeedia, a website that is a directory of video blogs listed 617 vlogs. As of January 2007, this number had increased to 20,913 (Sinton, 2007).

As stated by Miles (2003), vlogs are less about the consumption (watching others' content) than exploring models for authorship and production, and it is the ability to participate as communicative peers that is much more significant and viable for distributed networks than our reconstitution into new consumers (Miles, 2003).

These videos are typically no longer than five or ten minutes in length (Luers, 2007). Vlogging initially became popular due to the decreasing barriers to entry of internet video publishing. Much of the initial success of vlogs comes from various video hosting websites, which offer free hosting. These video hosting sites allowed vloggers to combine current blogging technology with hosted videos to create vlogs. The videos posted to the vlog usually start with a title card that lets viewers know what they are watching. Some vlogs use a format very similar to television shows. Since vlogs use existing blog technology, they still usually have text comments that the viewers can leave.

Vlogging has become increasingly popular over recent years. According to recent statistics published in vloggingpro.com, over 44 % of internet users watch vlogs every month. Consequently, the average person spends 100 minutes a day watching videos online, which amounts to watching 5 billion YouTube videos per day in total.

Harmer (2001) states that video blogging could be supplied simulations to give feedback when students watch and evaluate performances. The video's presence helped make students learning experiences more authentic. Video blogging is one of the media's latest technologies that opened new ways of communication through public-created media (Baran, 2007).

Maulidah (2017) established the stages for Videoblogging. The stages are as follows:

Conceptualizing. This is the first stage in producing vlogs which involves planning. One of the most challenging things faced by learners in making vlogs is the content. The video blogging content may vary depending on what information the vlogger would like to deliver. When applied in the classroom for beginners, video blogging will be effective if the teacher provides several topics or questions as options for students before making vlogs. Some of the most widely known content for students' video blogging activity is a general self-introduction, how-to demonstration of something the student is good at or a recipe they are skilled at preparing and an interview with a friend or family member, which also includes random questions. It could also be a simple introduction to favorite pastime activities or hobbies, a trip to a favorite neighborhood place, or a narrative of one's unforgettable journey to a specific place. Content also requires analysis, like a review or reaction to assigned reading material, movies, songs, and other related content discussed in class.

Brainstorming. In this stage, students begin to create the concept of their vlogs: the content and what they want to say in the video. They can translate their script from their host language (Filipino) to the target language (English). For beginners, teachers can show sample videos related to the student's chosen topic. The students are encouraged to take note of the critical ideas and even imitate how vloggers deliver some of the appealing phrases. The focus of this stage is to write down a script before recording.

Articulation. This stage is intended for students to have rehearsals to practice and master various components of video blogging. First, they will practice delivering the script naturally. Students should focus more on pronunciation, stress, intonation, and fluency, as indicated in the video blog recording given a scoring rubric. Then, the students will apply their knowledge to the actual video blogging production. They will show their confidence in delivering the script using the English language with pride and enthusiasm. Editing the video will commence after the video shoot, wherein they can insert pictures, songs, words, or video clips to make their vlogs more interesting. The student must also check if the video clips and texts inserted on their vlog output is appropriate for the intended content. Therefore, in this stage, they can express their creativity and speaking abilities simultaneously.

Monitoring. Before submitting or uploading the vlog output, students need to check the content of the video, whether all the performance dimensions of the video blog as stated in the scoring rubrics are already covered.

Evaluating. The students must submit the vlog outputs to the instructor for evaluation. Scores will be based on the same rubric given to the students. Teachers can also ask some evaluators to assess the students' output and seek their insights about the production. The instructor should also provide immediate feedback for a meaningful video blogging experience.

Video blogging is one tool that teachers can apply in the English language learning class, and students can do to practice their English language skills, especially in speaking. Aydin (2014) argued that vlogging can positively develop learners' fluency, accuracy, and confidence during interactions among students and teachers in the target language. Vlogs invite participation and have the potential to democratize a classroom since the learners are given the chance of equal participation. It is easy for the students to make video blogs through smartphone or a computer connected with a camera and internet connection (Anil, 2016).

There is a tremendous increase in video blog (vlog) production as one of the requirements to comply with the new learning modalities. Many instructors have seen the potential video blogging as an instrument to measure various competencies demonstrated by the learners. This activity directs students to the speaking learning process more meaningful thus, making it to be one of many alternative ways to transform the old media like textbooks into attractive on being closer to the students' background learning.

