



# Analysis of Making A Vlog to Minimize Public Speak Anxiety Among EFL Students

Widi Andewi<sup>1\*</sup>, Winia Waziana<sup>2</sup>

<sup>1,2</sup>Information System Department, Institut Bakti Nusantara, Pringsewu, Lampung

## ARTICLE INFO

### Article history:

Received November 25, 2023

Revised December 01, 2023

Accepted April December 06, 2023

Available online December 18, 2023

### Kata Kunci :

Vlog, Kecemasan Berbicara di Depan Umum, Siswa EFL

### Keywords:

Vlog, Public Speaking Anxiety, EFL Students



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright ©2023 by Author. Published by Universitas Pendidikan Ganeshia

## ABSTRAK

Kecemasan merupakan masalah psikologis paling dominan yang dihadapi siswa dalam pembelajaran berbicara. Penelitian ini berfokus pada analisis pembuatan vlog untuk meminimalkan kecemasan berbicara di depan umum di kalangan siswa EFL. Penelitian ini menjawab pertanyaan tentang, "bagaimana video blog meminimalkan kecemasan berbicara di depan umum di kalangan siswa EFL?" Metode kualitatif deskriptif yang hanya mengamati suatu perilaku digunakan dalam penelitian ini. Mahasiswa semester genap Institut Bakti Nusantara menjadi peserta penelitian yang berjumlah 10 orang mahasiswa jurusan Sistem Informasi. Pengumpulan data dilakukan dengan dua cara, yaitu: observasi dan wawancara. Mereka ditugaskan untuk membuat sebuah vlog dengan topik "Iklan". Hasilnya dapat disimpulkan bahwa pembuatan video blog bermanfaat untuk meminimalkan kecemasan berbicara di depan umum di kalangan siswa EFL. Vlog dianggap sebagai salah satu strategi yang dapat memberikan motivasi bagi siswa untuk percaya diri dalam berbicara di depan umum. Selain itu, pembuatan vlog dapat memberikan suasana belajar yang menyenangkan dan menarik serta siswa akan merasa lebih nyaman, santai, dan termotivasi untuk melatih keterampilan berbicaranya. Meskipun vlog terbukti dapat menurunkan tingkat kecemasan, namun ada beberapa hal yang harus diperhatikan dalam menggunakan vlog sebagai media pembelajaran berbicara. Dosen diharapkan lebih kreatif dan inovatif agar mahasiswa menjadi lebih tertarik berbicara bahasa Inggris. Dosen selalu mengetahui tingkat kecemasan berbicara siswa dan kondisi siswa dalam belajar berbicara karena tidak semua siswa memiliki karakteristik yang sama untuk dapat menerima semua jenis media.

## ABSTRACT

Anxiety is the most dominant of psychological problem that faced by students in learning speaking. This study focused on analysis of making a vlog to minimize public speaks anxiety among EFL students. This study answer the following question, "how does video blog minimize public speak anxiety among EFL students?" Descriptive qualitative method as simply observing a behavior was used in this study. First-semester students of Institut Bakti Nusantara were the participants of this study which consist of 10 students, majoring in Information system. There were two ways for collecting data, namely: observations and interview. They were assigned to make a video of speaking performance on a topic "Advertisement". The result could be concluded that making video blog is useful to minimize public speak anxiety among EFL student. Besides that, a vlog is considered as one of useful stategy which can provide students motivation for being confidence in public speaking. Futhermore, creating a vlog can give enjoyable and attractive learning atmosphere and students will feel more comfortable, relaxed, and motivated to practice their speaking skill. Even though a vlog has been proven to reduce anxiety levels, there are several things that must be considered when using a vlog as a media for learning speaking. Lecturers are expected to be more creative and innovative in order to make students become more interested in speaking English. Lectures always know students' speaking anxiety level and students' condition in learning speaking due to not all of students have the same characteristics to be able to accept all types of media.

## 1. INTRODUCTION

In the modern era, there are many new ways of communicating and conveying all information. It is no longer strange that a lot of information is conveyed in English, which is an International language. This

\*Corresponding author.

