

IMPLEMENTATION OF BLENDED LEARNING THROUGH YOUTUBE MEDIA TO IMPROVE STUDENTS' SPEAKING SKILL

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Abstract

With new technology and the way students learn, a vlog is one way to improve students' speaking skills. This research focuses on speaking skill via vlog to improve students' speaking and creativity skills and analyze the interrelationship between the implementation of blended learning and an increase in student self-confidence. This research used mixed methods. The subjects were 13 vlogs made by students on the topic of tourism. The 13 Vlogs are assessed using the rubric developed by Dan Rooney and Elijah Punzalan. The results showed that the highest vlog value was 84 and the lowest was 74, which generally increased students' creativity. Common mistakes on average are ways of delivering or introducing introduction and introduction that are still not good, how to give conclusions or provide summaries and finally the accuracy of the grammatical structure used. There is an increase in speaking ability including vocabulary, fluency, pronunciation and intonation sections. It can be seen that there is a ratio of 2.8 points for vocabulary, 7.9 points for fluency, 10.9 points for pronunciation and 2.1 points for intonation. The findings also infer that the application of speaking through blended learning vlogging media YouTube was declared successful and improved students' speaking abilities.

Keywords:

Blended Learning; Speaking Skills; Vlogging; Youtube

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A. Introduction

In the world of education, technological developments greatly influence the learning model based on existing learning theories. The term blended learning was originally used to describe courses that try to combine face-to-face learning with online

learning.¹ When the term blended learning became popular, more and

¹ Luiza Caraivan, "Blended Learning: From Concept to Implementation," *Euromentor* 2, no. 4 (2011): 1; Alfred P. Rovai and Hope M. Jordan, "Blended Learning and Sense of Community: A Comparative Analysis with Traditional and Fully Online Graduate Courses," *International Review of Research in Open and Distance Learning* 5, no. 2 (2004): 1.

more combinations were referred to as blended learning. However, the idea of blended learning based is learning that hybrids learning delivery strategies using face-to-face activities (offline) and computer-based learning (online), through the internet and learning by using devices, for instance, online learning platform via application or software in gadgets.²

Blended Learning is a learning approach that combines the advantages of face-to-face learning and electronic learning. In face-to-face learning, students can meet directly with educators. This mixed learning model is designed to combine face-to-face learning with information and communication technology-based learning approaches. Online social media was chosen as the basic platform for material distribution and online communication because of the affordability, effectiveness, and reliability of the program.

With new technology and the way students learn, a vlog is one way to improve students' speaking skills. In English as a second language (ESL) and English as foreign language (EFL) students, it is necessary that teachers have to access to a variety of methods which give opportunities for learners to practice and develop their English skills.³

² John Watson, "Blending Learning: The Convergence of Online and Face-to-Face Education," *NACOL: North American Council for Online Learning*, 2008, 1.

³ Pornpimon Saeheng, "A Study of E-Learning, Blended Learning, and Traditional Teaching

Several studies have promoted the phenomenon that vlogs can effectively facilitate language teaching and learning, especially in terms of "the complexity of student language, the truth of grammar, and fluency". Maulidah⁴ states that there are several significances fulfilled when the vlog is implemented. First, it will build students' self-efficacy by having social media and technology in the learning process. Some studies have found that vlogging is an effective tool for developing teaching self-efficacy. Second, EFL students will get semi-real activities in using English which is a little limited. Finally, the idea of increasing students' English speaking time is expected to improve students' speaking abilities.

The rapid development of information technology, especially the internet, has enabled the development of better information services in educational institutions. Because after all, with the evolution of information technology will bring convenience and excellence, among others, as follows;

Methods to Motivate Autonomous Learning in English Reading Comprehension of Thai Learners," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 2, no. 1 (October 20, 2017): 1–20, <https://doi.org/10.21093/ijeltal.v2i1.36>.