Video blogging as teaching-learning media takes a role as a ventilation of interaction between the students and the teachers. As the transition of learning style nowadays, the students are closer to Smartphone than a reading paper. It is undeniable that Smartphone becomes the students' daily partner through online communication, status posts, and even video blogging output using the English language. Using video blogging in class can help students enhance their speaking skills and acquire contextualized experience, creating a conducive and motivating classroom learning atmosphere.

Recent studies have revealed that persistent technological advances have redefined the traditional concepts in many fields and restructured the interactions in our social environments. Baran (2007) stated that the ways we communicate, learn, and socialize nowadays are now different than once they used to be. Therefore, the criteria for being "competent" or "successful" in our society are directly measured with the extent we adopt new technologies into our lives, use them effectively, and create solutions to the current problems. He also suggested that educators reconsider their current educational practices by integrating emerging technologies into their classrooms to prepare competent and adaptable individuals for the complex and information-rich society (Baran, 2007).

Video blogs, in general, can be used as electronic video journals where students document their learning (Armstrong, 2006). Video reflections on-field practices can help students record and report what they learned to foster collaborative work and bring multiple users together to contribute and share their ideas on a platform. Web blogs encourage students to have different perspectives through ongoing and interactive discussions and reflection on other ideas (Barlett-Bragg, 2003; Walker, 2005). Publishing their works, reports, and artifacts in their blogs, students can make their work public, receive immediate feedback from their peers, practice, and develop various skills (Ward, 2004). These activities can help provide students with opportunities to organize and map their learning progress (Sharma & Fiedler, 2004). Since web blogs archive students' works automatically, they can help students see their processes through the postings at different times (Lohnes, 2004).

Video blogging has emerged as a way of communication through audio-visuals in blogging activities and gained extensive popularity among today's internet users by providing new methods of communication and representation of ideas through interactive channels. Although its popularity amongst internet users has increased in the last couple of years, not many educators focused on using video blogging technology in education. As a highly developing trend on the Internet, video blogging may offer teachers and students rich communicational channels to learn and communicate ideas through producing and sharing media.

Advances in broadband connections and video-hosting services, the emergence of easy-to-use video editing software, affordable prices of video recording tools, and accessible video technologies stimulated videoblogging diffusion on the Internet. As Hoem (2004) affirms, the importance of video, being a very powerful medium, the increased amount of video material on the web, and the possibilities offered by weblogs when it comes to collaboration sums up in 'video blogs' as one of the most promising tools which may foster media literacy. Consequently, video blogging may serve as a platform for ordinary citizens to be journalists and reflect on what they see as essential for others to know, listen and see.

Josh Wolf posts in his video blog about the revolution will be televised at least once a week to tell the stories that they believe are ignored by conventional news producers. Video bloggers like Wolf aim to democratize media by promoting citizen journalism, the idea of fostering ordinary people to report and produce news and entertainment, using new technology that gives them powers once held solely by the Fourth Estate (Hua, 2005). Another video blogger Raymond Kristiansen states that people don't need the mainstream media to tell us what's interesting anymore. Millions of people want to tell their stories, and with videoblogging, they can tell their stories (Boyd, 2005).

Video blogging is considered the next generation of communication through posting, sharing, producing, and publishing content on the internet. Among other content creators, vloggers are some educators who have been trying to explore the educational benefits of video blogging. This new and diffusing technology is being experimented with to enhance educational settings by promoting the active participation of learners in their learning process.

Jonny Goldstein is one of the leading practitioners in the video blogging field trying to promote video blogging in educational practices. He is also an early adopter of videoblogging technology, publishing his first video blog in December 2004, when people started doing video blogging. He added that the educational benefits of videoblogging are developing students' communicational skills through storytelling, enhancing their visual literacy, improving their technical skills, and learning how to blog with social software. The topics of the vlogs that students prepared as part of this afterschool project reflected the same benefits of video blogging on student self-expression and learning (Goldstein, 2005).

Although using video blogging in classroom settings poses some challenges to teachers, today, the young generation is much more comfortable with the technology integrated into their lives. Therefore, educators need to be familiar with and incorporate new technological advances into their classroom practices to meet students' needs. Videoblogging offers rich experiences both to the teachers and students, who want to communicate with movies, sounds, and images in order to learn, think and share them with a community.

Students' cognitive abilities can be enhanced with video blog reflections, in which they come to realize what they know, learn, and perceive in the future. In addition, videoblogging can be a tool to express a variety of subjects and concepts. The videoblogging activity as a learning by design approach allows learners to create meanings through the design processes of vlogs. In addition, Hoem (2004) stresses the importance of the function of video blogs as wikis on the creation and production of collective videos.