E-mail addresses: [widiandewi.91@gmail.com](mailto:widiandewi.91@gmail.com) (Widi Andewi)

means that everyone is required to be able to use English as a means of communication. In Indonesia, English is not considered a first or second language. English is a foreign language for Indonesian people so they rarely use it to communicate. As an International language, mastery of English is very important not only for people but also for students, which will have an impact on the education system. Therefore, English is in the education curriculum in Indonesia. Students learn English from elementary school to university level. This is certainly a challenge for lecturers in Indonesia. This is something that is not easy to teach a language that is not used for everyday communication. Lecturers are required to be able to use appropriate strategies and methods in learning English. There are four aspects that students must be able to master, namely speaking, writing, reading and listening. Of these four aspects, speaking is a basic competency that students must master in studying English as a foreign language (Pratiwi et al., 2020). In speaking, there are so many things that must be considered, such as the use of grammatical rules, cohesive devices, lexical items, or phonological rules to express one's thoughts and feelings in speech (Hammad and Ghali, 2015). This was also stated by (Majid, 2021) speaking is one aspect of English that has an important role in everyday communication. Furthermore, (Bailey, 2005) stated that speaking is the key to communication because by speaking people can easily express their feelings, convey their thoughts or opinions. Bailey also added that speaking is a tool for communicating between one person and another to convey meaning which involves the production, reception and processing of information.

In the process of learning English, many students think that English, especially speaking, is something that is very challenging and difficult to do. So, many of them are afraid to communicate using English. (Unisara et al., 2021) stated that there are many psychological aspects which can cause students to be afraid to communicate in English. Furthermore, (Fitriani, 2015) claims that anxiety is the most dominant of psychological problem that faced by students in learning English. Students feel anxious when they have to communicate in English. Speaking anxiety is a common problem for EFL students. Furthermore, anxiety is also considered as an affective factor that can influence student success, especially in the foreign language learning process (Ehrman et al., 2003). There are some psychological factors which can contribute to students' difficulties in speaking, such as: shyness, fear of mistake, anxiety, lack of confidence, and lack of motivation (Juhana, 2012). Many students are nervous, worried and lack of confident when they are required to speak English. Considering that English is an International language, it will be important to reduce students' anxiety levels. Lecturers are expected to be able to find solutions on how to overcome or reduce students' speaking anxiety. Students who have high level anxiety always think about their speaking performance and the mistakes when they are talking. Thus, this requires appropriate learning strategies to overcome students' anxiety. Using appropriate learning strategies, it will make teaching learning process more effective, easier, faster, and more enjoyable. According to (Rochelle et al, 2011), finding an appropriate strategy, it will help students to learn other skills in the target language for students will take charge of their own learning. Many ways of methods, strategies, techniques, media, or approaches which can applied in teaching speaking. Using social media is one of them that can be used by lecturers.

The use of social media is now being considered as a tool to help students in their learning process. In teaching and learning process ICT (Information and Communications Technology), many lecturers use social media in speaking skills which aim to provide innovative learning to students. (Desta et al, 2021) state that social media can enhance learners' ability in speaking which can help them in their communications. Using social media, such as vlogging is more useful because it can train students in getting used in English. According to (Watkins J, 2012), vlog can improve students' speaking competence in learning activities. In line with Watkins, (Rahayu, 2018) also state that vlog is suitable to be implemented for students due to it will foster students' speaking skill and improve their speaking skill. In addition, vlog might be possible to motivate students for being creative and active in building a language.

Based the explanation above, this study focused on analysis of making a vlog to minimize public speak anxiety among EFL students. This study answer the following question, "How does video blog minimize public speak anxiety among EFL students?". The object of this study is the students of Information System at Institut Bakti Nusantara Lampung. The data were obtained by giving a speaking project as a vlog with a topic "Advertisement".

## 2. METHODS

Descriptive qualitative method as simply observing a behavior was used in this study in which described how does video blog minimize public speak anxiety among EFL students. First-semester students of Institut Bakti nusantara were the participants of this study which consist of 10 students, majoring in Information system. There were two ways for collecting data, namely: observations and inteview. Observation was done to know students' speaking performance which focused on the non-linguistic aspects, such as confident, motivation, and anxiety. Meanwhile, interview was done by using a

mixed language of English and Bahasa during the interview to get more information from the participants easily and deeply. There are 10 questions of the interview which related to process of making video blog, students' feeling and their opinion about the task. Furthermore, Interactive Miles and Huberman Model were employed in analyzing the data in this study. (Sugiyono, 2012) stated that there are three-cycle steps to carry out the data analysis, they are: 1) data reduction, 2) data display, 3) conclusion drawing/verification. As stated before, the main source of this study was video of students' speaking performance which was submitted by the students in social media. They were assigned to make a video of speaking performance on a topic "Advertisement".

