Vlog as one of the Applications of Project-Based Learning Method in Online English Classes

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Abstract— **This research is motivated by the problems which arise during online lectures in this pandemic period. The Project-Based Learning (PBL) method using Vlog as the project is applied in online English classes, with the aim that the learning process takes place effectively and efficiently so the competency of attitude, knowledge and language skills could be achieved. Besides to describe how the application of this method and its results, this study was also conducted to know student perceptions toward the application of this method. The research method is qualitative descriptive. This study is also included in the type of action research. Data in this study were gained through observation, interview and documentation and analyzed using an interactive model data analysis technique by Miles and Huberman which consisted of three stages: (1) data reduction, (2) data display, and (3) conclusion drawing/verification. The results of the study show that in the application of PBL method, broadly started from providing guiding questions (problems), introducing the PBL method and offering vlog as project to be carried out. Then, setting up the schedule; monitoring the implementation and evaluating the work results. Specifically, process of implementing the vlog project itself was divided into 2 phases, There were several activities carried out in phase 1, starting from doing literacy, strengthening concepts and training/practices. Meanwhile, the second phase started from conceptualizing, brainstorming, consultation, rehearsal, recording and editing, monitoring and evaluation, and then uploading and publishing. The PBL method using vlog as a project is considered to be able to improve the quality of online English learning process, change the mindset and attitude of students in learning (increase motivation, independence and creativity), instill values and critical thinking attitudes to solve problems and provide direct experience for students in acquiring knowledge.**

Keywords—Project-Based Learning, Vlog

I. INTRODUCTION

The Covid-19 pandemic is still not over yet and until now the whole world is still battling the outbreak. There have been many changes in various areas of life as a result of this epidemic. The education sector is no exception. Learning that used to be carried out face-to-face in classrooms must switch to a distance education model which is carried out online as an effort to deal with and break the chain of the virus transmitting. Based on the previous study results, various obstacles or challenges were found in the online learning process at the elementary to higher education levels, starting from basic things such as poor internet network quality, lack of supporting facilities such as laptops and smartphones, high prices for internet packages, limited time for online learning, lack of motivation, boredom/frustration to problems related to materials, design and learning methods[1][2][3][4]. It has been more than a year, education in Indonesia has shifted to online learning, and over time, these obstacles or challenges continue to be repaired and solutions are sought. It is still uncertain when this pandemic will end. Therefore, teachers must continue to be creative and innovative to ensure that online learning takes place effectively and efficiently.

It is undeniable that technology is very helpful for the continuity of the education world in times like this but it still needs creativity from each individual, both teachers and students, so the learning objectives could be achieved. In this case, teachers are expected to be able to apply appropriate learning methods so through the learning process students not only acquire knowledge but there are also values which are instilled. The method applied must be in accordance with the current situation, where the teacher does not only lecture to provide information (knowledge) to

his students, or just give assignments for students to read and summarize it but also needs to train students' creativity and innovation to explore, assess, interpret and synthesize information where all information discovery (knowledge) is carried out by the learner himself through real experience.

One of the learning methods which could be applied at all levels of education amid the Covid-19 pandemic is Project-Based Learning (PBL). Stoller (in Beckett and Miller) defines Project-Based Learning as a learning strategy which uses projects as a medium in the learning process to achieve attitude, knowledge and skill competencies[5]. This is a student-centered learning method and is also part of the Merdeka Campus plan which is a policy of the Ministry of Education and Culture. The Director General of Vocational Education of the Ministry of Education and Culture, Wikan Sakarinto once said that his party was designing a project-based learning method for vocational education so that by applying this method it is hoped that students' hard skills and soft skills could be developed (Gatra.com, 2021).

Therefore, the author is interested in investigating how to apply this method in online English lectures. The English class was chosen because it is a challenge for teachers of this course to create a learning process that is not just doing lectures and giving written assignments, but how to motivate and make students experience and practice directly the topics are being learned so the four main language skills (macro skills) are listening, speaking, reading, writing and micro skills (grammar, vocabulary, pronunciation and spelling) could be mastered. The project that is offered to be done through the PBL method is Vlog, with the reason that making a Vlog is a trending phenomenon among Indonesian teenagers currently[6]. Vlog (Video Blogging) itself is a form of blogging activity that is shared through YouTube social media using video media through the use of text or audio as the main media source.