Students may work together during the vlog production phase to design their documentaries and enhance that process by sharing their work on video blogs with other students, even those outside the class. Their learning space can expand the borders of a classroom, creating new types of interactions between them and society. Digital storytelling has been considered a powerful method for engaging students and teachers by telling their stories with multimedia tools such as images, audio, video, and web technologies. It is also cited in the Educause Learning Initiative (2015) that the use of video blogs for digital storytelling may be one way to encourage strong student participation in e-portfolio projects.

Additional studies also concluded the effectiveness of video blogging in improving various communicative skills among students. Combe and Codreanu (2016) study revealed that video blogs could practice spoken production skills as recommended by the Common European Framework Reference for languages. However, this skill is often difficult to implement in an authentic context of communication outside the classroom.

Vlogs have the potential to help develop digital literacy and speaking skills in front of a camera and encourage publication (speech acts and gestures, improving the final media product before posting it, adding text, and emoticons that illustrate speech acts). In the Philippines, an evolution of this medium was expected, but it was not until the latter part of 2003 when video blogs or vlogs began appearing on the Internet. With the onset of YouTube, a video-sharing website created in 2005, the blogging community grew and even transformed into what we call now vloggers.

Currently, a growing number of Filipinos are part of this vlogging community, from locals to part Filipinos living overseas (Fuerte, 2017). Indeed, video blogging activities can meet the needs of today's students who are surrounded by these highly dynamic and interactive technologies.

Students' interaction with producing and publishing media and sharing it with a community can improve their conversational and technical skills, which are required to be successful and competent citizens in the society. When used effectively in educational settings, video blogging may redefine classroom borders, expanding learning experiences outside the school to the community connecting the school, students, teachers, administrators, and parents in a learning community. Videoblogging is an emerging tool, a popular trend on the internet, and a new way of media production that offers a lot for educational settings. Without any doubt, more and more educators will start to experiment with this engaging tool in the teaching and learning settings in the future.

Providing students with real communicative contexts is the best option teachers can make because students can exchange in real information thus making language and phrases emerge according to the situation. It is necessary that students have a lot of exposure to the language; moreover the linguistic input they gain in various activities such as video blogging will surely provide them with opportunities to produce and use the language at any situation confidently.

3. Objectives of the Study

This study aimed to determine the effectiveness of video blogging (vlog) as a strategy in improving students' speaking skills in Purposive Communication subject at the University of Cebu-Main Campus, Cebu City, School Year 2020- 2021. Through the lens of the control and experimental group's pre-test and post-test scores, whether there is a significant difference between their pre and post-test scores and, finally, if a significant difference is observed between their post-test scores.

4. Methodology

4.1 Research Design

This research used the quasi-experimental method of research in utilizing the performance score of the two groups of participants belonging to a class where traditional teaching is used and the second class where Video blogging strategy is used. This study was conducted at the University of Cebu-Main Campus located in Cebu City. Forty (40) first-year college students of Arts and Sciences who are enrolled in English 101 (Purposive Communication) participated in the study.

Table 1

Research Subjects

Control Group				Experimental Group			
Student	**Age**	**Gender**	**Prelim Grade**	**Student**	**Age**	**Gender**	**Prelim Grade**
A1	19	Male	1.6	AA1	19	Male	1.6
B2	19	Male	1.2	BB2	19	Male	1.2
C3	19	Male	1.3	CC3	19	Male	1.3
D4	19	Male	1.1	DD4	19	Male	1.1
E5	18	Female	1.2	EE5	18	Female	1.2
F6	19	Female	1.1	FF6	19	Female	1.1
G7	19	Female	1.3	GG7	19	Female	1.3
H8	19	Female	1.1	HH8	19	Female	1.1
I9	19	Female	1.5	II9	19	Female	1.5
J10	19	Female	1.1	JJ10	19	Female	1.1
K11	19	Female	1.4	KK11	19	Female	1.4
L12	19	Female	1.4	LML12	19	Female	1.4
M13	19	Female	1.3	M13	19	Female	1.3
N14	19	Female	1.3	NN14	19	Female	1.3
O15	19	Female	1.2	OO15	19	Female	1.2
P16	19	Female	1.2	PP16	19	Female	1.2
Q17	19	Female	1.2	QQ17	19	Female	1.2
R18	19	Female	1.2	RR18	19	Female	1.2
S19	19	Female	1.2	SS19	19	Female	1.2
T20	19	Female	1.2	TT20	19	Female	1.2
Male = 4		**Total/Ave.**		**Male = 4**		**Total/Ave.**	
Female =16		**M= 1.255**		**Female =16**			
		SD= 0.258				**SD=0.258**	

