

EFL Students' perspective toward video log (v-log) as a teaching model in millennial 4.0 era

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Abstract. The existence of industry revolution has shaped. The teachers of 4.0 create teaching model of English teaching combined with high technology. This study was conducted for Ahmad Dahlan's EFL students who had experience by using V-log as a teaching model. This study was under a descriptive qualitative method support by ethnography method. The sample of study were 32 students of pre-Advance speaking subject, it was used total sampling technique. The data collections were used close-ended and open ended questionnaire and un-depth interviewed to the lecturer. Balbay (2017) questionnaire was taken and adopted as the data collection instrument. The results showed that, the first is V-log increase students' motivation and self-confidence to practice English, the second is V-log increase students' participation and pronunciation skill, the third is V-log as a source of learning media in the classroom. It is supported by the result of un-depth interview that V-log are able to improve the student's interest in speaking and helps the students to develop their knowledge about technology and how to useful it into learning process.

1. Introduction

The development of information and communication technologies has provided new educational thoughts to be revealed by directing the teaching and learning processes in education. Mutmainna (2016), using technology in the classroom environment is one of the latest approaches in teaching and learning English. The lecture organized internet software like blog, Wiki, Google, Moodle as resources for English Language Teaching Ecevit & Zonguldak (2014). In this industrial revolution the teachers try creating their own teaching models related to technological developments in the millennial era. In addition, the teaching models must be packaged as interesting as possible to make the students feel comfortable in learning process. So, using technology in English language teaching was latest, this teaching model allows the lecture for using their own creativity which combined technology in English teaching.

Education in the Industrial Revolution (IR) 4.0 era requires students, lecturers and stakeholders to develop the teaching process in academia with the increase of higher education institutions in adapting e-learning approaches that encourage independent learning among students. Using technology in university was useful to share information or communication Ecevit & Zonguldak (2014). The use of electronic devices both smart phones and tablet computers is one of the digital revolution products that can be used to touch the interests of millennial generation students (Cakir, 2006). For years, the internet has been a serious technological challenge in people's lives.

In this digital era, one of the activities that millennial students like is document or record their activities by making videos which are commonly known as Video log. Vlog is a simple videos which the someone or person record face to the camera and upload to the public viewership, informally and most intimately (Werner, 2012). The use of V-log still tends to be a daily activity that is still closely related to student life. The use of V-log as one of the media that can be used for learning, it is still seen as a hobby and not in educational settings. When the video is displayed at the appropriate phase in the teaching process, it helps the effectiveness of teaching (Hsu, 2013). But using video logs in English classes is uncommon for the students.

The video log gives students the opportunity to share their learning material with a wide audience. Using video logs gives students the ability to watch and listen as many videos as they want. Students may

feel more comfortable sharing thoughts and ideas through (V-log). V-log allows students to share their ideas and showing their knowledge related to their material. Video log is a certain type of video on YouTube. According to Jean Burgess and Joshua Green (2009) YouTube is and is still the most widely used website, there have been 89 million videos uploaded on YouTube since the spread of the internet in the 1990s. YouTube is a popular platform for internet users especially who want to watch, upload, or download videos. Not only provides videos such as music, movies, sports, and so on, but also educational contains such as videos in English. It is believed that almost everyone has a YouTube account, In Indonesia video log has been popular in the environment for thousands of years; they watch videos every day on YouTube. Nowadays in education, YouTube had been transformed as an important area of research (Snelson, Rice & Wyzard, 2012).

Through this phenomenon, lectures must be able to improve the competency of using 4.0 technology in teaching millennial students. Therefore, most of the lecture is considered to use video log in teaching and learning process. The use of the video log in education has been widely recognized by researchers over the world Rakhmanina & Kusumaningrum (2017) they found that video log has positive impacts for students of motivation and effective as expository strategy in teaching speaking skill. However, this study was limited in investigate the millennial students who still lack in English performance by using Video-log. The aims of this study is to investigate the students' perspective toward video log teaching model in millennial 4.0 era, specifically designed for the Academic Speaking Skills course at undergraduate students of Ahmad Dahlan University.