⁴ Izzah Maulidah, "Vlog: The Mean to Improve Students' Speaking Ability," in *Proceedings of the International Conference on English Language Teaching (ICONELT 2017)* (International Conference on English Language Teaching (ICONELT 2017), Surabaya, Indonesia: Atlantis Press, 2018), <https://doi.org/10.2991/iconelt-17.2018.3>.

1. Students can use information technology by participating in learning wherever they are, for example using online devices and gadgets (smartphone or tablets).
2. Students can easily learn from experts in the fields of interest and practice. Internet technology brings people from all over the world to interact and collaborate with not knowing each other by recognizing faces.⁵
3. College/school is no longer a problem. Location and distance are not barriers. The progress of information technology, especially the internet, brings time and distance closer. Virtual friendship and the educational process are virtually nothing taboo but have become a necessity for the movement of community activities.

Students often value speaking more than the other skills of reading, writing and listening. They often feel a great deal of anxiety related to their oral production.⁶ In IKIP Siliwangi students, the ability to speak in English seems diverse. Some have quite good abilities, but some still lack and need a lot of

⁵ Hyo-Jeong So and Thomas A. Brush, "Student Perceptions of Collaborative Learning, Social Presence and Satisfaction in a Blended Learning Environment: Relationships and Critical Factors," *Computers & Education* 51, no. 1 (August 1, 2008): 318–36, <https://doi.org/10.1016/j.compedu.2007.05.009>.

⁶ Suesthi Maharani, "The Use of Puppet: Shifting Speaking Skill from the Perspective of Students' Self-Esteem," *REGISTER JOURNAL* 9, no. 2 (2016): 17.

training. In general, student difficulties in speaking are due to lack of vocabulary, understanding in using grammar, fear of being wrong, fear of being laughed at by friends and because the topic of conversation is considered unattractive. As most teachers and lecturers aware that speaking and writing are productive skills in English taking relatively longer time to master and therefore learners should learn this particular language step by step.⁷

Being able to speak English fluently is as a measuring rod for someone who is said to be good at English. In the Indonesian context, English is still a foreign language and this becomes a problem for them who want to learn it.⁸ The problem could be caused by the difficulty of the English itself, the learners' personality and the process of learning it.⁹

⁷ Lasim Muzammil and Andy Andy, "Teaching Proficiency through Reading and Storytelling (TPRS) as a Technique to Foster Students' Speaking Skill," *JEELS (Journal of English Education and Linguistics Studies)* 4, no. 1 (April 7, 2017): 19–36, <https://doi.org/10.30762/jeels.v4i1.329>.

⁸ Abdul Wafi, "Eight Keys before Learning to Speak English," *OKARA: Jurnal Bahasa dan Sastra* 9, no. 2 (2015): 234–49.

⁹ Seyyed Ali Ostovar Namaghi, Seyyed Esmaail Safaee, and Abdolreza Sobhanifar, "The Effect of Shyness on English Speaking Scores of Iranian EFL Learners," *Journal of Literature, Language and Linguistics* 12 (2015): 1; Y. L. Liao, "A Comparative Study of Responses of Teachers and Students in Middle Schools to a Cyber Fair Program," Vol. 2 (The 23rd International Conference on English Teaching and Learning in the Republic of China: Changes; Chances, and Challenges in English Teaching and Learning, Taiwan: Kuan Tang International Publications, 2006).

With vlog using YouTube media, it is expected that students can be freer in expressing their ideas and thoughts, especially in English.¹⁰ YouTube-based learning methods can be done by educators with varied learning models so that learning is more pleased, interested to learn so that the learning process becomes meaningful learning. By applying YouTube-based learning, students will be accustomed to thinking critically and encouraging students to become independent students.¹¹

Therefore this study focuses on how the implementation of blended learning through vlogging is expected to help students' speaking skills. Besides, it is hoped that vlogging media can increase students' self-confidence and student creativity.