4.2 Research Procedures

Gathering of Data. Before conducting the study, the researcher secured a letter asking permission to conduct the study from the Dean of the College of Arts and Sciences. The researcher coordinated with the subject teacher Prof. Lloyd Vincent O. Sasil so that the he could start preparing the research instrument for the pretest both in the control and experimental groups. The target subjects of the study were the students from his two English 101 (Purposive Communication) classes. The researcher asked for the profile of the students on the 2 classes in preparation for the pairing and matching of the subjects.

Last March 8, 2021 at 9:00-10:30 a.m., the research instrument was pilot- tested to other Purposive Communication class students who were not part of the subjects of the study. This was done to assess the feasibility, time, cost, risk, and performance of the research instrument and to identify some steps to be modified during the actual research implementation. After the preliminary

period, the researcher began conducting the study. The preliminary grades are vital for the comparability and pairing of the subjects.

After all the preparation and planning together with the subject teacher, the control and experimental groups were identified. The class on Purposive Communication at 10:30-12:00 PM was selected as the control group while the class at 12:00-1:30 PM was chosen as the experimental group. In addition, during the pairing of the subjects, 4 males and 16 female students of the control group were paired to the experimental group according to their age, gender and prelim grade.

Last March 15, 2021 both control and experimental groups were exposed to a speaking skill test (pretest). During phase 1, the researcher had both the control and experimental groups have a recording by reading aloud the article provided to them. This enabled the researcher to assess the students' pronunciation, word stress, intonation and fluency. An online form was also provided to the subjects for the submission of their recorded video on their speaking skill test.

After all the video recordings were collected by the researcher, he then asked the help of the 3 evaluators to assess the different dimensions of performance namely pronunciation, word stress, intonation and fluency. These evaluators are also English teachers in both private and public schools. The scores of the pretest were obtained based on the scoring rubrics.

Last March 22, 2021, during the synchronous session, phase 2 then commenced. The researcher provided both control and experimental groups a handout containing their lesson on video blog. During the online session with the control group, the researcher had a mere discussion on the lesson or traditional way of presenting the lesson. The researcher asked the students several questions to check their understanding on the content of the reading material. There was a short assessment activity provided for the control group to answer during their asynchronous session. It was a traditional objective type of test to measure their understanding on the lesson presented.

The experimental group on the other hand had thorough a discussion and interactive presentation of the topic together with researcher. Phase 3 of the research implementation began, the researcher presented to them the steps on how to create a video blog following the 6 stages.

In addition, in order for the students to have an engaging video blog output, the researcher also explained thoroughly to the students the importance of mastery on pronunciation, stress, intonation and fluency while delivering the script. The researcher had explained these performance dimensions and provided examples to easily distinguish the differences among these concepts.

Phase 4, after the discussion, the researcher started facilitating the video blogging activity of the students following the 6 stages.

The first stage of video blogging is conceptualizing stage. The first thing the researcher did was to identify what kind of video blog the students are going to create. At that time, since most of the subjects are considered to be beginners in creating vlogs, their video blogs (vlog) content is more focused on making a personal vlog about a topic which is familiar to them. They are asked produce a self-introduction video blog.

The second stage of video blogging is brainstorming stage. The researcher invited 3 local content creators /video bloggers to join the online session of the experimental group. This was part of the intervention plan. The researcher believe that their presence would contribute greatly to the students in producing engaging and meaningful vlogs. Moreover, the subjects also gained inspiration from them since they can relate to them. Though the invited guests are still young yet they have proven that they too, can produce interesting vlogs. This claim has proven through the tremendous of engagement they have in their social media accounts. These local vloggers have reached to 63,305 Facebook Page followers, 20,300 YouTube subscribers with 1.5 million views on their videos online and 512, 900 Tiktok followers. The experimental group had a great time interacting with them as they discussed their experiences on content creation, script writing, rehearsal and delivery of the script. They have given important tips on video editing to the students. Furthermore, they also shared important tips and insights for successful video blog production. Undeniably, this 30-minute interaction with the vloggers has helped the students to an in- depth understanding on video blogging production.