Several previous studies had been conducted with the similar focus as this study and they proved the effectiveness of this method in teaching English[7][8][9]. However, what makes this study different with those previous ones is on the setting. The former studies were conducted in offline class (physical classroom), whereas this research was done in virtual class. Additionally, the implementation focus of PBL method in those prior studies was only to teach and improve only one language skill for each study. In this study, the application of PBL method using vlog as the project is used to teach, develop and assess all language skills (macro and micro).

II. THEORETICAL REVIEW

2.1 Project Based Learning

Project-Based Learning is an educational model that uses projects/activities as the core of learning. Learners explore, assess, interpret, and synthesize information to produce various forms of learning[10]. Through the implementation of Project-Based Learning, students will practice planning, carrying out activities as planned and displaying or reporting the results of activities.

In Project-Based Learning, there is an inquiry learning process. Inquiry learning is a learning activity that involves maximally all students' abilities to search for and investigate something (objects, people or events) systematically, critically, logically, and analytically so that they can formulate their own findings with confidence[11].

The emphasis of this learning lies in the students' activities that at the end of the lesson can create meaningful and useful products. The product is the result of a project in the form of goods or services such as designs, schemes, papers, artworks, technological works/crafts, written or oral reports, presentations or recommendations and others.

Based on several publications, Brydon-Miller (in Becket and Miller) summarized that project-based learning in language teaching has several advantages, such as: (a) authenticity of language and learning, (b) intensity of motivation, involvement, participation, fun, and activities, (c) improvement of language skills, (d) improvement of group work ability, (e) knowledge improvement of a topic (f) growth of self-confidence, self-esteem, attitude towards learning, comfort in using language, and satisfaction with their own work, (g) enhancement of self-government, independence, initiative, and willingness to be responsible for their own learning, and (h) enhancement of decision-making ability, analytical ability, critical thinking, problem solving[5].

2.2 Vlog

Vlog phenomenon cannot be separated from the rapid development of communication technology today. Video blogging or abbreviated as Vlog is a form of blogging using video media which contains various topics such as opinions/reviews, stories, hobbies, tips, daily activities, education, tutorials, traveling, music and so on. Saputra, Lester, & Sholikhah (in Sahara, et al)[6] concluded that Vlog is a form of blog that is shared via Youtube social media by using video through the use of text or audio as the main media source. Video is one of the most interesting types of media because it is easy to see and understand.

How to make a Vlog is started from determining a theme, creating a Youtube channel, followed by the

process of taking videos, editing and ending with video publishing.

III. RESEARCH METHOD

This research used qualitative descriptive approach and the strategy used was field research, i.e case study. This strategy is used to understand individuals or groups deeply in certain settings using field notes and structured interviews, therefore, in the end it could be described detailedly and profoundly about the portrait of real conditions in the study field[12]. This research is also included in the type of action research. Bahri[13] stated that action research aims to mend the learning practice, to make it more qualified so the learning results could increase and the learning objectives could be achieved.

This study was carried out in the Even Semester of the 2020/2021 Academic Year. The research subjects were the fourth semester students of the Company Management Study Program, Department of Business Administration, Kupang State Polytechnic who took English course. They were divided into two classes; and in each class consist of 37 students. These classes were selected as the data source by using purposive technique. The reason for doing research in these classes because those were deemed adequate to represent the required information and the author has made initial observations on these classes since the odd semester of 2020/2021 where lectures have been carried out online and several problems have been identified, such as the monotonous learning process, the method chosen made class less interactive, students looked passive and bored and there was no independence in learning made the learning results were not maximal.

Data were gained through observation, documentation and interview and then were analyzed using the interactive model data analysis technique by Miles and Huberman (in Nugrahani)[12], which consisted of three stages; (1) data reduction, (2) data display, and (3) drawing conclusions/ verification.