2. LITERATURE REVIEW

2.1 Video Log (V-log)

V-log is defined as a video component Genelius (2012) which provides a series of online broadcasts Molyneaux (2008) that allow anyone to make and post the content on youtube Biel & Gatica (2010) and think of it as a video collection that functions both as a documentary of audiovisual life and as a vehicle for communication. In addition, reference Sun (2009) defines it as a site where the author posts stories and information about particular topic in the shape of videos. V-log is a portmanteau of the word video and blog (blog stands for web and log). Video blogging is the latest in blogging Rakhmanina & Kusumaningrum (2017). Video blogging is a video that posted on youtube that everyone can access. This kind can also refers to a blog that such thoroughly of video blog posts on youtube (Gunelius, 2016). A V-log post is made by making a video about daily activity or an event that uploads to the Internet and released it into a post on YouTube channel. In the early days of video blogging, called as a podcasts, a term used to refer the audio and video blog posts. Make a video online while learning are provides the students to practice their English anywhere and anytime in order to involved them to keeps learn (Thomas, 2009). V-logs are the biggest part, to make money. Therefore, V-loggers are exempt to create their content about whatever they want to make, no matter how dangers the video was posts. V-logger gives the average citizen a hearing and chances to make their voice are heard.

Using technology in teaching English language got positive perception from learners Shadiey, Hwang & Liu (2018). There are many technologies had been organized by the lecture one of it is a V-log. Nowadays V-log is becoming popular for reaching the masses. People get used to V-log because it's easy to judge via a Smartphone, iPad or tablet Danova (2004). V-log is defined as a video component Genelius (2012) which provides a series of online broadcasts Molyneaux (2008) that allow anyone to make and post the content on youtube Biel & Gatica (2010) and think of it as a video collection that functions both as a documentary of audiovisual life and as a vehicle for communication. In addition, reference Sun (2009) defines it as a site where the author posts stories and information about particular topic in the shape of videos. V-log is a portmanteau of the word video and blog (blog stands for web and log).

2.2 Student Perspective

Perspectives play an important role for the learning process. By definition Haryanto (2015) perspective is the process of how give the information based on their experience and what they already see through sensory receptors. This definition is supported by Pramestiyah (2013) when he defines perspective as the process of thinking or feeling something that have been through within. In addition, Sankhya's theory deals with personality of knowledge where perspective shows the past in one unit. According to Krishnananda (1992) information which has been processed by people, it is can be rejected or received by sensory receptors. Perspective is related to the impression or experiences about how people do several activities or objects around them. Thus, the object is considered by the senses or the body as a reflection. Based on the theory above, it can be concluded that perspective is the process of people interpret something based on their own feeling or experience as a result of stimulation in producing information. Sobur (2003) refers to perspective can be influenced by two factors include external and internal factors. Internal factors involved trust, feeling, experience, self-acceptance, rejected, background, personality, and attitude, while external factors involve repetition, measurement, movement, familiarity, and something new. Both internal and external factors can be influenced by expression of their thoughts.

2.3 Speaking skill

English were taught as the foreign language in Indonesia, but this language became an international language in the world. According to that fact, English must be mastered by the students especially speaking skill. Speaking is one of the difficult parts in English Leong & Ahmadi (2017). Based on the results of English Proficiency Index (EPI) in 2017, Indonesian students have low proficiency in English performance. The students are not getting communication in the classroom because some factors those are; the types of correction or judgment and less in authentic material Made & Ratih (2018). As the millennial students, they tend to use technology to support their learning in English. In this globalization era the modern technology was created and able to use for everyone, video blogs are rather promising. Lectures and students can teach and learn by using basic concepts of technology. Lectures are able to prepare their teaching materials in the form of videos then upload it on the internet (Rakhmanina, 2017).

There were some researcher that had been conducted the similar issue those are; Perez, Peters, and Desmet's (2017) this study investigates the effect of exposure to YouTube videos on L2 toward vocabulary acquisition. And the results of the study were the YouTube videos developed the students' vocabulary by using the context in the videos that were exposed and are able to access the meaning of the words. Another researcher also had been conducted the similar issue they are Rakhmanina & Kusumaningrum (2017), this study investigate the effectiveness of video blogging in teaching speaking viewed from students' learning motivation and they found that video log has positive impacts for students of motivation and effective as expository strategy in teaching speaking skill. As seen in the previous study was related with this research. The differences with this study was focus on the millennial students' perception about V-log in their English language performance.