The researcher also presented to the research subjects samples of video blog outputs as references. After watching, they were assigned to make a script using some terms from the videos presented to them which they think are essential in making their self-introduction vlog. The subjects were also given a copy of the scoring rubric for video blogs. Having a thorough explanation of the important dimensions stated on the rubric enabled the students to focus on the essential parts of video vlog production. Below are the suggested information to be included their self-introduction vlog script.

    A.   Name

    B.   Age

C.   Birthplace

D.   Hobbies

E.   Favorites (food, movie, songs, place to visit etc.)

F.   Family background

G.   Ambitions in life

H.   A thing that represents himself/herself

I.   Other personal interests they want to include in their vlog

An online form was provided to the subjects for the submission of their script for correction and monitoring purposes.Last March 24, 2021 at 1:30-3:00 PM, the experimental group had the third stage of video blogging which is the articulation stage. In this stage, students were geared towards the active demonstration of their speaking ability. They had a rehearsal first before they had the actual video recording. The time allotted for the rehearsal gave them the opportunity to practice and improve more their speaking performance before the actual video blogging performance.

After the rehearsal, students then applied their knowledge into the actual video blog (vlog) production. This is the fourth stage which is called the production stage. The students were able to choose a particular place where they are comfortable in delivering the script. They followed the suggestion that they should be in a quiet room for better video and audio recording. Most of them used their mobile phones during the video recording. Some have also used other accessories and equipment like DSLR camera and microphone for better video and audio recording.

Editing of the video followed after the video recording where they were able to insert pictures, song, texts or video clips which made the video become more interesting. Indeed, this stage also showcased the students' creativity as they discover their voice, style, and even exhibited different technical elements such as video clips, sound effects, pictures which were included in their vlog.

After editing the video, the students reviewed the rubrics once again to check minor errors. This is called the monitoring stage, fifth stage of video blog production. The students really had the opportunity to have some modifications before submitting their final output. The submission of their vlog output was done through an online form.

Last March 29, 2021, the sixth stage was conducted which is the evaluation stage of the students' output. The researcher coordinated with the evaluators of their vlog outputs with the scoring rubric. Scores obtained by the students are subject for an evaluation by a statistician.

The last day of the implementation was last March 31, 2021. The researcher was able to provide feedback based on the evaluators' comment on the students' vlog outputs and shared it to the subjects. The researcher then conducted the posttest. The students were told to have a recording while reading the same article they had during the pretest. The recordings were collected and were evaluated by the three evaluators. The data accumulated was analyzed using a t-Test. This is a significant tool to determine the effectiveness of the producing vlog as a strategy in improving students' speaking skills.

5. Results and Discussion

This section deals with the presentation, analysis, and interpretation of data gathered from the pre-test and post-test scores and the significant difference between the two groups of respondents.

Pre-test Scores

This section presents the summary, analysis, and interpretation of the pre-test scores of the control and experimental groups. Table 2 shows the results.

Table 2

Pretest Scores of the Experimental Group

Score Ranges	Description	Frequency	Per Cent
Pronunciation			
13 – 16	Very Good	2	10.00
9 – 12	Good	7	40.00
5 – 8	Fair	9	40.00
1 – 4	Poor	2	10.00
	Total:	*20*	*100.00*

Stress

Score Ranges	Description	Frequency	Per Cent
13 – 16	Very Good	0	0.00
9 – 12	Good	4	20.00
5 – 8	Fair	14	70.00
1 – 4	Poor	2	10.00
	Total:	*20*	*100.00*

Intonation

Score Ranges	Description	Frequency	Per Cent
13 – 16	Very Good	0	0.00
9 – 12	Good	5	25.00
5 – 8	Fair	14	70.00
1 – 4	Poor	1	5.00
	Total:	*20*	*100.00*

Fluency

Score Ranges	Description	Frequency	Per Cent
13 – 16	Very Good	0	0.00
9 – 12	Good	5	25.00
5 – 8	Fair	15	75.00
1 – 4	Poor	0	0.00
	Total:	*20*	*100.00*

Overall

Score Ranges	Description	Frequency	Per Cent
13 – 16	Very Good	0	0.00
9 – 12	Good	7	35.00
5 – 8	Fair	13	65.00
1 – 4	Poor	0	0.00
	Total:	*20*	*100.00*

Table 2 shows that the pretest scores of the experimental group. In terms of pronunciation and stress, the data showed a fair performance of the experimental group with 5-8 score range. The data also implied a fair performance of the experimental group with 5-8 score range in terms of emphasizing accurate stress during their performance. In addition, the experimental group got a fair performance in terms of their intonation and fluency with 5-8 score range.