IV. RESULTS AND DISCUSSION

Currently, online learning is greatly assisted by the rapid development of digital technology. However, this does not mean that the learning process always runs smoothly, still there's problem faced by the teachers that make learning less effective and efficient. This thing is also happened in English class. Seeing this phenomenon and we also don't know when this pandemic will end, it is necessary to immediately take preventive actions. Thus, through this research, the application of Project-Based Learning method using vlog has been tried out to teach English. Explanation of this method application and its results and how the students' responses will be elaborated as follows;

1. **Application of the project-based learning method using vlog as the project in online English classes.**

This method has started to be applied at the beginning of the even semester of 2020/2021. The research subjects were divided into two observation classes. In general, the observation results of both classes were almost the same. At the beginning of the meeting started with the lecture contract explanation, in this case, the lecturer explained what topics will be studied throughout the semester and the learning objectives or basic competencies that must be mastered from each topic being studied. The general objective that must be achieved in this General English course is students are able to communicate in English both orally and in writing according to the topics learned. These topics include: Describing Building, Describing City, Giving advice/suggestion, Asking for Information, Making Invitation and Arrangement, Shopping Skills, Reported Speech and Passive Voice.

According to The George Lucas Educational Foundation[14], the inquiry process through project-based learning begins by bringing up a guiding question, therefore the lecturer then developed guiding questions based on the topic being studied. This guiding question is problem or challenge posed to students which each student can answer it. By using guiding questions could direct students to explore the content (material) by using various ways which are meaningful to themselves, and conducting collaborative experiments. This allows each student to be able to answer the guiding questions eventually.

Based on the guiding questions (problems), students and lecturers discussed how to answer or solve the problems. The lecturer introduced the Project-Based Learning method and offered vlog project as the solution. The Project-Based Learning method is a method that guides students in a collaborative project so after they agreed with the solution they were divided into groups. This method also integrates various topics/materials in the curriculum, so vlog is considered as the appropriate project. Students could blend all topics in one semester into interesting vlog content.

The schedule for implementing this vlog project was for 1 semester (16 meetings) which was divided into 2 phases. The first phase was in the first 8 meetings containing various small-scale activities and practices as preparation for entering the second phase that was to implement the big project.

In the first phase, students started by doing literacy where they looked for references or complete

information related to the topics through various learning resources. Lecturer only acted as facilitator, motivator, and mentor. In each meeting, there were discussion sessions, explanations by lecturer and small practices. For example, for the topic "Describing Building", after doing literacy, students and lecturers discussed the concept of describing building through the zoom meeting application, after that a simple practice was carried out, starting with each student trying to write a descriptive text about their homes, corrected by lecturer and then practiced orally by recording it in video form.

There were various activities students did in the second stage. Those activities were divided into 3 main categories: before vlogging, during vlogging and after vlogging and are summarized in the following table:

Table 1. Stages of Vlogging in the second phase

Vlogging Stages		Activities
Before Vlogging	- Conceptualizing	- Literacy : • Finding the related information/reference. Reading or watching and understanding it. • Watching and listening to other's vlog. • Taking notes of important information and writing down in a form of resume for each topic. - Creating a plan/scenario for their vlogs: theme/topic, content, how the opening and closing.
	- Brainstorming	- Sharing ideas about the plot of the vlog and blending all topics into a script. - Choosing the setting - Writing down the script in Bahasa - Translate to English
	- Consultation	- Consulting the script to the lecturer - Making correction/revision (the plot line, grammar and other mistakes)
During vlogging	- Rehearsal	- Reading and memorizing the scripts - Articulation and Pronunciation rehearsals, facial expression so it will look natural.
	- Recording and Editing	- Recording the vlog. - Editing, inserting back sounds/ background music and pictures and adding subtitle.
	- Monitoring/ Evaluating	- Re-watching to the recorded file before uploading it. - Teacher evaluated the content
		and language-usage - Redoing the vlogs (if there is any mistake) - Reporting to the lecturer, discussing the result of their project, lecturer gives comment and feedback.
After Vlogging	Uploading and Publishing	- uploading to Class' Youtube Channel - Sharing/promoting their vlogs through social media