3. Methodology

This research was carried out by descriptive quantitative because the purpose was to investigate the students' perspective toward video log (V-log) as a teaching model in millennial era 4,0. The participants in this study were 33 students (23 girls and 10 boys) they are comes from English department of Ahmad Dahlan University, who took Speaking class. The instruments of this research were Questionnaire as primary data and interview to support the data. The questionnaires were analyzed by using Likert scale to elicit students' perspectives about the implementation of the V-log as a teaching model in the speaking class. Then, the researchers analyzed the data from interview by using five steps from Creswell (2012: 237) those are: transcribing, coding, identify, describing and concluding.

4. Finding

Based on the analysis of the result of the open- ended questionnaire and interview conducted to the students and lecture by using V-log as a teaching model in speaking skill. It was found that using V-log increase students' motivation and self-confidence speaking English, The responds of the students were positive.

4.1 Result of Questionnaire

Table 1

No	item	Mean %
1.	V-Log makes the class more interesting.	8,95%
2.	V-Log used is related to learning material.	8,89%
3.	Using V-Log in class is more effective than viewing slides.	10,20%
4.	Using V-Log as a learning medium in class motivates me to practice presenting something.	9,69%
5.	The V-log used in the class motivates me to watch more presentations related to learning material rather than listening to music on YouTube.	10,42%
6.	The V-log used in class increases my participation in learning.	8,45%
7.	Using V-logs improves my understanding of lesson content.	9,47%
8.	The V-log learning media used in class has a beneficial effect on me in developing the skill to present something.	9,11%
9.	V-log is a good source for practicing language skills.	9,11%
10.	The V-log that I watched, helped me improve my pronunciation and intonation skills.	8,89%
11.	If I become a teacher, I will use V-log as a source of learning media in class.	8,45%

Table 2

ITEM SPECIFICATION	ITEM	Mean %
V-logs increase class participation and pronunciation skill.	3,7&10	28,56%
V-log improve the students' motivation and self-confidence to practice English	1,4,5 & 6	37,51%
V-log as a source of learning media in the classroom	2,8,9&11	35,56%

From the table above, it was clearly seen that 37% of the 32 participants thought V-logs were able to increase the student's motivation and confidence to practice English. Based on their opinion making v-log are able to encourage their confidence because they practiced English everyday in front of the camera. In addition, 36% from the 32 participants stated V-log as a source of learning media in the classroom; it means that they can use the V-log as a media for supporting them in learning. Then 29% from the 32 participants thought that V-logs were able to increase class participation and pronunciation skills. Based on the results of the questionnaire above it can be categorized into three grouped those are; the first, learning speaking skill by using video log is affective to the students who low in speaking skill. The second, students were improve their motivation and self-confidence in speaking skill and the third, video log were helps the students to get the source in English language learning. By using V-log are able to promote the students' learning motivation and give the students opportunity to develop and increase their ideas in speaking skill.

4.1.1 *V-log as an innovative assignment to improve students' motivation and confidence to speak English.*

The result of questionnaire showed a positive response from Close and an open questionnaire that was distributed to students at the end of the cycle, most students gave positive responses to use a V-log on YouTube Channels in increasing their motivation and confidence. They agree that the use of V-log able to engage their motivation and confidence to speak fluently. In large part it is because the v-log assignment gives more time to speak English outside the classroom which increases interest in learning and practicing English.

Motivation is one of the internal factors that play an important role in teaching and learning process. This assumes that motivation has a large role in deciding the success of the learning process in order to achieve learning goals of the student activity. In addition, blogging improve speaking skills of the students. There are a number of studies related to the effect of blogging on students' speaking abilities. These studies argue that video blogs are an effective tool to develop the students' speaking skills

4.1.2 *V-log as a teaching model effective to enhance speaking and pronunciation ability.*

Based on the data collected, the students were enhance their confidence to speak English in daily conversation and V-log made students more active to speak English because they have opportunity to speak English outside the classroom. "I thought V-log as teaching model was affective to improve my speaking ability in practice English outside the class in every week". As for (AA and MA) stated that used V-log as a teaching model was improve their speaking and pronunciation. To speak might be done by giving them extensive exposure to authentic language through audio-visual to use the language. It provides authentic material with pronunciation and appropriate vocabulary for students to practice.