The result is consistent with the findings of Darcy (2018) that pronunciation, fluency, intonation, stress instructions are still underemphasized in many language programs as well as in teacher-training curricula despite reports of significant improvement from many studies. Three factors may account for this resistance and for the difficulty of making pronunciation instruction an integral part of language teaching: the time obstacle, the methodology obstacle, and the curricular obstacle (Darcy, 2018). Goodwin (2014) asserted that more than any other aspect, pronunciation is the salient feature of our language competence. It is the lens through which we are viewed in each interaction we have. To attain the level of pronunciation required for their targeted language-competence levels, language curriculum should provide effective learning experiences. The responsibility for creating this successful journey typically falls on the instructor.

Castellanos (2016) posited that it is important to employ the Experiential Learning Strategy during this stage of language learning. This strategy is innovative in a way that it allows students learn by their own through meaningful experience as a pedagogical tool.

Post-test Scores

This section presents the summary, analysis, and interpretation of the post-test scores of the control and experimental groups. Table 3 shows the results.

Table 3

Posttest Scores of the Control Group

Score Ranges	Description	Frequency	Per Cent
Pronunciation			
13 – 16	Very Good	4	20.00
9 – 12	Good	16	80.00
5 – 8	Fair	0	0.00
1 – 4	Poor	0	0.00
	Total:	*20*	*100.00*

Stress			
13 – 16	Very Good	5	25.00
9 – 12	Good	11	55.00
5 – 8	Fair	4	20.00
1 – 4	Poor	0	0.00
	Total:	*20*	*100.00*
Intonation			
13 – 16	Very Good	2	10.00
9 – 12	Good	15	75.00
5 – 8	Fair	3	15.00
1 – 4	Poor	0	0.00
	Total:	*20*	*100.00*
Fluency			
13 – 16	Very Good	4	20.00
9 – 12	Good	15	75.00
5 – 8	Fair	1	5.00
1 – 4	Poor	0	0.00
	Total:	*20*	*100.00*
Overall			
13 – 16	Very Good	1	5.00
9 – 12	Good	19	95.00
5 – 8	Fair	0	0.00
1 – 4	Poor	0	0.00
	Total:	*20*	*100.00*

Table 3 shows that the posttest scores of the control group on the different dimensions of performance. In terms of pronunciation, majority of the subjects have a good performance with 9-12 score range. In addition, the data also implied a good performance in terms of stress, intonation and fluency with a score range of 9-12.

The results reinforced the assertion of Harmer (2001) wherein he emphasized that for non-native English learners, various pronunciation instructions and strategies must be applied during the teaching and learning process. Teacher should start concentrating on mastery of sounds which causes learners became more aware of correct pronunciation, where words should be stressed and give them more information about spoken English in order help them get the goal of comprehension and intelligibility.

Alnakhalah (2016) suggested that in teaching speaking of the English language, the most important one is to establish a supportive environment and provide activities which would encourage the students to speak the English frequently. In addition, teachers should give their learners more opportunities to speak English through using some speaking tasks that help them to speak and urge them to take part in speaking activities.

Table 4

Posttest Scores of the Experimental Group

Score Ranges	Description	Frequency	Per Cent
Pronunciation			
13 – 16	Very Good	18	90.00
9 – 12	Good	2	10.00
5 – 8	Fair	0	0.00
1 – 4	Poor	0	0.00
	Total:	*20*	*100.00*
Stress			
13 – 16	Very Good	20	100.00
9 – 12	Good	0	0.00
5 – 8	Fair	0	0.00
1 – 4	Poor	0	0.00
	Total:	*20*	*100.00*
Intonation			
13 – 16	Very Good	17	85.00

9 – 12	Good	3	15.00
5 – 8	Fair	0	0.00
1 – 4	Poor	0	0.00
	Total:	*20*	*100.00*
Fluency			
13 – 16	Very Good	19	95.00
9 – 12	Good	1	5.00
5 – 8	Fair	0	0.00
1 – 4	Poor	0	0.00
	Total:	*20*	*100.00*
Overall			
13 – 16	Very Good	20	100.00
9 – 12	Good	0	0.00
5 – 8	Fair	0	0.00
1 – 4	Poor	0	0.00
	Total:	*20*	*100.00*

Table 4 shows that the posttest scores of the experimental group. In terms of pronunciation and stress, the data showed a very good performance of the experimental group with 13-16 score range. Also, the data implied a very good performance of the experimental group with 13-16 score range in terms of emphasizing accurate stress during their performance. In addition, most of the students in the experimental group got a very good performance in terms of their intonation and fluency with 13-16 score range.