a. Before Vlogging

In this stage students started with Conceptualizing. They continued to do literacy to sharpen their understanding of learning materials, looked for references from other people's vlogs, wrote resumes of important things related to the projects they were doing and designed scenarios for their vlogs, for example the theme, content and how to open and close the vlog. The next stage was Brainstorming. Students discussed in groups. They shared ideas about the vlog plot/storyline where they must be able to combine all topics into one interesting and interrelated story script. Then they discussed to choose the vlog setting. After the plot and theme matched, they started writing a script (dialogue/monologue) in Indonesian which was then translated into English. The last stage of this phase is consulting the script to the lecturer for correction, both in terms of grammar, word selection, sentences and plot line as well. If the results of their work were still not correct yet or incomplete, they could return to the previous two stages

b. During Vlogging

In this stage, students read and memorized scripts, practiced pronunciation, articulation and intonation as well as facial expressions so they looked natural in speaking. The first exercise is done alone and then together with their friends in group, so they could help each other directed and corrected their friends who still made mistakes. Then, they continued to record videos, edited and added background music, pictures and subtitle to make the vlogs more interesting. During this phase, students reviewed their work, provided input and re-recorded if there were errors or omissions. After that, they reported their work to the lecturer to get comments and feedback.

c. After Vlogging

At this final stage, their project results were uploaded to the Youtube channel for publication. Students also promoted their product (vlog) through social media like Facebook, Instagram, Whatssapp,

etc. Lecturer kept monitoring the results of their publication.

The two phases in implementing PBL using vlog as the project is briefly described in the following figure 1:
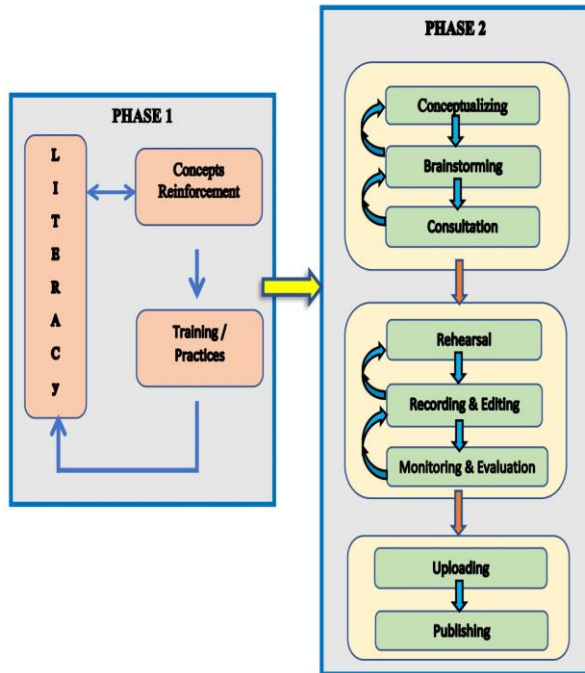

Figure 1. Flowchart of vlog activities

The results of implementing the Project-Based Learning method using vlog as the project in online English classes can be concluded as follows:

- Using this method motivates students to be more active, independent and creative in learning. In seeking for information/references and understanding the lesson concept does not depend on the lecturer only but could be done alone through the literacy process. By doing literacy, students could adapt to their learning style to gain knowledge, explore existing learning resources on their own and then rewrite them in their own language. Because they have explored the concept of the material themselves first, it is very helpful in the discussion process and explanation of the material because it does not take too long. The learning process also becomes more interactive and not bored because virtual learning time is not only filled with listening to the lectures. The literacy process was carried out throughout the semester so every student was not forced to master one topic at the same time but adjusted to their respective abilities.
- Students also seemed more enthusiastic in working on this project because they felt there was a new challenge compared to when they just listened to lectures and did assignments which were mostly written assignments. They felt more fun and excited when they used this media to learn since it is in accordance with the current interest/trend (using social media).
- Through this project, students will not only develop their hard skills, but also their soft skills such as communication skills, critical thinking, time management, creativity, innovation and leadership. Even though we are in the midst of pandemic that limits everyone to interact directly, but through the application of this method, values such as loving, cooperation, helping, tolerance, solidarity, and discipline can still be instilled.
- The process assessment was used to evaluate students' works starting from the preparation stage until the product was completed. Based on the assessment results in terms of content, fluency, pronunciation, grammar, to participation/motivation, it is concluded that almost 80 percent of students are in the good category, the learning objective for each topic could be achieved.
- Although there are many positive things from implementing this method, however, it is undeniable that there are also drawbacks. This research was done during pandemic so all public activities were restricted therefore the exploration carried out by students was rather limited. This method encourages students to be more active in acquiring knowledge but it is indisputable that in each class there were always passive student who does not want to practice at all so it affected the project result that looked not too maximal.

2. Students' responses to the application of the PBL method using Vlog

Based on interview results, almost all respondents' answers gave a positive impression on the implementation of this vlog project. According to Beckett and Miller [5], there are various advantages of implementing PBL in language teaching and it is also felt by students when working on this project. It encourages students to be more brave, confident, motivated, creative and able to think critically and overcome the challenges they face as in the following interview results:

"I think, this project is really fun, interesting and quite challenging. I've never done something like this before. It motivated me to learn and practice a lot and also it makes me more confidence to speak English" (Florentina Tuto)

"This project makes us think creative. We have to blend all topics in this semester into an

interesting and logical script, and think how to make this video is worth to watch". (Gilbert T)

Additionally, working on this project can improve understanding of topics and language skills because there is more time to practice and learning feels more natural. Students can use various learning resources and find the easiest way for them to understand the lesson materials.

"In my opinion, by doing this project really helps me to understand more quickly about the learning material. It makes me feel enthusiastic, more independent and have the initiative to find out the related references. Oh I think my English skills are improving as well, because I did more practices than just reading the theory. Here I can express my ideas and creativity. I feel so happy because I can share something useful to others through my group's vlog". (Syane Marlisa)

Even in the midst of pandemic situation like this, but with the application of this PBL method, life values such as love, cooperation, help, solidarity, tolerance, discipline, and responsibility can still be instilled. This can be seen from the following student responses:

"According to me, vlogging activities in learning are highly recommended. Through this I can understand more quickly about the topics because we learn by doing. And we did it over and over again so although the class has finished this semester, I still can remember the lesson, it's different when we just get the theory or just listen to the lecture. Moreover, if I have difficulties or obstacles I can discuss and also ask friends for help. This activity taught me to be tolerant, more discipline and responsible so our project can be accomplished on time". (Kezia Djami Uly)

"I think this activity is very good, because from this vlog activity we can work together and share knowledge with each other to do vlog well. The benefits that I get from doing this vlogging are: I can improve my pronunciation, I can find out more details about the material in the vlog, and I can also confidently practice in English so now I can speak English fluently and well". (Melgi Diani M Dethan)

Based on the discussion above, it is noted that there are several stages that students must do in

working on a vlog project. Furthermore, the application of the PBL method in online English class showed good results and left a positive impression for the students. This method can be used to teach the whole English skills, not only one. These results also support the results of previous studies conducted by Sahara, et al, Maulidah, Lestari and Ratnawati [6][7][8][9].

V. CONCLUSION

This paper presented the application of PBL method using vlog as the project to teach English in online classes. There were 2 phases in applying this method and each of it consisted of several stages. The result of applying this method demonstrated that the online English learning process could be repaired. By using vlog as the project could change the students' mindset and attitude in learning. It could increase their motivation, activeness, independence and creativity and could instill life values and critical thinking attitude to solve a problem and provide students a direct experience in gaining knowledge as well. The project-based learning method can be collaborated with other method such as integrated learning so the product content is richer and more interesting.

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