B. Method

This research uses mixed methods, namely research methods that combine or link quantitative and qualitative research methods.¹² The selection of quantitative and qualitative methods or mixed methods is to obtain more comprehensive facts about the

¹⁰ Richard E. Clark, *Learning From Media: Arguments, Analysis, and Evidence* (North Carolina: Information Age Publishing, 2001).

¹¹ Azkia Muharom Albantani and Ahmad Madkur, "Musyahadat Al Fidyu: Youtube-Based Teaching and Learning of Arabic as Foreign Language (AFL)," *Dinamika Ilmu* 17, no. 2 (December 31, 2017): 291–308, <https://doi.org/10.21093/di.v17i2.854>.

¹² John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd ed. (California: SAGE Publications Ltd, 2009).

application of blended learning in speaking learning activities through vlogging.

Qualitative data were collected from observations in the process of blended learning activities in speaking class. While the quantitative data were collected from the results of student vlogging video assessments that have been uploaded on the Youtube channel, comments from the audience, namely colleagues, and self-reflection of the students. The assessment of student learning outcomes was analyzed using discourse analysis (discourse analysis). Vlogs were assessed based on the level of speaking skills and vlog content to see the level of student speaking and creativity, the rubric used is Dan Rooney¹³ and Elijah Punzalan¹⁴

To analyze data, the instruments used are:

1. Rubric assessment of speaking activities¹⁵

Student vlogging uploaded to the YouTube channel with the theme "Famous Tourism Spots" which is

¹³ Dan Rooney, *Public Speaking and Oral Presentation Component*, accessed July 22, 2019,

https://www.pccua.edu/images/uploads/content_files/Speech_Rubric_Revised.doc.

¹⁴ Elijah Punzalan, "Rubric for Vlog | Multimedia | Graphics," Scribd, accessed July 22, 2019, <https://www.scribd.com/document/362355965/Rubric-for-Vlog>.

¹⁵ Bas A. de Leng et al., "Instruments to Explore Blended Learning: Modifying a Method to Analyse Online Communication for the Analysis of Face-to-Face Communication," *Computers & Education* 55, no. 2 (September 2010): 644–51, <https://doi.org/10.1016/j.compedu.2010.02.024>.

uploaded in the "A1 2018 Channel". Available at: <https://www.youtube.com/channel/UC1ajpjjgOk6EASFOoi6J13pg>.¹⁶

2. A sheet of reciprocal transcription from colleagues related to the student project

On this instrument, it was analyzed by using an interactive data analysis technique using an interactive model adapted from Miles & Huberman involving data condensation, data display, and conclusion drawing/verification.¹⁷

The population in this study is the English Language Study Program S1 students of the 2018 class A1 class of 40 students. A total of 13 study groups were asked to carry out 13 presentation activities on tourist sites using English as the language of instruction through video-blogging or Vlogging media.

C. Results

YouTube was chosen as the online learning platform and the media for this research because based on the interview results, students explained the reasons why they like YouTube. The reasons are they prefer watching videos than studying, they able to find any information they need there, the content

provided is different from television, easily accessible, they can study on their own which their own suitable time. These reasons are in line with reasons provided by Watson¹⁸ who stated that classrooms must be redefined as flexible learning environments in which students learn in a variety of ways and one of media is through YouTube channel. Wafi¹⁹ also stated that the sophisticated teaching and learning media have been available everywhere; internet access, audio, and video files as supportive tools are easy to get will help the student to learn.

Therefore, the results of the research in this study were elaborated in two parts, namely the findings on qualitative data and quantitative data. On qualitative, we discussed peer comments on YouTube wall and on quantitative, we discussed on vlog contents and whether it can help students' speaking skills and creativities.

1. Peer reciprocation on YouTube channel

This research data is taken from comments that have been uploaded by sample colleagues and YouTubers who selected their vlogs via the "A1 2018 Channel" YouTube channel. Total reciprocity that has been made by colleagues is 72 comment walls from a total of 72 YouTuber virtual accounts.