There was a significant increase in the posttest performances of the experimental group since they received the intervention which is the production of video blog (vlog) that enables them to talk naturally using the English language and integrate their own experiences. The students who have the experience in video blogging have high motivation in speaking by using videoblogging strategy. This implies that videoblogging strategy is suitable for students who want to be motivated in learning and in improving their communication skills using the target language. Video blogging strategy can be initiated with any of several kinds of strategies in order to make the learning process more meaningful (Rakhmanina, 2017).

The result of the posttest scores of the experimental group justified the claims of the implication of the Connectivism theory by George Siemens as a learning theory which encompasses clear understanding on how technology has changed how students should learn in the classroom as well as outside of the classroom. Connectivism provides insight into learning skills and tasks that are needed for learners to flourish in a digital era. Thus, the use of technology will require engagement and active participation on the part of the learners. As they take ownership of the vlogging project, they will be exposed to the stages of which the outcomes are set in the higher levels of Bloom's Taxonomy (Siemens, 2004).

Video blogging has proven its positive effect on improving learners' fluency, accuracy, intonation, pronunciation, accent and other language conventions. Students' interaction with producing and publishing media and sharing it with a community may improve their communication and technical skills which are required for them to be successful and competent citizens in the society (Nada, 2021).

Furthermore, video blogging activity based on the results can meet the needs of today's learners who are surrounded with these highly dynamic, interactive technologies and very powerful media underscores the effectiveness of video blogging as one of the most promising tools in fostering media literacy among the 21st century learners (Hoem, 2004).

In conclusion, video blogging can be a great learning tool but still learners need to have direct instructions from the teachers for there is no substitute for the guidance and mentoring of an educator. Students need teachers to help them internalize concepts and help them apply their new knowledge to real world experiences (Duke, 2013). By educating future professionals and leaders today through good and proper ways in communication, they will be empowered and feel competent to share their ideas on their field using multiple media platforms.

Difference Between the Pre-test Scores

Table 5 shows the findings of the test of differences between the control and experimental groups' pretest performances. This is to see if the method used with a specific group has a significant influence on improving students' speaking skills.

Table 5

Difference Between the Pretest Performances of the Control and Experimental Groups

Dimensions of Performance	df	p-Value (two-tail)	t Stat	t Critical (two-tail)	Decision	Significance
Pronunciation	38	0.31	1.024	2.024	Failed to Reject Ho	Not Significant
Stress	38	0.90	0.127	2.024	Failed to Reject Ho	Not Significant
Intonation	38	0.57	0.578	2.024	Failed to Reject Ho	Not Significant
Fluency	38	0.37	0.900	2.024	Failed to Reject Ho	Not Significant
Overall	38	0.81	0.245	2.024	Failed to Reject Ho	Not Significant

Table 5 reveals that the test statistics of pronunciation, stress, intonation and fluency as the four major components of the subject performance. The data imply that the overall performance is less than the critical value.

Therefore, the null hypotheses were not rejected which means that there is no significant difference between the pretest scores of the control and experimental groups. Referring to tables 2 and 3, the data showed a fair performance in pronunciation, intonation, stress and fluency for both control group and the experimental group. The results of the test of hypothesis imply that the performances of the control and experimental groups are comparable.

Difference Between the Pre-test and Post-test Scores of Control and Experimental Groups

This section presents the findings of the significance test of the differences between the pretest and posttest performances of the control and experimental groups are shown in Table 6.

Table 6

Difference Between the Pretest and Posttest Performances of the Control and Experimental Groups

Dimensions of Performance	Df	p-Value (two-tail)	t Stat	t Critical (two-tail)	Decision	Significance
Control Group						
• Pronunciation	19	0.00	6.525	2.093	Reject Ho	Significant
• Stress	19	0.00	5.819	2.093	Reject Ho	Significant
• Intonation	19	0.00	7.676	2.093	Reject Ho	Significant
• Fluency	19	0.00	6.941	2.093	Reject Ho	Significant
• Overall	19	0.00	12.041	2.093	Reject Ho	Significant
Experimental Group						
• Pronunciation	19	0.00	8.563	2.093	Reject Ho	Significant
• Stress	19	0.00	12.856	2.093	Reject Ho	Significant
• Intonation	19	0.00	12.645	2.093	Reject Ho	Significant
• Fluency	19	0.00	19.782	2.093	Reject Ho	Significant
• Overall	19	0.00	23.122	2.093	Reject Ho	Significant

Table 6 showed that that the test statistics of the four dimensions of performance and the overall performance are greater than the critical value.