### 3. RESULT AND DISCUSSION

The aim of this study is to know whether video blog can be one of ways to minimize public speaking anxiety of EFL students. Based on the observations, the result indicated that there were several students felt excited when the lecturer gave them the task of making a video about advertisement and they had to upload it on their social media. Meanwhile, there were some students who felt confused and worried about what to do. They looked anxious when the lecturer asked them to upload their videos to social media. Some of them did not look confident when they had to upload their videos to social media. They felt embarrassed because their video would be seen by many people. This was a challenge for lecturers on how to motivate students so that they could complete the assignment well. Once more, it can be assumed that speaking is one aspect of English that is very difficult for students to learn. In line with that statement, (Pollard, 2008) also stated that speaking is one of the most difficult aspects of learning English for EFL students to master.

After students submitted assignments about making advertising videos, the researcher also made observations from students' vlogs that they had uploaded on social media. Based on observations from the vlogs which they made, this shows that almost all students could make advertising videos well. This could be seen from many students who were very creative by adding songs, pictures or animations to their videos. They were seen competing to be the best at making vlogs. Furthermore, the most important thing is that many of them felt confident when they had to promote a product in English. Although, there were some students who still made mistakes in pronunciation and grammar, but there was no visible worry, nervousness or anxiety on their faces. They felt so fun and happy when they were promoting a product.



Figure 1. Pictures from YouTube accounts

In line with the results of the observations, the results of the interview also showed the same thing. There are some technical implementations of the interview, as follows: 1) Determining the interview schedule; 2) Conducting group interviews; 3) Writing interview transcripts; 4) Classifying and reducing interview transcripts; 5) Analyzing interview transcripts. There were ten questions for the interview. There are 8 out of 10 students who assumed that making vlogs could minimize their anxiety levels. They are much more confident and motivated in speaking English. Besides that, most of students thought that learning English using vlog was fun, easy, comfortable and entertaining. They said this was nothing new for them because they had often seen vlogs of promoting a product in English. It was displayed in some statements below.

*"Making vlog can make me more confident and less nervous when I have to speak English. Apart from that, I don't feel anxious or worried about pronunciation, grammar and vocabulary because I can prepare them in advance"* (Student 3)

*"I don't feel anxious and nervous when I make this task. It happens because I can retake video of my performance several times and took the best result of it to submit."* (Student 7)

*"When I make a vlog about promoting a product I feel much more confident because none of my friends see me speaking in English." (Student 8)*

*"Even though I have to upload a video on social media, this doesn't make me feel anxious or insecure. There is no one who will laugh at me when I mispronounce words in English" (Students 2)*

*"Even though I have to upload a video on social media, it doesn't make me feel anxious or insecure. There is no one who will laugh at me when I use wrong pronunciation." (Students 5)*

*"Honestly, at first I was doubtful with my speaking ability when my lecturer asked me to make a vlog in English. Thus, I don't much ability in grammar, I have lack of vocabularies and sometimes I don't how to pronoun a word in English. I felt confused and worried what I had to do. But in the end, I could finish the task well and I think create a vlog can motivate me to learn speaking English." (Students 1)*

The statements above indicate that vlog is really help students to minimize their anxiety in speaking performance. They assumed that they could do self-assessment of their speaking performance. According to (Anil, 2016), making a vlog can be as an alternative tool to help the students in improving their speaking performance, because students will do self-assessment to their own performance before they post their vlog in their social media. Besides that, students can know and do suitable improvement to their level of understanding. Vlog might motivate students and make students to be more confident due to they were given more time to think of what they wanted to talk about. As stated by (Faiza et al, 2022), most students felt more confident because they could freely speak in front of the camera without any pressure from anyone. Although there were still many students who had problems with their knowledge of English such as, grammar, vocabularies, and pronunciation, but most of them agreed that they felt comfortable when they had to make a video blog in English. Furthermore, in the interview, there was one student who said that he felt anxious, afraid and confused when the lecturer gave us a task to make a vlog with theme advertisement. But, when the student tried to make that vlog, it could encourage him to be able to speak English and it was very enjoyable. Creating a Vlog is a strategy which can make enjoyable and fun learning atmosphere and students will feel more comfortable, relaxed, and motivated to practice their speaking skill in English (Anil, 2016 & Wulandari, 2018).

Meanwhile, there were two students who still felt anxious and lack of confident in creating English vlog. They two gave respon that it was difficult for us to employ correct grammar in conducting vlog. Thus, making a vlog will not always be considered as one of the strategies that can be used to reduce students' anxiety levels. This indicates that not all of social media like vlog can be implemented for all students due to not all of them have the same characteristics to be able to accept all types of media. (Tanjung, 2020) stated that there are some of students who are not used to speak in front of the camera so it will make them not enjoy to make video and they also feel shy, anxious when they speak without see the outline. Besides that, she also stated that lecturers are expected to be more creative and innovative so that the students will more interested in learning speaking. Besides that, lecturers are supposed to should any techniques or media that would be suitable with all of the characteristics of the students so it might improve their speaking performance.