¹⁶ "A1 2018 Channel," YouTube, accessed August 20, 2019, <https://www.youtube.com/channel/UC1ajpjjgOk6EASFOoi6J13pg>.

¹⁷ Matthew B. Miles, A. M. Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (Thousand Oaks, California: SAGE Publications, Inc, 2014), 30.

¹⁸ Watson, "Blending Learning: The Convergence of Online and Face-to-Face Education," 1.

¹⁹ Abdul Wafi, "Eight Keys before Learning to Speak English," *OKARA: Jurnal Bahasa dan Sastra* 9, no. 2 (2015): 234–49.

These 72 comments were taken from 11 commented vlogging students. These comments are then analyzed using the interactive model of qualitative data analysis techniques.

Feedback from peers on the YouTube channel is useful in increasing student learning motivation and evaluation material for errors made by students²⁰ in vlog work in this study. This is so that students get constructive input not only from lecturers but also by their peers or viewers who see their vlog results through the YouTube channel. Reciprocity from peers (peer-feedback) in this study is also called a comment. This is in line with Izzah's findings²¹ that stated social media consumption. The easiness in operating it, the way they can express their ideas and encourage each other is the significant impact in vlogging.

Comments from the YouTube channel are then made into a transcription. From the 72 walls, the comments have been classified into 19 topics of the commentary theme.

The 19 topics of the theme are clear content organization, clear voice, easy to be understood, good attitude, good camera angle, good in video editing, good video quality, interesting content, subtitle available, useful information, bad video quality, confusing,

lack of pronunciation, lack of video editing, need improvement, noisy external background sound, unattractive video, unclear explanation, and unclear voice.

From the 19 topics of speech uttered, it was then categorized into two reciprocal types in discourse analysis, namely positive and negative reciprocity.



Fig. 1. The Reciprocal percentage contains positive content in this study.

From the data in the picture shows that three theme topics are explored on the walls of peer comments, namely the delivery of useful information (useful information), good video editing (good in video editing), and easy to understand the language of delivery (easy to be understood).



Fig. 2. The Reciprocal percentage contains negative content in this study

From the data in figure 2, it shows that there are two theme topics containing negative content that is most

²⁰ Dewi Listia Apriliyanti, "The Correlation between EFL Learners' Motivation on English Course and Their English Learning Achievement," *TARBIYA: Journal of Education in Muslim Society* 4, no. 2 (December 21, 2017): 232–39, <https://doi.org/10.15408/tjems.v4i2.6401>.

²¹ Maulidah, "Vlog."

often spoken on the walls of peer comments, namely 44% of comments that contain negative content utterances relating to unclear voice and 27% of comments that contain negative content utter related utterances with noise outside the speaker (noisy external background sound).

The vlog was assessed based on the level of speaking skills and whereas vlog content to see the level of students' creativity was judged by the rubric used proposed by Dan Rooney²² and Elijah Punzalan.²³ Assessment of speaking skills of students in Vlogging activities in this research activity, there were 13 student study groups in the final project

of making vlogs which participated in this study. In the table, there are results of vlogging assessment of students with speaking skills who are the center of assessment. This assessment is based on the rubric assessment adapted from Dan Rooney

Based on the table 1., it can be concluded that out of the 10 criteria for evaluating speaking skills through vlog media, there are three criteria that get the lowest average score, namely the criteria for introductory / introduction, in terms of concluding or summarizing in an outline (conclusion), and clarity of the articulation and accuracy of the grammatical structure that is acceptable