Hence, the null hypotheses were rejected which means that there are significant differences between the pretest and posttest scores of the control and experimental groups. Referring to tables 2, 3, 4 and 5, it shows that there are more students who got higher scores in the posttest as compared to the pretest for both groups. The results of the test of hypotheses imply that both teaching approaches are effective in improving the speaking skills of the students in the control and experimental groups.

Difference Between the Post-test Scores of the Control and Experimental Groups

This section tabulated the results of the test of significance of the differences between the posttest performances of the control and experimental groups.

Table 7

Difference Between the Posttest Performances of the Control and Experimental Groups

Dimensions of Performance	df	p-Value (two-tail)	t Stat	t Critical two-tail	Decision	Significance
Pronunciation	38	0.00	6.685	2.024	Reject Ho	Significant
Stress	38	0.00	7.352	2.024	Reject Ho	Significant
Intonation	38	0.00	6.370	2.024	Reject Ho	Significant
Fluency	38	0.00	9.505	2.024	Reject Ho	Significant
Overall	38	0.00	12.457	2.024	Reject Ho	Significant

Table 7 shows that the test statistics of the four dimensions of performance and the overall performance are greater than the critical value. Hence, the null hypotheses were rejected which means that there are significant differences between the posttest scores of the control and experimental groups. Referring to tables 4 and 5, there are more students in the experimental group who got higher posttest scores than their counterparts in the control group. The results of the tests of hypotheses imply that video blogging is more effective than the traditional approach as strategy in improving the speaking skills of the students involved in the experimental group.

This finding validates the claim of the anchor theory which states that an interaction in a classroom while working with learning technologies and other similar areas of interest should provide opportunities be strengthened in order students to have the chance for interaction, sharing, dialoguing, and thinking together to legitimize what they are doing. This allows learners to have the ability to connect to each other via social networking or collaboration tools (Siemens, 2004). Educators wishing to extend the use of videos and social media within their practice can refine and spread knowledge more quickly through membership of multiple communities.

Furthermore, the result is supported by the claim of Chomsky & Hymes (1966) in their theory of Communicative Language Teaching (CLT). The theory viewed the primary function of language use is communication and that language is best learned through communicating. A learner acquires competence when the learner knows when to speak and as to what to talk about with whom, when, where, and in what manner.

In addition, Chomsky and Hymes (1966) promulgated the significance of providing the learners the opportunity to converse about their personal experiences, and instructors teach topics outside of the realm of traditional grammar in order to promote language skills in all types of situations. Indeed, video blog (vlog) production encourages learners to incorporate their personal experiences into their language learning environment and focus on the learning experience of the target language.

The result implies that a learner can accomplish a repertoire of speech acts, take part in speech events, and evaluate their accomplishment by others when language is used actively in and outside the classroom for authentic learning.

6. Conclusion

Using video blog (vlog) in teaching Purposive Communication class is an effective strategy in improving the students' speaking skills. Consequently, video blog (vlog) also increases the students' motivation and is a potent tool in teaching pronunciation, word stress, intonation and fluency.

The use of video blog (vlog) facilitates learning and makes the students' learning more interesting and engaging. Furthermore, students can also practice and produce sentences and even integrate their experiences which would provide them the opportunity to speak the English language more naturally and meaningfully.

This research assessed how video blog (vlog) can help students improve their speaking skills in English language among Purposive Communication ollege students. It examined the posttest scores of the control and experimental groups, investigating if there were any differences in their pretest scores and determining if significant variations existed between the pretest and posttest scores within each group. A noticeable difference was seen in the scores between the control and experimental groups, highlighting how video blog (vlog) aid students' learning.

Students' speaking skills is effectively enhanced with the use of video blog (vlog). The interest, retention and learning ability of the students are better realized when they are actively involved with a combination of pronunciation, stress, intonation, and fluency. When compared to the minimal effect of the conventional method on the control group, it has a significant impact on the experimental group.

This clearly provides the benefits of video blog (vlog) and how to execute it, however, the focus of the research on college students may limit the applicability of the results to different subjects or student populations. Also, external factors, such as individual learning styles, prior knowledge about video blog (vlog), and participant motivation could have influenced the outcomes.

Further research is suggested to explore the advantages and benefits of several speech enhancement strategies, which include the use of video blog (vlog) in improving speaking skills, the use of video blog (vlog) for speech enhancement in other Oral Communication subjects, and the application of video blog (vlog) in teaching English subjects in college.

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