#### 4. CONCLUSION

According to the result and discussion in this research, it could be concluded that making video blog is useful to minimize public speak anxiety among EFL student. Vlogging might be as an alternative oral strategy which can be used by lecturer for improving speaking skill because it is proven a fun and enjoyable experience. Besides that, a vlog is considered as one of useful stategy which can provide students motivation for being confidence in public speaking. Futhermore, creating a Vlog can give enjoyable and attractive learning atmosphere and students will feel more comfortable, relaxed, and motivated to practice their speaking skill in English. Even though vlog has been proven to reduce anxiety levels, there are several things that must be considered when using vlog as a media for learning speaking. Lecturers are expected to be more creative and innovative in order to make students become more interested in speaking English. Lectures always know students' speaking anxiety level and students' condition in learning speaking due to not all of students have the same characteristics to be able to accept all types of media.

## 5. REFERENCES

- Anil, Dr. Beena. (2016). Top-Up Students Second Language Talk Time through Vlogs. *Indonesian Journal of EFL and Linguistics*, 1(2).
- Bailey, K. M., & Nunan, D. (2005). *Practical English language teaching: Speaking*. Singapore: Mc Graw Hill.
- Desti, M. A., Workie, M. B., Yemer, D. B., Denku, C. Y., & Berhanu, M. S. (2021). Social media usage in improving English language proficiency from the viewpoint of medical students. *Advances in Medical Education and Practice* 2021, 12, 519–528. <https://doi.org/10.2147/AMEP.S310181>
- Ehrman, M. E., Leaver, B. Lou, & Oxford, R. L. "A Brief Overview of Individual Differences in Second Language Learning", *System*, vol. 31, pp. 313–330, 2003. [https://doi.org/10.1016/S0346-251X\(03\)00045-9](https://doi.org/10.1016/S0346-251X(03)00045-9)
- Faiza, D., Bestari, A. C.Y., & Mayekti, M.H (2022). Students' Perceptions of Vlogs as A Self-Learning Media in Speaking. *Surakarta English Literature Journal*, 5(2), 90-104. <https://ejournal.unsa.ac.id/index.php/selju/article/view/7>
- Fitriani, D.A. et.al. (2015) A Study On Student's English Speaking Problems In Speaking Performance. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 4 (9)
- Hammad, A. & Etaf Mahmoud Abu Ghali, E.M.A (2015). Speaking anxiety level of gaza efl pre-service lecturers: Reasons and sources. *World Journal of English Language* Vol. 5, No. 3; 2015
- Juhana. 2012. Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia). *Journal of Education and Practice* Vol.03, NO.12. <https://www.iiste.org/Journals/index.php/JEP/article/view/2887/2913>
- Majid, R. F. (2021). Analysis of students' speaking anxiety on virtual learning during the Covid-19 pandemic (Case study at the second grade of SMKN 3 Enrekang). (Doctoral dissertation). Retrieved 13 January, 2023 from <http://repository.iainpare.ac.id/2883/>
- Pollard, L. (2008). *Guide to Teaching English: A Book to Help You Through Your First Two Years in Teaching*. London: Oxford University Press.
- Pratiwi, N. P. A., Suryani, I., & Suarnajaya, I. W. (2020). Investigating the Inhibiting factors in speaking English faced by senior high school students in Singaraja. *International Journal of Language Education*, 4(1), 48–58. <https://doi.org/10.26858/ijole.v4i2.1005h4>
- Rahayu, A. S. & Nurviyanti, V. (2018) A Study Of Students' Speaking Skill Through Vlog. *JOEPALLT: Journal of English Pedagogy, Linguistics, Literature, and Teaching*, 6 (2)
- Rochelle, IL et al. (2011). English Language Learning Anxiety among Foreign Language Learners in the Philippines. *Philippine ESL Journal*. Volume 7.
- Sugiyono, D. (2012). *Metodologi Penelitian Pendidikan*. Bandung: Alfabeta.
- Tanjung, Septamara, Ayesha. 2020. The Effect of Using Video Blogging Towards Student's Speaking Ability in Vocational School. *RETAIN*. Volume 08 Nomor 03 Tahun 2020, 174-180.
- Umisara, E., Faridi, A., & Yulianto, H. J. (2021). An Evaluation of the Psychological Factors influencing the Students' Anxiety in Speaking English. *EEJ*, 11(4), 496–505.
- Watkins, J. (2012). Increasing Student Talk Time Through. *Language Education in Asia*, 197-198.
- Wulandari, Eka. 2018. Improving Students' Speaking Skill Through Vlogging. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, volume 188.