The use of v-logs for teaching English is very helpful to stimulate and motivate them to speak. It is believed that the use of video activities in the students' speaking classes will make a positive contribution to their speaking skills. That is the reason why the lecture chose V-log as an alternative way to help students improve their speaking skills. Using V-logs in teaching encourage the students' interest and motivation to learn. Because in V-log consists of audio and visuals that can increase student interest. It can be helped the teachers and students to develop their knowledge of technology and how to use it in supporting the teaching and learning process

4.1.2 V-log as a source of learning media in the classroom

Based on the results of the questionnaire, V-log are able to organize as a source of teaching and learning process. The students can access the video of YouTube to get the information. Like education videos where the videos gave advantage to the students learn English well, memories the vocabulary and to speak fluently. Those kinds of videos were helps the students in order to improve their speaking. Video log also give a chance for the students to develop their knowledge, whereas the students getting the information of the videos.

4.2 Interviews with the lecturer.

In this study, to get the deeper information about the issue, the researcher was also conducted the interview. The interview was conducted to the lecture who taught the speaking by using V-log. The questions were about why to choose the V-log as a teaching model to improve the students' speaking skill?, how to assess the students speaking skill by using video log ?, what kinds of problems that found by using video log as media of teaching?, and is themes relevant with the lesson?. From those, the lecture's answer that V-log was really effective as a media to teach speaking skill. The lecturers require V-log assignments every week is then jointly reviewed in class for one semester to speak pre-advance class because it helps increase students' motivation and self-confidence. The lecturer giving this v-log task is intended to control students for using English in daily activity because it encourages them to practice English outside the classroom. He expressed his extraordinary feelings when students were more involved in speaking activities; they gave positive responses and have more initiative to speak. Student progress also reflected in their daily performance scores

5. Discussion

Using Video log in speaking skill has been proven effective by (Rakhmanina, 2017). the results of this study corroborate the findings of a research conducted by (Rakhmanina, 2017) addressing the use of video log are effective for the students' speaking performance. Video log helps students to practice speaking and to practice English language in their daily lives. The video log also makes students more confident in speaking, because the log video gives students plenty of time to talk alone in front of the camera. One of the most important benefits of course material that can be accessed online is to help students become more independent in learning and get used to finding the content needed in English lessons. The finding of this study also reinforces Balbay & Kilis research (2017) where the YouTube is one of the important benefit of course that make the students more actively in learning English especially in speaking. The students organized the video log as a resource or to get the information. Video log also promote the students to independently learning, they can organized it into their daily life while learning so the students can learn outside the classroom. It is support by the results of Medaukali research (2015) that online video or video blog is an important because the students available to access in supporting their English language learning. Expecially for practicing their listening and speaking skill. But the lecture over the world has difference style in applying the video log in teaching Duffy (2008).

This study clarify that students actively utilize this specific technology for learning outside the classroom as well, which can change the teacher's role in language classes and skills. In the context discussed, the lectures till has an important role to play. They make use of the YouTube playlists mentioned or refer their students to these playlists, thereby promoting independent learning with technology outside

the classroom. the results of this study are in line with the results of Debba's research (2018) which explains that YouTube has a positive impact on learning English. it is evident from the response of students that they are very confident in speaking and using English in their daily lives. the results of this study are aspects of YouTube videos that appeal to different learning styles, lending themselves to use at the student's own pace. Yagci (2014) emphasized the importance of low cost of using online video as well, which makes this channel not only user friendly but also 'owner friendly'. These channels are considered easy for students to access because they are not required to log in to YouTube or subscribe to them. Channels are open to all.

6. Conclusion

According to the findings and discussion, it can be concluded that Students' experiences and opinion on the use of a V-log used in the academic speaking skill course perspectives are V-log as an innovative assignment to increase the student's motivation and confidence to speak English. V-log helps the students to increase their speaking skill. There are numbers of studies related to the influence of blogging to students' speaking ability. While for another students V-log is struggle for students who lack vocabulary and less confidence. They felt uncomfortable to accomplish V-log task because of lack vocabularies and some of students feel embrace speak English in front of the camera.

In the second research question, student's insight on the effectiveness of videos used in the v-log which is used in course assignment is effective to enhance speaking and pronunciation ability. From interview by the lecturer, V-log helps increase students' motivation and self-confidence. The lecturer giving this v-log task is intended to control students using English because it forces them to practice speaking English outside the classroom. V-log as teaching model suggest to use in teaching learning process. It consists of audio and visuals that able to increase the level of students' interest in English language and also helps the lecture and students to develop their knowledge about technology and how to use it in supporting the teaching-learning process.

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