Table 1. Vlog Students' Assesment

Student Vlog Code	Duration	Tittle	Criteria										Overall Score	Remark
			Introdu ction	Remark	Concl usion	Eye Contact	Use of langua ge	Body langu age	Clarity	Topic	Visu al Aids	Time		
SV001	5.58	Vlog at Aboy Ramen	8	8	7	9	7	8	7	8	8	9	79	Many Grammar Error and Mumbling while speaking Good but need practice to reduce mumbling
SV002	6.35	Vlog at Museum Geology	8	8	8	9	8	9	8	8	9	9	84	practice to reduce mumbling
SV003	7.00	Vlog at Farm House	8	8	7	9	7	8	7	8	7	9	78	Unclear, many grammatical error
SV004	5.30	Culinary at Cijerah	6	8	8	9	7	8	7	8	8	9	78	Needs more practice, many spelling problems
SV005	7.43	Vlog a Day with Education/ Museum Pendidikan UPI	6	7	6	9	7	8	7	7	8	9	74	Speakers speak unclear and too giggly
SV006	6.27	Vlog at Taman Begonia	8	8	6	9	8	7	8	8	8	9	79	Need more practice, overall is okay

²² Rooney, *Public Speaking and Oral Presentation Component*.

²³ Punzalan, "Rubric for Vlog | Multimedia | Graphics."

(proper grammatical structure) which has a mean score of 7.15 points. As an example of video-blogging (Vlog) conducted by SV001.

In the video, there are many errors are found in the grammar structure in English. As when SV001 introduced Aboy Ramen's place and said "*this place is build up in 2011*" (Minute 1:40). In the grammar structure that is accepted the sentence is wrong. It should be "*This place has been established since 2011*" or "*this place established in 2011*". Add to the example of the vlog done by SV005. In delivering the final review or conclusion of the entire vlog, the voice (voice) presented is not clear and the speaker talks too much while 'giggling' or being giggly. Another case with criteria beyond the ability to speak in a language, such as the duration of the required vlog (duration), eye contact (eye contact), and structure presentation (body).

Of the 13 Vlogs implemented, the majority of students have implemented vlogs with the required duration, which is over 3 minutes. Whereas the eye contact criteria, based on the results of the rubric assessment, found that eye contact between the speaker and the audience in the vlog interacted well. In other words, the speaker does not always look at the notes but rather looks at the audience virtually. This can be seen with an average rating of this criterion of 8.77 points. The third criterion that gets a high average rating is the presentation structure with a value of 7.83 points. Based on the results of the assessment, 84.62% of students have been able to present the structure of the presentation consisting of

opening, the introduction of tourist attractions in detail, conclusions from the presentation, and closing well and clearly.

Based on the overall assessment findings, presented in table 1, there were two vlogs of students who had the lowest score of 74 points overall (SV005) with the vlog title "A day with Education/UPI Education Museum" and SV010 with the vlog title "Explore to Bandung " Both have similar errors in the majority of errors in English vocabulary pronunciation, too many errors in grammatical structure, speaker voice (unclear), and too much joking/giggling in delivering presentations. On the other hand, based on the findings, there are two vlogs of students who have the highest score of 84 points overall (SV) by the vlog title "Vlog at Geology Museum" and SV007 with the vlog title "Vlog at Bandung Baru Museum". Both of these vlogs show a minority of errors in grammatical structures and little or rare murmurs (mumbling, um, uh, etc).

Assessment of student creativity in Vlogging activities In evaluating student creativity in activities representing Vlogging, there are four criteria (adapted from Punzalan⁵) which form the basis of assessment, namely content, and organization (content and structure of presentation), usefulness, creativity and elements of design (creativity and inner elements) visual beauty), mechanics (presentation mechanism).

Tabel 2. Vlog Students' Speaking Assessment

Students' Vlog code	Duration	Title	Content and Organization	Usefulness	Creativity and Elements of design	Mechanics	Overall Point	Remark
SV001	5.58	Vlog at Aboy Ramen	30	30	15	13	22	Video too shaky and lack in information
SV002	6.35	Vlog at Museum Geology	40	30	30	18	29.5	Creativity edits with using a lot of memes
SV003	7.00	Vlog at Farm House	28	24	20	18	22.5	Too focus on speaker, lack in scenery
SV004	5.30	Culinary at Cijerah	25	25	12	18	20	Visually okay, but the music editing is too loud
SV005	7.43	Vlog a Day with Education/ Museum Pendidikan UPI	28	28	15	18	22.25	Very minimum and out of focus
SV006	6.27	Vlog at Taman Begonia	30	24	15	15	23.5	Good
SV007	5.50	Vlog at Bandung Baru Museum	40	30	28	25	30.75	Good with subtitle and clean edit
SV008	3.03	Vlog at Floating Market	45	30	40	30	36.25	Very Excellent and aesthetic
SV009	6.04	Vlog at Sabilulungan	25	18	15	18	19	Video quality is dark and shaky
SV010	6.00	Explore to Bandung	25	25	18	18	21.5	Pretty good editing
SV011	3.34	Vlog at Candi Jiwa	25	25	20	12	20.5	Lighting of video is too dark
SV012	3.56	Vlog at Cipanas	15	15	15	25	17.5	Editing is too confusing
SV013	4.14	Vlog at Stone Garden	25	24	24	25	24.5	Simple, clean, minimalistic
Average			29.3	25.2	20.5	20.2	23.8	
Note:			SV: Students' Vlog					

Based on table 2, it shows that from the four presentation criteria which are indicators of assessment, there are two categories which show the highest average, namely the content and organization criteria 29.3 points, and the usefulness of 25.2 points. This shows that, in appearance, the majority of student vlogs have been able to present a presentation video in the appropriate sequence, namely the introduction, content, main conclusions, and closing in sequence. This also shows that the implementation of vlogging provides meaningful benefits even though the value is not too significant. Based on the assessment findings, it shows that there

are two vlogs of students who have an overall score below 20 points in terms of visualization, namely SV009 with a value of 19 and SV012 with a value of 17.5. The SV009 vlog visually displays vlogs with video quality that is not up to standard. In the vlog, it was found that video lighting was dark and shaded or shaky. While SV012 displays a vlog with editing scenes/scenes that confuse the audience. Even though it is structured in stages, its delivery seems to jump so that it can make it difficult for audiences to follow the flow. On the other hand, the findings in table 2 also show that there are two vlogs of students who have an overall score above 30 points, SV007

and SV008. In general, both of them have the advantage of other student vlogs which have a visual appearance that has good aesthetics with accompanying subtitles in addition to the vlog. This can make it easier for audiences/viewers who have limitations in understanding the language in the vlog of the tourist attractions.

Assessment of speaking components based on vocabulary, grammar, fluency, pronunciation, and intonation can be seen that there is a ratio of 2.8 points for vocabulary, 7.9 points for fluency, 10.9 points for pronunciation and 2.1 points for intonation. The increase occurred in the fluency and pronunciation aspects because before the vlog assignment was given the instructor gave enough time for students to practice. So that pronunciation and fluency can be better, and because vlog assignments are group assignments, correction from group associates is a factor that makes most students improving their pronunciation and fluency. This research review is inline with Izzah²⁴ who also stated that vlog significantly improves students' speaking ability because It can boost students' encouragement by providing fun and accessible learning process.

D. Conclusion

The findings of the study relate to common mistakes in the context of student speaking, namely: how to deliver or provide unfavorable introduction and

introduction, how to give conclusions or provide summaries and finally the accuracy of the grammatical structure used. Grammatically related to note is mainly the use of language according to the rules and articulations used.

The vlogging application for speaking learning through the blended learning method has increased in the aspects of vocabulary, fluency, pronunciation, and intonation. It can be seen that there is a ratio of 2.8 points for vocabularies, 7.9 points for fluency, 10.9 points for pronunciation and 2.1 points for intonation. It can be concluded that blended learning through YouTube Vlogging application is declared successful and related to students' speaking abilities where there is an increase. It is recommended to lecturers to introduce their devices and innovations into the classroom because students prefer the method compared to conventional and more proven in helping to improve their language skills.

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